

Notice of meeting and agenda

Education, Children and Families Committee

10:00am, Tuesday 6 March 2018

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

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

Contacts

Email: lesley.birrell@edinburgh.gov.uk / blair.ritchie@edinburgh.gov.uk

Tel: 0131 529 4240 / 0131 529 4085

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 12 December 2017 (circulated) - submitted for approval as a correct record

5. Forward planning

- 5.1 Key Decisions Forward Plan (circulated)
- 5.2 Rolling Actions Log (circulated)

6. Business bulletin

- 6.1 Business Bulletin (circulated)

7. Executive decisions

- 7.1 Schools and Lifelong Learning Estate Strategic Review – West and South West Edinburgh – report by the Executive Director for Communities and Families (circulated)
- 7.2 School Session Dates Consultation – report by the Executive Director for Communities and Families (circulated)
- 7.3 Schools WiFi - report by the Executive Director of Resources (circulated)
- 7.4 Digital Learning in Schools – report by the Executive Director for Communities and Families (circulated)
- 7.5 Raising Attainment: Frameworks for Learning – report by the Executive Director for Communities and Families (circulated)
- 7.6 Child Poverty - School Uniform Grant - report by the Executive Director for Communities and Families (circulated)

- 7.7 Teacher Recruitment Update - report by the Executive Director for Communities and Families (circulated)
- 7.8 Communities and Families Small Grants to Third Parties 2018/19 – Proposals for Expenditure - report by the Executive Director for Communities and Families (circulated)
- 7.9 Year of Young People 2018 and Child Friendly Edinburgh - Young People's Contribution to Decision Making - report by the Executive Director for Communities and Families (circulated)
- 7.10 Holiday Activity Programme for Disabled Children and Young People - report by the Executive Director for Communities and Families (circulated)
- 7.11 Supporting Children and Young People's Mental Health and Wellbeing in School - report by the Executive Director for Communities and Families (circulated)
- 7.12 Anti Bullying - report by the Executive Director for Communities and Families (circulated)
- 7.13 South East Improvement Collaborative - report by the Executive Director for Communities and Families (circulated)
- 7.14 Revenue Monitoring 2017/2018 - Month Eight Position - report by the Executive Director for Communities and Families (circulated)

8. Motions

- 8.1 Motion by Councillor Claire Miller – Central Library Daylight Impact Assessment
“Committee:
Notes that the planned development of the Cowgate gap site to the rear of the Central Library may affect daylight enjoyed by library staff and users.
Calls for an independent daylight impact assessment report for the Central Library in one cycle, including but not limited to, recommendations on how to maintain lighting levels in the library.”
- 8.2 Motion by Councillor Laidlaw – Trinity Academy
“Committee:
Recognises the unacceptable suitability of the built facilities at Trinity Academy and the adverse building condition reports for Trinity Academy and Trinity Primary. Further recognises the complexity of the Trinity Academy/Trinity Primary site and accepts the additional work that is likely to be required to deliver a successful campus model, or to look at alternative solutions, in readiness for any Scottish Government funding scheme.

Accordingly ask officers for a report in one cycle setting out the next steps in terms of a Business Case and detailed design work for each of:

- (a) Trinity Academy
- (b) A Trinity Academy/Trinity Primary Campus; and
- (c) Bangholm Gym and Pool facilities to support a secondary school of approximately 1200 roll.

The report should identify the resources required to progress each case.”

Laurence Rockey

Head of Strategy and Insight

Committee Members

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

Added Members for Education Items

Religious Representatives

Rabbi David Rose, Dr Rita Welsh and (Vacancy)

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 Blair Ritchie, 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 4085 email lesley.birrell@edinburgh.gov.uk / blair.ritchie@edinburgh.gov.uk.

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

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

Webcasting of Council meetings

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

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

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

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

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

Education, Children and Families Committee

10.00am, Tuesday 12 December 2017

Present:

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

Added members for Education matters

Religious Representative

Rabbi David Rose.

Parent Representative

Alexander Ramage (non-voting).

1. Deputation – Parents and Carers Councils for Braidburn, Oaklands and St Crispin's Special Schools

The Committee agreed to hear a joint deputation from Oaklands Parents and Carers Council, Braidburn Parents and Carers Council and St Crispin's Parents and Carers Council in relation to the holiday activity programme playscheme.

The deputation highlighted the challenges for families caring for children with disabilities such as isolation and inability to work and that these challenges were exacerbated during school holidays. The holiday playscheme offered an invaluable service.

The deputation requested that the playscheme provision be extended to be available to all children with disabilities or that one third of all places be protected for six weeks for those children with severe and complex needs.

Decision

- 1) To agree to establish a short term Working Group, comprising the Convener, Vice-Convener and Opposition Group Spokespersons to explore solutions to the holiday play scheme provision.
- 2) To delegate responsibility to the Working Group to implement any identified solutions subject to noting that any budgetary implications arising from the Working Group's deliberations would require to be reported to the appropriate Committee for the necessary approval.

- 3) To agree that the first meeting of the Working Group would be held during the week commencing 18 December 2017 diaries permitting.
- 4) To agree that the Working Group would consider the following as part of their remit:
 - (a) to explore reserving provision for children with severe disabilities (possibly one third of provision of available places as a priority allocation);
 - (b) constraints around staffing, finance, premises and training;
 - (c) tailoring the service provision to the individual needs of families;
 - (d) working towards a solution in consultation with parents with children attending special schools and the wider parent body to ensure that all issues were considered and to look at creative ways of ensuring engagement with all parents;
 - (e) explore training and resourcing which could be provided by partner organisations.

2. Deputation – James Gillespie’s High School Parent Council – WiFi in School

The Committee agreed to hear a deputation from James Gillespie’s High School Parent Council and Adam Paton (James Gillespie’s High School Pupil and Scottish Parliament Member) in relation to WiFi availability within the James Gillespie’s High School buildings.

The deputation highlighted that there was limited access to WiFi within the school which was having a detrimental impact on learning opportunities. Many pupils had access to WiFi on their own devices and having WiFi installed in all schools would encourage pupils to engage with more online educational material, an approach which would be a minimal cost to the Council.

The deputation requested that the Committee explore implementing a ‘bring your own device’ pilot scheme and that the outcome be reported to the next meeting of the Committee.

Decision

- 1) To note that work was progressing on the overall strategy on digital learning provision across the whole school estate.
- 2) To note that, as part of that strategy, it was planned to undertake pilot schemes trialling the use of WiFi across three schools (one of which would be James Gillespie’s High School) and two others to be identified.

- 3) To note that the pilot schemes were likely to be concluded by the end of April and that a report on the outcomes would be reported to Committee as soon as possible thereafter.

5. Schools Meals Update

(a) **Deputation – Leith Walk Primary and James Gillespie’s Primary Parent Councils**

The Committee agreed to hear a deputation from Leith Walk Primary School Parent Council and James Gillespie’s Primary School Primary School Parent Council regarding the provision of school meals.

The deputation welcomed the provision of hot meals within schools but felt that some improvements could be made, such as reducing the levels of sugar within the food. Staff shortages in school dining rooms often meant that parents found it difficult to highlight their concerns which also caused delays in serving the food.

The deputation indicated their support for the initiative outlined in the report and asked to be involved in teaching children about healthy eating for life.

(b) **Report by the Executive Director for Communities and Families**

An update was provided on the school meals service including information on menu compilation, school meals uptake, Food for Life accreditation, online payment and cashless catering provision.

Motion

- 1) To note the update on schools meals with particular regard to uptake trends and Food for Life accreditation.
 - 2) To note the challenges ahead that the new services faced with rising schools rolls and early year provision.
- moved by Councillor Perry, seconded by Councillor Dickie

Amendment

- 1) To agree in light of the challenges laid out in the report by the Executive Director for Resources, to call for a further report in two cycles setting out recommendations to tackle these challenges, including, but not restricted to:
 - Extending the number of schools reaching silver accreditation.

- The impact caused by transport and time delays on the nutritional value of menu items.
 - Options to further reduce packaging.
 - A mechanism for parents to input thoughts into the menu design, with a focus on healthy options.
- 2) To agree that the report would consider how other authorities had been dealing with similar challenges.
- moved by Councillor Mary Campbell, seconded by Councillor Corbett

In accordance with Standing Order 20(7), the amendment was accepted as an addendum to the motion.

Decision

To approve the following adjusted motion:

- 1) To note the update on schools meals with particular regard to uptake trends and Food for Life accreditation.
- 2) To note the challenges ahead that the new services faced with rising schools rolls and early year provision.
- 3) To agree in light of the challenges laid out in the report by the Executive Director for Resources, to call for a further report in two cycles setting out the recommendations to tackle these challenges, including, but not restricted to:
 - Extending the number of schools reaching silver accreditation.
 - The impact caused by transport and time delays on the nutritional value of menu items.
 - Options to further reduce packaging.
 - A mechanism for parents to input thoughts into the menu design, with a focus on healthy options.
- 4) To agree that the report would consider how other authorities had been dealing with similar challenges.

(Reference – report by the Executive Director of Resources, submitted)

6. Schools and Lifelong Learning Estate Strategic Review – Update on Informal Consultation

a) **Deputation – Currie Community High School School Parent Council**

The Committee agreed to hear a joint deputation from Currie Community High School Parent Council, Juniper Green Primary School Parent Council and Woodlands School.

The deputation did not support the proposals for the South West Edinburgh Schools Review describing it as the “Nightmare before Christmas”. The deputation felt that it was irrational to close a thriving school that was at the heart of the community only to build more houses with inadequate infrastructure to support it.

There were concerns that the current proposals may lead to a decline in the existing high levels of educational attainment and that the push to encourage more children to walk/cycle to school would stop.

b) **Deputation – Bun-sgoil Taobh na Pairce Parent Council**

The Committee agreed to hear a deputation from Bun-sgoil Taobh na Pairce Parent Council) and Comann Nam Parant.

The deputation stressed the importance of access to Gaelic medium education provision and that it should be open to all families who wanted it for their children. This approach would ensure revitalisation of the language and ensure that pupils would eventually become fluent Gaelic speakers.

To help broaden the appeal of Gaelic, the Parent Council pledged to continue to work with the Council to ensure sufficient GME capacity at secondary schools, quality education and a good overall experience of Gaelic from Early Years to the senior level.

c) **Deputation – Kirkliston Primary School Association**

The Committee agreed to hear a deputation from Kirkliston Primary School Association.

The deputation highlighted the need to ensure that positive outcomes were achieved for children and recognised the sense of urgency, the tight timescales and the need to maintain excellent standards. However, as there was no clear preferred option a wider consultation should be undertaken.

Concerns were raised regarding the potential isolation of Kirkliston due to housing development, road safety and the lack of contingency plans if the West Edinburgh High School was not delivered within the required timeline.

The deputation asked that the Committee explore all options to give children the best education, while maintaining strong links with Queensferry.

d) Report by the Executive Director for Communities and Families

An update on the informal consultations which were to be carried out in West and South West Edinburgh was presented.

Motion

- 1) To note that further work on transport and travel access to a new school, explanation of expected pupil numbers across West Edinburgh and discussions on the site opportunities for a new school within the proposed catchment area would be progressed.
 - 2) To note the proposals for the informal consultation on the future of Gaelic Medium Education and that a draft statutory consultation paper would be prepared for consideration by the Education, Children and Families Committee in March 2018.
 - 3) To note the update on the Wave 4 Trinity Academy feasibility study and the options appraisal for additional accommodation at Boroughmuir High School.
- moved by Councillor Perry, seconded by Councillor Dickie

Amendment 1

- 1) To acknowledge that the proposal for a new combined school in the South West of the city was not signalled in the Local Development Action Programme (December 2016) or the Education Appraisal (March 2017).
- 2) To note that since those two reports, information had come to light via estate surveys which highlighted the need to replace Currie High School; and that the new information had prompted further reflection on how best to meet the twin demands of rising secondary rolls and a fit-for-purpose school estate.
- 3) To note that the scope of and timescale for informal consultation outlined in the report to Education, Children and Families Committee in October 2017 had evolved from those set out in the report by the Executive Director for Communities and Families.
- 4) To recognise that the current informal consultation, with a specific proposal on a combined school in South West Edinburgh, on three possible identified sites, had prompted significant reaction from school communities, elected members, other elected representatives and stakeholders.

- 5) To note that a number of other possibilities had already been raised and would continue to be raised as to how best to meet the twin demands outlined in paragraph 2 (above).
- 6) To request that, in advance of further consultation officers provided the following additional information outlined below in order to enhance shared understanding on:
 - a. The educational opportunities including curriculum choice provided by schools with different capacities and rolls.
 - b. The number of pupils attending each primary school in the area.
 - c. Existing cross catchment pupil placement numbers for schools in the area.
 - d. Additional information on travel to school routes and distances.
 - e. Opportunities for the retention and improvement of community facilities in the area covered by the review.
 - f. School condition issues.
 - g. Steps being taken to investigate a range of alternative sites for a new Currie High school and a new school in the West, including, for the latter, sites in and around Kirkliston. This information would be made available to all affected parents.
- 7) Therefore instructs officers to proceed with but amend the informal consultation in the following ways:
 - To make clear that the combined school option issued on 24 November 2017 had no special status and was a provisional option put forward by officers rather than a preferred proposal;
 - To clarify that all practicable options would be treated equally and the consequences of each explored.
- 8) To agree that the instructions in paragraphs 6 & 7 (above) would be reflected in a revised online consultation form; any current dialogue with school communities; and planned consultation in January and February 2018.
- 9) To agree that before any decision was taken by the Education, Children, and Families Committee at the March 2018 Committee or subsequent Committees, the Convenor called a meeting prior to that date to discuss all the evidence and invited community groups to express their views.

- 10) To agree to review the process with a view to informing future consultations and approve the setting up of a Member Officer Working Group, on strategic estate review, to support and guide further engagement on estate proposals throughout the city.
- moved by Councillor Mary Campbell, seconded by Councillor Corbett

Amendment 2

- 1) To note the report by the Executive Director for Communities and Families and add to the motion:
 - To agree to present to Education, Children, and Families Committee as part of updated report, and following results of informal consultation, information on the extent to which rationale for larger secondary schools with wider catchment areas, and the advantages and disadvantages thereof, were part of any citywide strategic review, to include:
 - analysis of attainment (and closure of attainment gap) based on size of school roll
 - availability of range of subjects and qualifications on offer based on size of school roll
 - availability of sporting and extra curricular activities
 - any Impact of increased travel times/distance from school on pupil attainment and attendance
 - considered impact on pupil support, school ethos and community links
 - cost analysis of refurbishment of existing schools versus rationalisation and replacement
- 3) To note that any policy change must be made with the agreement of elected members and remitted to Full Council.
- moved by Councillor Laidlaw, seconded by Councillor Rust.

Amendment 3

- 1) To note the report by the Executive Director for Communities and Families.
- 2) To agree to remove recommendations 1.1 and 1.2, contained within the report by the Executive Director for Communities and Families and replace with:

- To note the outcomes of the informal consultation carried out on the future feeder status of Kirkliston Primary School,
- To note the ongoing uncertainty over the projected pupil numbers at Kirkliston Primary School as detailed in 3.7 of the report, with the current projection showing a larger school roll than 8 of Edinburgh's current high schools by the time Queensferry High School capacity became an issue (2023) and,
- To note that such uncertainty meant it would not be possible to rule out the feasibility of Kirkliston supporting a new high school in its own right.
- moved by Councillor Young, seconded by Councillor Smith

In accordance with Standing Order 20 (7), Amendments 1 and 2 were accepted and Amendment 3 was adjusted and accepted as addendums to the motion.

Decision

- 1) To note that further work on transport and travel access to a new school, explanation of expected pupil numbers across West Edinburgh and discussions on the site opportunities for a new school within the proposed catchment area will be progressed.
- 2) To note the proposals for the informal consultation on the future of Gaelic Medium Education and that a draft statutory consultation paper will be prepared for consideration by Committee in March 2018.
- 3) To note the update on the Wave 4 Trinity Academy feasibility study and the options appraisal for additional accommodation at Boroughmuir High School.
- 4) To acknowledge that the proposal for a new combined school in the South West of the city is not signalled in the Local Development Action Programme (December 2016) or the Education Appraisal (March 2017).
- 5) To note that since those two reports, information had come to light via estate surveys which highlights the need to replace Currie High School; and that this new information had prompted further reflection on how best to meet the twin demands of rising secondary rolls and a fit-for-purpose school estate.
- 6) To note that the scope of and timescale for informal consultation outlined in the report to Education, Children and Families Committee in October 2017 had evolved from those set out in the report by the Executive Director for Communities and Families.

- 7) To recognise that the current informal consultation, with a specific proposal on a combined school in South West Edinburgh, on three possible identified sites, had prompted significant reaction from school communities, elected members, other elected representatives and stakeholders.
- 8) To note that a number of other possibilities had already been raised and will continue to be raised as to how best to meet the twin demands outlined in 5) above.
- 9) To request that, in advance of further consultation, officers provide the following additional information outlined below in order to enhance shared understanding on:
 - a. The educational opportunities including curriculum choice provided by schools with different capacities and rolls.
 - b. The number of pupils attending each primary school in the area.
 - c. Existing cross catchment pupil placement numbers for schools in the area.
 - d. Additional information on travel to school routes and distances.
 - e. Opportunities for the retention and improvement of community facilities in the area covered by the review.
 - f. School condition issues.
 - g. Steps being taken to investigate a range of alternative sites for a new Currie High School and a new school in the West, including, for the latter, sites in and around Kirkliston. This information would be made available to all affected parents.
- 10) To instruct officers to proceed with, but amend, the informal consultation in the following ways:
 - To make clear that the combined school option issued on 24 November 2017 had no special status and was a provisional option put forward by officers rather than a preferred proposal;
 - To clarify that all practicable options would be treated equally and the consequences of each explored.
- 11) To agree that the instructions in 9) and 10) above would be reflected in a revised online consultation form; any current dialogue with school communities; and planned consultation in January and February 2018.

- 12) To agree that before any decision is taken by the Education, Children, and Families Committee at the March 2018 Committee or subsequent Committees, the Convenor calls a meeting prior to that date to discuss all the evidence and invite community groups to express their views.
- 13) To agree to review the process with a view to informing future consultations and approves the setting up of a Member Officer Working Group, on strategic estate review, to support and guide further engagement on estate proposals throughout the city.
- 14) To agree to present to the Education, Children and Families Committee as part of updated report, and following results of informal consultation, information on the extent to which rationale for larger secondary schools with wider catchment areas, and the advantages and disadvantages thereof, are part of any citywide strategic review, to include:
 - analysis of attainment (and closure of attainment gap) based on size of school roll;
 - availability of range of subjects and qualifications on offer based on size of school roll;
 - availability of sporting and extra curricular activities;
 - any Impact of increased travel times/distance from school on pupil attainment and attendance;
 - considered impact on pupil support, school ethos and community links; and,
 - cost analysis of refurbishment of existing schools versus rationalisation and replacement
- 15) To note that any policy change must be made with the agreement of elected members and remitted to Full Council.
- 16) To note:
 - (a) the outcomes of the informal consultation carried out on the future feeder status of Kirkliston Primary School;
 - (b) the ongoing uncertainty over the projected pupil numbers at Kirkliston Primary School as detailed in 3.7 of the report by the Executive Directors for Communities and Families, with the current projection showing a larger school roll than 8 of Edinburgh's current high schools by the time Queensferry High School capacity becomes an issue (2023); and,

- (c) that such uncertainty means it would not be possible to rule out the feasibility of Kirkliston supporting a new high school in its own right.

(References – Minute of the Education, Children and Families Committee 10 October 2017 (item 10); Executive Director of 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 Kirkliston Primary School.

Councillor Corbett declared a non-financial interest in the above item as a parent of a child attending Tynecastle High School.

7. Energy in Schools Annual Report

An overview was provided of 2016/17 energy use across the Council's school estate and the significant investment made in energy/carbon reduction initiatives across the School estate.

Due to the low wholesale cost of energy, there had been a reduction in overall energy spend in comparison to 2015/16. However, electricity costs continued to increase due to market changes. In line with previous trends, gas consumption had continued to decrease.

Decision

- 1) To note the report by the Executive Director of Resources and the positive outlook for the future energy efficiency strategy and the significant progress made on key energy efficiency projects to date.
- 2) To note that the additional detail requested by the Committee in December 2016 on energy consumption per unit floor area had been included within Appendix 2 to the report by the Executive Director of Resources.
- 3) To note that an annual progress report would be submitted to the Education, Children and Families Committee in 2018 on Energy in Schools.

(References – minute of the Education, Children and Families Committee 13 December 2016 (item 14); report by the Executive Director of Resources, submitted)

8. Minute

Decision

To approve the minute of the Education, Children and Families Committee of 10 October 2017, as a correct record.

9. Education, Children and Families Committee - Key Decisions Forward Plan

The Education, Children and Families Committee Key Decisions Forward Plan was submitted.

Decision

To note the Key Decisions Forward Plan.

(Reference – Key Decisions Forward Plan, submitted)

10. Education, Children and Families Committee Rolling Actions Log

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

Decision

- 1) To close actions 2, 8, 9, 11, 12, 15, 16, 18, 19, 20, 21, 22, 24 and 29.
- 2) To otherwise note the remaining outstanding actions.

(References – Rolling Actions Log 12 December 2017, submitted)

11. Business Bulletin

The Education, Children and Families Committee Business Bulletin for 12 December 2017 was presented.

Decision

To note the Business Bulletin.

(Reference – Business Bulletin – 12 December 2017, submitted)

12. School Roll Projections

Details were provided of the latest school projections for the 2017-2027 period.

Decision

To note the report by the Executive Director for Communities and Families.

(References – Minute of the Education, Children and Families Committee 13 December 2016 (item 1); report by the Executive Director for Communities and Families, submitted)

13. Education Governance and the Establishment of a Regional Collaboration

The governance arrangements for the South East Improvement Collaborative Steering Group and the focus on collaboration in order to improve attainment, reduce the poverty related attainment gap and sharing practice were submitted.

Decision

- 1) To note the report by the Executive Director for Communities and Families.
- 2) To request an annual update on progress of the South East Improvement Collaborative.

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

14. Expansion of Early Learning and Childcare from 600-1140 hours by 2020

An update was provided regarding the approach to delivering 1140 hours of Early Learning and Childcare to all eligible 2, 3 and 4 year olds by August 2020. The expansion plan would continue to be reviewed and adapted where necessary as work was undertaken with the Scottish Government in terms of funding allocations.

Decision

- 1) To approve increasing the number of local authority early years settings providing early learning and childcare over 50 weeks and open between 8.00am and 6.00pm.
- 2) To approve the appendix to the report by the Executive Director for Communities and Families to the early years admissions policy which outlined the criteria for phasing in 1140 hours of Early Learning and Childcare before full implementation in 2020.
- 3) To note the intention to return a report on the finalised plan to the Education, Children and Families Committee in March 2018 when the multi-year revenue and capital funding had been agreed by the Scottish Government.

(References – Education, Children and Families Committee 15 August 2017 (item 12); report by the Executive Director for Communities and Families, submitted)

15. Teacher Recruitment Update

Information was provided on the number of teacher vacancies in Edinburgh schools and an assessment of any impact on standards of learning.

Motion

To note the report by the Executive Director for Communities and Families as an initial indication of the longer-term strategy envisaged to tackle shortage issues in teacher recruitment so as to mitigate any impact on standards of learning and teaching.

- moved by Councillor Perry, seconded by Councillor Dickie.

Amendment

- 1) To instruct officers to investigate the creation of a talent pool using available data from previous applications and current employees with a view to flagging particular in-demand specialisms including:
 - Special needs experience.
 - Ability to teach multiple STEM subjects.
 - Language skills, particularly ability to deliver Gaelic Medium EducationOfficers to report on any legal impediment to allowing applicants to 'opt-in' to being notified of new roles they may be interested in.
 - 2) To instruct officers to report on the above within one cycle.
- moved by Councillor Laidlaw, seconded by Councillor Rust.

In accordance with Standing Order 20 (7), the amendment was accepted as an addendum to the motion.

Decision

- 1) To note the report by the Executive Director for Communities and Families as an initial indication of the longer-term strategy envisaged to tackle shortage issues in teacher recruitment so as to mitigate any impact on standards of learning and teaching.
- 2) To instruct officers to investigate the creation of a talent pool using available data from previous applications and current employees with a view to flagging particular in-demand specialisms including:
 - Special needs experience.
 - Ability to teach multiple STEM subjects.
 - Language skills, particularly ability to deliver Gaelic Medium EducationOfficers to report on any legal impediment to allowing applicants to 'opt-in' to being notified of new roles they may be interested in.

- 3) To instruct officers to report on the above within one cycle.

(References – Education, Children and Families Committee 10 October 2017 (item 9); report by the Executive Director for Families and Communities, submitted)

16. Education Standards and Quality Report

An update was provided on the local improvement plan and a Standards and Quality Report detailing how the service, its schools and services had sought and achieved improvement in provision.

Decision

- 1) To approve the Education Standards and Quality report set out in Appendix 1 of the report by the Executive Director for Communities and Families.
- 2) To agree to hold a workshop to allow Members to discuss issues around attainment and to reach an understanding of the Council's priorities in this area.

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

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

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

Decision

- 1) To note the progress in the implementation of the strategic priorities for Additional Support for Learning (ASL) 2017-20.
- 2) To note and welcome the continued progress in inclusive practice in our schools and the work of the Inclusion Strategy Working Group.
- 3) To note the progress in planning for the future of our special schools including:
 - (a) The successful outcome to the proposed closure of Panmure St Ann's.
 - (b) Progress in planning for the new St Crispin's and its key role in the sustainability of authority's provision for children with autism.
 - (c) Forward planning of special school provision in anticipation of future needs.
- 4) To approve the public consultation and submission of planning permission for the new St Crispin's.

- 5) To approve informal consultations to inform planning of future provision for children with autism at Kaimes and special classes and secondary resource provision.
- 6) To approve that future options for special provision would be continued as part of the Strategic Review and rising rolls programme.
- 7) To welcome the strategic improvement plan for Autism and continuing consultations with parents and other partners in its implementation.

(References – Education, Children and Families Committee, 7 March 2017 (item 11); report by the Executive Director for Communities and Families, submitted)

18. Unaccompanied Asylum Seeking Children

Details were provided of the increased number of unaccompanied asylum seeking children who had arrived in Edinburgh during 2016 and 2017, and the authority's approach to assessing, supporting and accommodating them.

Decision

- 1) To note the increased demand relating to arrivals of Unaccompanied Asylum Seeking Children (UASC) in Edinburgh in 2016 and 2017 and the associated budget pressures within Children's Services.
- 2) To note the actions in place to develop alternative options for the accommodation of young people.
- 3) To request that future reports on Looked After and Accommodated Children transformation include a section containing data on UASC and progress made in relation to strategies for managing demand for service.
- 4) To note that the Council was working with COSLA to make representation to the Home Office regarding level of government funding for UASC.

(References – Education, Children and Families Committee, 15 August 2017 (item 14); report by the Executive Director for Communities and Families, submitted)

19. Transfer of the Management of Secondary School Sport Facilities to Edinburgh Leisure

Details were provided of the transfer of school sports facilities to Edinburgh Leisure. Edinburgh Leisure had also taken on the administration of bookings for community access to all secondary school sport facilities.

Decision

- 1) To note the progress made with transfer of management of secondary school sport facilities to Edinburgh Leisure.
- 2) To request a report on the transfer of management of sport facilities at the remaining Council owned and managed secondary schools.
- 3) To agree that the Executive Director for Communities and Families would provide a briefing to Members on the £1.3m funding gap in advance of the Council's Budget setting meeting on 22 February 2018.

(Reference – Education, Children and Families Committee, 15 August 2017 (item 10); report by the Executive Director of Communities and Families, submitted)

20. Outdoor Learning

Performance information and progress of the Outdoor Learning Centres following the completion of an organisational review was reported.

Decision

- 1) To note the performance and progress since the completion of an organisational review of the Outdoor Learning Centres.
- 2) To note the proposed developments regarding the Outdoor Learning Centres.
- 3) To continue to support the recommendation that the City of Edinburgh Council's Primary Schools chose Benmore of Lagganlia as their first choice of a fully serviced residential outdoor learning week, providing there was available space during the peak period of mid February through to mid-November.
- 4) To continue with the provision to carry forward any budget surplus from Benmore and Lagganlia for vital future investment in infrastructure and resources to ensure their long term sustainability.

(References – Education, Children and Families Committee, 1 March 2016 (item 15); report by the Executive Director for Communities and Families, submitted)

21. Communities and Families Excursions Policy

Approval was sought for the Communities and Families Excursions Policy. The Policy set out The City of Edinburgh Council's employer framework for delivering safe, high quality excursions.

Decision

To approve the Communities and Families Excursions Policy.

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

22. Schools and Lifelong Learning Staff Travelling and Working Overseas Policy

Approval was sought for a proposed Schools and Lifelong Learning Travelling and Working Overseas Policy. The Policy set out the requirements for Schools and Lifelong Learning staff proposing to travel and work overseas.

Decision

To approve the Schools and Lifelong Learning Travelling and Working Overseas Policy.

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

22. Positive Action Funding in Primary Schools

An update was provided on the improvement in attainment to date for schools in receipt of positive action funding.

Decision

To note the report by the Executive Director for Communities and Families.

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

23. Breakfast Club Update Report

An update was provided on new developments and progress made by the Council funded breakfast clubs delivered in local authority primary schools and special schools over the last 12 months.

Decision

- 1) To note the report by the Executive Director for Communities and Families.
- 2) To note the significant progress of the breakfast club programme delivered in primary schools over the last 12 months.

(References – Education, Children and Families Committee 13 December 2016 (item 10); report by the Executive Director for Communities and Families, submitted)

24. Strategic Management of School Places

Updates were provided concerning the P1 and S1 admissions for August 2017 and the number of out of catchment requests; the number of appeals lodged, the number of cases granted and individual cases won on appeal.

Decision

- 1) To note the report by the Executive Director for Communities and Families.
- 2) To request an admissions and appeals update report in December 2018.

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

25. Pupil Equity Fund

Pupil Equity Funding was additional funding allocated directly to schools and targeted at closing the poverty related attainment gap. Information was provided on the guidance and support made available to schools to ensure they were able to fulfil the aims of Pupil Equity Funding.

Decision

- 1) To note the amount of funds devolved to schools in regard to Pupil Equity Fund.
- 2) To note the guidance developed to support schools.

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

26. Open Library

An update was provided on plans for introducing the open library concept at selected libraries and community centres.

Decision

- 1) To note the plans for Open Library.
- 2) To ensure that the relevant Community Centre Management Committees were consulted on any proposals before progressing the Open Library concept.
- 3) To note that revenue implications would be included as part of the Business Case.

- 4) To agree that an update report would be submitted to the Committee in six months.

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

27. Year of Young People 2018 - Schools and Lifelong Learning

An update was provided on a range of proposed contributions to the Year of Young People made by Schools and Lifelong Learning officers and partners.

Decision

- 1) To note the report by the Executive Director for Communities and Families and endorse the approach being taken across Communities and Families and with partners.
- 2) To agree as part of the report on the Engagement of Young People in the decision-making process of the council, to explore the possibility of electing a senior school student to the Education, Children and Families Committee on the same basis as the parental representative.
- 3) To agree to receive the report regarding the Engagement of Young People on 22 May 2018.

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

28. Revenue Monitoring 2017/18 – Month Five Position

Details were provided of the projected five-month revenue monitoring position for the Communities and Families Directorate, based on actual expenditure and income to the end of August 2017 and expenditure and income projections for the remainder of the financial year.

Decision

- 1) To note the net residual budget pressure of £0.7m which remained at month five.
- 2) To note that approved savings in 2017-18 totalled £7.348m and were on track to be delivered in full.

- 3) To note that the Executive Director for Communities and Families had identified additional savings totalling £1m in 2017/18 to assist the delivery of an overall balanced budget position for the Council.

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

29. Recommendations of the Social Work Complaints Review Committee of 20 October 2017

The recommendations of the Social Work Complaints Review Committee held on 20 October 2017 on a complaint against the Communities and Families Directorate were submitted.

Decision

To approve the recommendations of the Social Work Complaints Review Committee of 20 October 2017.

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

30. Motion by Councillor Mary Campbell – Anti-Bullying BetheChange Campaign

The following motion by Councillor Mary Campbell was submitted in terms of Standing Order 16:

Motion

“Council notes:

That ENABLE Scotland has launched their anti-bullying #BetheChange campaign.

That ENABLE Scotland’s research has shown that two-thirds of young people who have learning disabilities and/or autistic spectrum disorders have been bullied.

That ENABLE Scotland has worked with the Universities of Glasgow and Strathclyde to create five lessons for S1 and S2 pupils called ‘Lessons on Learning Disability’.

Therefore, this Committee asks that officers bring a report within two cycles on plans to role out the ‘Lessons on Learning Disability’ within City of Edinburgh Council Secondary Schools.”

- moved by Councillor Mary Campbell, seconded by Councillor Corbett

Amendment

To add the following:

“To note a report on all forms of bullying was already planned for the next Education, Children and Families Committee which instructs officers to highlight the ENABLE Scotland BetheChange Campaign.”

- moved by Councillor Perry, seconded by Councillor Dickie

In accordance with Standing Order 20 (7), the Amendment was accepted as an addendum to the motion.

Decision

To approve the adjusted motion by Councillor Mary Campbell.

Education, Children and Families Committee 6 March 2018

Item	Key decisions	Expected date of decision	Wards affected	Director and lead officer	Council Commitments
1	Edinburgh Catering Service - Use of plastics within Schools	22 May 2018	All	Executive Director of Resources Lead Officer: Chris Ross 0131 453 9249 chris.ross@edinburgh.gov.uk	
2	School Meals update	22 May 2018	All	Executive Director of Resources Lead Officer: Chris Ross 0131 453 9249 chris.ross@edinburgh.gov.uk	
3	Duncan Place and Leith Primary School	22 May 2018		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	Director and lead officer	Council Commitments
4	Support to Children and Young People with Disabilities – Annual Progress Report	22 May 2018		Executive Director for Communities and Families	
5	Open Library	22 May 2018		Executive Director for Communities and Families	
6	Educational Attainment in Primary and Secondary Schools 2016	14 August 2018		Executive Director for Communities and Families	

Education, Children and Families Committee

6 March 2018

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 Lead Officer: Peter Watton	May 2018		Update report submitted to Committee on 11 October 2016. Report will be submitted to Committee in May 2018.
	11-10-16	Duncan Place/ Leith Primary School	To note that a further progress report be submitted to Committee in 2017.		May 2018		
2	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	Executive Director for Communities and Families	December 2018		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			Appendix 2, and report against the agreed measures of success, namely an increase in the number of children from low income and vulnerable families accessing breakfast club provision at no cost, and an increase in the number of school which support children in SIMD categories 1-4.				
3	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	Date to be confirmed		
4	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	May 2018		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
5	07-03-17	Communities and Families Policy and Guidance on Sponsorship	To review the policy in March 2018.	Executive Director for Communities and Families	May 2018		
6	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	May 2018		
7	15-08-17	Schools and Lifelong Learning Estate – Strategic Review	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.	Executive Director for Children and Families	May 2018		
8	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
9	10-10-17	Child Poverty - Equity Framework	To instruct officers to evaluate the impact of the Equity Framework and bring a further report to Committee in December 2018.	Executive Director for Communities and Families	December 2018		
10	10-10-17	Participation and Engagement in Communities and Families	<ol style="list-style-type: none"> 1. 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. 2. As a follow-on to the Scottish Government pilot on children and young people's engagement, agree to take part in a workshop with children and young people with a focus on what meaningful and sustained participation will look like 	Executive Director for Communities and Families	March 2018		<p>Recommended for closure (see report at agenda item 7.9)</p> <p>Workshop planned for February 2018.</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			in a children and young people friendly city.				
11	10-10-17	Arts and Creative Learning Update	Agree to receive a further report in October 2018.	Executive Director for Communities and Families	October 2018		
12	10-10-17	Lifelong Learning Service Officers	To agree to receive a further report on the impact of staffing changes, including the total number of activity hours offered at each community centre, within 3 months.	Executive Director for Communities and Families	May 2018		
13	10-10-17	Motion by Councillor Arthur Child Poverty - School Uniform Grant	To request 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.	Executive Director for Communities and Families	March 2018		Recommended for closure (see report at agenda item 7.6)

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
14	12.12.17	Schools and Lifelong Learning Estate Strategic Review – Update on Informal Consultation	See appendix for full committee decision.	Executive Director for Communities and Families	March 2018		Update report detailed at item 7.1 on the agenda
15	12.12.17	Education Governance and the Establishment of a Regional Collaboration	Request an annual update on progress of the South East Improvement Collaborative.	Executive Director for Communities and Families	December 2018		
16	12.12.17	Expansion of Early Learning and Childcare from 600-1140 hours by 2020	To note the intention to return a report on the finalised plan to the Committee in March 2018 when the multi-year revenue and capital funding has been agreed by the Scottish Government.	Executive Director for Communities and Families	May 2018		
17	12.12.17	Teacher Recruitment Update	Officers to investigate creation of a talent pool using available data from previous applications and current employees with a	Executive Director for Communities and Families	March 2018		Recommended for closure (see report at agenda item 7.7)

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>view to flagging particular in-demand specialisms including:</p> <ul style="list-style-type: none"> - Special needs experience. - Ability to teach multiple STEM subjects. - Language skills, particularly ability to deliver Gaelic Medium Education. Officers to report on any legal impediment to allowing applicants to “opt in” to being notified of new roles they may be interested in. 				
18	12.12.17	Unaccompanied Asylum Seeking Children	To request that future reports on LAAC transformation include a section containing data on UASC and progress made in relation to strategies for managing demand for service.	Executive Director for Communities and Families	Not Specified.		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
19	12.12.17	Transfer of the Management of Secondary School Sports Facilities to Edinburgh Leisure	To request a report on the transfer of management of sport facilities at the remaining Council owned and managed secondary schools.	Executive Director for Communities and Families	Not Specified		
20	12.12.17	Strategic Management of School Places	Request an Admissions and Appeals update report in December 2018.	Executive Director for Communities and Families	December 2018		
21	12.12.17	Open Library	That an update report by submitted to Committee in six months.	Executive Director for Communities and Families	May 2018		
22	12.12.17	Energy in Schools Annual Report	Notes that an annual progress report will be submitted to Committee in 2018 on Energy in Schools.	Executive Director for Communities and Families	December 2018		
23	12.12.17	Schools Meals Update	In light of the challenges laid out in the report, the committee calls for a further report in two cycles setting	Executive Director for Communities and Families	May 2018		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>out the recommendations to tackle these challenges, including, but not restricted to:</p> <ol style="list-style-type: none"> 1. Extending the number of schools reaching silver accreditation. 2. The impact caused by transport and time delays on the nutritional value of menu items. 3. Options to reduce packaging. 4. A mechanism for parents to input thoughts into the menu design, with a focus on healthy options. <p>Further, the report should consider how other authorities have been dealing with similar challenges.</p>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
24	12.12.17	Year of Young People 2018: Schools and Lifelong Learning	<ol style="list-style-type: none"> 1. To agree as part of the report on the Engagement of Young People in the decision-making process of the Council, to explore the possibility of electing a senior school student to the Education, Children and Families Committee on the same basis as the parental representative. 2. To agree to receive this report to the meeting on 22 May 2018. 	Executive Director for Communities and Families	March 2018		Recommended for closure (see report at agenda item 7.9)
25	12.12.17	Motion by Councillor Mary Campbell – Anti-bullying BetheChange Campaign	To note a report on all forms of bullying is already planned for the next Education, Children and Families Committee which instructs officers to highlight the ENABLE Scotland Be the Change Campaign.	Executive Director for Communities and Families	March 2018		Recommended for closure (see report at agenda item 7.14)



Item 6.1 - Business bulletin

Education, Children and Families Committee

10.00am, Tuesday 6 March 2018

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

Education, Children and Families Committee

Convener:	Members:	Contact:
<p>Councillor Ian Perry</p>  <p>Vice Convener: Councillor Alison Dickie</p> 	<p>Councillor Eleanor Bird councillor Mary Campbell Councillor Maureen Child Councillor Gavin Corbett Councillor Callum Laidlaw Councillor Lewis Ritchie Councillor Jason Rust Councillor Stephanie Smith Councillor Louise Young</p> <p>Added Members for Education Matters</p> <p>Religious Representatives Rev Dr Rita Welsh Rabbi David Rose Vacancy</p> <p>Parent Representative Alexander Ramage</p>	<p>Lesley Birrell Committee Services 0131 529 4240</p> <p>Laura Millar Service and Policy Adviser to the Convener and Vice-Convener Tel: 0131 529 4319</p>

Commonwealth Games

Good luck to our three sporting stars from Communities and Families who are flying the flag for Scotland in next month's Gold Coast Games. Sixteen-year-old Firrhill High School pupil Keanna MacInnes will be taking to the swimming pool in both the 100m and 200m Fly events. She's joined by Broughton High School PE teacher Craig Howieson in table tennis and Strategic Development Officer (Sport and Physical Activity) Mel Coutts in Beach Volleyball.

Keanna MacInnes

Holocaust Memorial Day 25 January 2018 at Scottish Parliament

Lanterns shone brightly for Holocaust Memorial Day 2018 at the Scottish Parliament in the Members' Room on Thursday 25 January 2018. Rudi Oppenheimer shared his remarkable story of survival as a Jewish child during the Holocaust. To coincide with and complement this event Firrhill High School's Holocaust Remembrance Lanterns Display was exhibited at Parliament during week beginning Monday 22 January 2018. These lanterns were originally created for Holocaust Memorial Day 2017.



From left to right - Presiding Officer The Right Honourable Ken Macintosh MSP, event organiser Sheila Watson Art Teacher Firrhill High School, Rudi Oppenheimer, our two Lessons from Auschwitz ambassadors and John Swinney – Deputy First Minister Scotland.

Sportscotland Gold Award for Portobello High School

Portobello High School was presented with the **sportscotland** School Sport Gold Award on 18 December 2017.

The **sportscotland** School Sport Award is a national, Lottery funded initiative designed to encourage schools to continuously improve physical education (PE) and school sport opportunities. The **sportscotland** School Sport Award:

- Encourages schools to self-reflect and continuously improve
- Puts young people at the forefront of the decision making and planning of PE and sport in their school
- Helps schools to increase young people's opportunities and engagement in PE & school sport
- Helps schools to put PE & school sport at the heart of their planning,

practice and ethos

- Recognises and celebrates successful PE & school sport models

Tollcross Primary playground

Tollcross Primary had some special visitors in December. Prince Charming, Cinderella and Dandini from the Kings Theatre pantomime attended to officially open the new playground.



Opening of the Castlebrae Community High School Community Gym

The school received a £23,000 grant from the rugby charity Wooden Spoon and this has been used to kit out their new gym. The new gym officially opened on the 14 December 2017.



Cramond Primary School

Cramond Primary School were over the moon to find out they had been awarded a “Highly Commended” in the Youth and Education category for the Nature of Scotland Awards 2017. The hard work of the pupils, teachers and their continued work with organisations such as the Marine Conservation Society and the Have You Got the Bottle campaign has been recognised.

Cramond PS have been amazingly successful at highlighting the issue of marine litter over the past two years on both a local and national level. The Primary 5, 6 and 7 classes of 2016/17 have all participated in litter picks and surveys on their local beach at Cramond with the Marine Conservation Society. The primary 7 classes then joined the “Have you got the bottle?” campaign, who were campaigning to introduce a deposit return system in Scotland. They started learning about how the system works currently in Norway by writing to penpals. This was followed by writing letters to a few MSPs to highlight their concerns about marine litter, particularly plastics, and as such the need for a deposit return system in Scotland. They made their way into the heart of Holyrood with the construction of a massive bottle jellyfish to highlight the problem to the Cabinet Secretary Roseanna Cunningham.

Over three Beachwatch events 274 Cramond pupils have spent 488 hours picking up and surveying 5192 pieces of litter helping not only preserve their local wildlife and beach habitat but also the Marine Conservation Society by giving their litter data back to support their campaigns to stop litter getting into the ocean and onto their beach in the first place. Cramond pupils have shown themselves to be true Sea Champions.

They planned two of their events to coincide with the Great British Beach Clean and invited the RZSS ‘Wild About Scotland’ bus to attend their event last year along with local MSP Miles Briggs who filed a [parliamentary motion](#) congratulating them on their work protecting their local environment.

New Boroughmuir High School Time Capsule

A ceremony was held on the 8 December 2017 to install the Time capsule at the new high school. Those who attended the event included: The Pupil Council, representatives from the Parent Council and some of the pupils who contributed to the contents of the capsule.

Boroughmuir High School Opening

The new Boroughmuir High School opened its doors to pupils and staff for the first time on Wednesday 21 February 2018.

To mark the occasion Head Teacher David Dempster held a special school assembly for all pupils at the end of the day.

This event was made extra special as it was the first time in the school's 114 year history they have been able to hold an assembly for all pupils.



Education Children and Families Committee

10am, Tuesday, 6 March 2018

Schools and Lifelong Learning Estate Strategic Review – West and South West Edinburgh

Item number 7.1
Report number
Executive/routine
Wards
Council Commitments [28](#)

Executive Summary

This report provides an update on progress with the strategic review of the schools and lifelong learning estate in west and south west Edinburgh.

The strategic review is in the informal consultation stage which will now continue until 29 March 2018 and therefore this report is for noting.

A special meeting of the Education, Children and Families Committee has been arranged for 29 March 2018 and an outcomes of the informal consultation report will be prepared and published at least five working days in advance of the that meeting.

Any recommendations to progress statutory consultations will be submitted to future Education, Children and Families Committees for consideration as appropriate.

Schools and Lifelong Learning Estate Strategic Review – West and South West Edinburgh

1. Recommendations

- 1.1 Note the update on the schools and lifelong learning estate strategic review in the west and south west of Edinburgh and the arrangements for the special meeting of the Education, Children and Families Committee on 29 March 2018.

2. Background

- 2.1 Throughout 2017 there were several reports to Committee related to the strategic review of the schools and lifelong learning estate. One of the main issues discussed by the Committee when considering the last report on 12 December 2017 was the informal consultation in west and south west Edinburgh.
- 2.2 This report provides an update on progress with the informal consultation.

3. Main report

- 3.1 The informal consultation in the west and south west of the city has been extended until 29 March 2018. There has been a number of engagement events held with the schools and wider communities involved and a list of all these is provided in section 9 of this report. There has also been comments and feedback received through the informal consultation pages on the Council's website – www.edinburgh.gov.uk/schoolsreview.
- 3.2 In order to allow an appropriate opportunity for all the feedback received to be considered by the school communities involved in the informal consultation a special meeting of the Education, Children and Families Committee has been arranged for 29 March 2018. An outcomes of the informal consultation report will be prepared and published at least five working days in advance of the that meeting. The report will include analysis and consideration of the feedback received during the informal consultation and present a number of potential options for the future of the school estate in west and south west Edinburgh.
- 3.3 This special meeting of the Committee will be an opportunity for representatives from school Parent Councils or other interested groups to present their views to the members of the Committee. No recommendations or decisions will be made at the special committee meeting. Any final recommendations for progressing statutory consultations will be made to the Education, Children and Families Committee on 22 May 2018 at the earliest.

4. 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.

5. Financial impact

- 5.1 There are no new or specific financial implications arising from this update report.

6. 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.

7. 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.

8. 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.

9. Consultation and engagement

- 9.1 The following events have taken place as part of the informal consultation in west and south west Edinburgh.

Organisation	Event	Date	Time	Venue
Sighthill Primary School	Drop-In Session	Thursday 11 January	13:45-15:45	Sighthill Primary School
Roseburn Primary School	Meeting with Parent Chair and 3 Parents	Wednesday 17 January	09:30-11:00	Roseburn Primary School
Currie Primary School	Workshop	Wednesday 17 January	19:00-21:00	Currie Community Centre
Clovenstone Primary School	Workshop	Thursday 18 January	18:30-20:30	Clovenstone Primary School
Balerno High School	Workshop	Monday 22 January	18:30-20:30	Balerno High School
Ratho Primary School	Workshop	Tuesday 23 January	18:30-20:30	Ratho Primary School

Nether Currie Primary School	Workshop	Wednesday 24 January	19:00-21:00	Nether Currie Primary School
Juniper Green Primary School	Workshop	Thursday 25 January	18:30-20:30	Juniper Green Primary School
Hillwood Primary School	Drop-In Session	Friday 26 January	09:00-11:00	Hillwood Primary School
Dean Park Primary School	Workshop	Monday 29 January	19:00-21:00	Dean Park Primary School
Currie High School	Workshop	Tuesday 30 January	18:30-20:30	Currie High School
Corstorphine Primary School	Drop-In Session	Wednesday 31 January	14:00-16:00	Corstorphine Primary School
Woodlands School	Workshop	Thursday 1 February	18:45-20:15	Currie High School
Currie Community Council	Public event	Tuesday 6 February	19:30 – 21:30	Gibson Craig Hall
Currie High School	Workshop	Wednesday 7 February	19:00-21:00	Currie High School
WHEC	Workshop	Thursday 8 February	18:30-20:30	WHEC
Kirknewton Primary School	Workshop	Monday 19 February	18:30-20:30	Kirknewton Primary School
Ratho Community Council	Meeting	Tuesday 20 February	18:30-20:00	Ratho Community Centre
Canal View Primary School	Drop-In Session	Wednesday 21 February	14:00-16:00	Canal View Primary School
Sighthill Primary School	Workshop	Thursday 22 February	18:30-20:30	Sighthill Primary School
Balerno Community Council	Meeting	Wednesday 28 February	18:30-20:00	Balerno High School
Juniper Green Community Council	Meeting	Monday 5 March	18:30-20:00	Ratho Primary School

10. Background reading/external references

10.1 This report is a follow up to reports to Committee on [7 March 2017](#), [15 August 2017](#), [10 October 2017](#) and [12 December 2017](#)

Alistair Gaw

Executive Director of Communities and Families

Contact: Crawford McGhie, Acting Head of Operational Support

E-mail: crawford.mcghie@edinburgh.gov.uk | Tel: 0131 469 3469

Education, Children and Families Committee

10am, Tuesday, 6 March 2018

School Session Dates Consultation

Item number 7.2
Report number
Executive/routine
Wards
Council Commitments [29](#)

Executive Summary

This report summarises responses to a consultation of parents/carers, pupils and staff on the criteria for future school session dates. More than 9,000 people took part in the consultation and the feedback has informed proposed session dates for 2019/20, 2020/21 and 2021/22 which are attached as appendix 2.

The survey included questions about the current holiday pattern and whether it is still appropriate. The responses show that there is broad support amongst parents/carers, pupils and staff for the way in which the school year is currently organised, including the timing of holidays and in-service days.

Report

School Session Dates

1. Recommendations

- 1.1 Note the response to the consultation.
- 1.2 Agree the proposed session dates for 2019/20, 2020/21 and 2021/22.

2. Background

- 2.1 A previous consultation on the criteria for setting school session dates was carried out in February 2015. At that time committee agreed to consult with stakeholders again in 2017.

3. Main report

- 3.1 The consultation took place between October and November 2017. 9154 people took part of which 6483 were parents/carers; 2954 were members of staff; and 370 were pupils. Some people ticked more than one category (e.g. parent/carer and member of staff).
- 3.2 Draft questions were shared with the Consultative Committee with Parents and locality-based parent groups, as well as the Local Negotiating Committee for Teachers. Parent/carer and staff feedback led to several changes in the wording of the questions.
- 3.3 In line with the children and young people's rights agenda, pupils were included in the consultation. Head teachers were asked to consult with pupil councils or as they felt appropriate.
- 3.4 The results of the survey are included as appendix two. The key findings were:
 - 3.4.1 A clear majority (66%) preferred two in-service days immediately after the summer holidays rather than at other times of the year. This view was shared by all three stakeholder groups – parents/carers, pupils and staff.
 - 3.4.2 The majority of all respondents, pupils and staff favoured retaining the second last full week in October for the October break. 50% of parents/carers also favoured this option with only 15% against.
 - 3.4.3 The overwhelming majority (89% overall) in all three stakeholder groups was in favour of retaining two weeks holiday at Christmas.
 - 3.4.4 Respondents were fairly evenly divided on how close to Christmas Day the holidays should start, although pupils favoured an earlier finish.

3.4.5 A clear majority (68%) of respondents across the stakeholder groups was in favour of retaining the week-long break in February. This was more pronounced amongst pupils and staff.

3.4.6 A clear majority of respondents across the stakeholder groups was in favour of retaining local holidays. This was more pronounced amongst pupils and staff. Whilst most parents/carers favoured retaining local holidays, almost a quarter disagreed.

3.4.7 More respondents in each stakeholder group preferred a fixed two-week Easter holiday, regardless of when Easter falls than those who didn't although this was short of an overall majority (other than for pupils).

3.4.8 Full results are included in Appendix 1.

3.5 Following the previous consultation in 2015, Committee agreed that the next consultation should include consideration of potentially more radical changes to the school session, including exploring the merits of a four-term year and a later summer holiday which would coincide with the Edinburgh Festivals. Respondents were asked to say the extent to which they agreed or disagreed with the following statements:

- I am broadly satisfied with the current three term year.
- It makes sense for term dates in Edinburgh to be similar to those of neighbouring authorities (i.e. East, West and Midlothian and Fife).
- It would be good to explore the possibility of moving to a school year of four shorter terms instead.
- It would be good to start the summer holidays later so that they coincide with the Edinburgh Festival.

3.5.1 77% of all respondents agreed that they were broadly satisfied with the current three term year, with only 7% disagreeing. The response was consistent across the three stakeholder groups.

3.5.2 61% of all respondents agreed that it makes sense for term dates in Edinburgh to be similar to those of neighbouring authorities.

3.5.3 Respondents were fairly evenly divided on the possibility of exploring a move to a school year of four shorter terms. Slightly more respondents were against the idea than for it, although the largest response (35%) was 'neither agree nor disagree'. Pupils were more likely to favour exploring the possibility.

3.5.4 Although 30% of respondents agreed that it would be good to start the summer holidays later to coincide with the Edinburgh Festivals, the majority (52%) disagreed with the idea. This was fairly consistent across the different stakeholder groups.

3.6 Given the response to the survey it is proposed that the criteria for setting school session dates should remain as they are at present for 2019/20, 2020/21 and 2021/22. These are set out in appendix 2.

- 3.7 Given that there is at least some interest in potential alternative models, it may be worth continuing to explore these and other options with staff, parents/carers and pupils in the future.

4. Measures of success

- 4.1 More than 9000 people took part in the consultation. Their views are reflected in the proposed dates for 2019/20, 2020/21 and 2021/22.

5. Financial impact

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

6. Risk, policy, compliance and governance impact

- 6.1 There are no risk, policy, compliance or governance impacts as a result of this report.

7. Equalities impact

- 7.1 None

8. Sustainability impact

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

9. Consultation and engagement

- 9.1 This process involved consultation with parents/carers, pupils and staff across Edinburgh.

10. Background reading/external references

- 10.1 School Session Dates 2016/2017, 2017/2018 and consultation on future dates.
ECFC 19 May 2015

Alistair Gaw

Executive Director for Communities and Families

David Maguire, Principal Officer for Engagement and Involvement, Communities and Families

11. Appendices

Appendix 1

School session dates 2019/20 and beyond

Total responses: 9154 of which:

Parent or carer	6483 (71%)
Pupil/student	370 (4%)
Member of staff - nursery or early years centre	251 (3%)
Member of staff – primary school	1637 (18%)
Member of staff - secondary school	913 (10%)
Member of staff – special school	153 (2%)
Other	92 (1%)

(Some respondents ticked more than one category, e.g. parent or carer and member of staff.)

School holidays:

Is it preferable to have the two in-service days immediately after the summer holidays rather than at other times of the year?

Response option	All respondents	Parent/carers	Pupil/student	Staff
Yes	5989 (66%)	3794 (59%)	187 (51%)	2485 (86%)
No	1253 (14%)	1034 (16%)	97 (26%)	149 (5%)
No preference	1876 (21%)	1627 (25%)	84 (23%)	241 (8%)

Is the second last full week in October the best timing for the ‘October break’?

Response option	All respondents	Parent/carers	Pupil/student	Staff
Yes	5002 (55%)	3198 (50%)	201 (55%)	1996 (69%)

No	1324 (15%)	996 (15%)	108 (30%)	277 (10%)
No preference	2778 (31%)	2252 (35%)	57 (16%)	601 (21%)

Should there still be two weeks holiday at Christmas?

Response option	All respondents	Parent/carers	Pupil/student	Staff
Yes	8128 (89%)	5621 (87%)	318 (87%)	2759 (96%)
No	586 (6%)	501 (8%)	28 (8%)	66 (2%)
No preference	403 (4%)	333 (5%)	20 (5%)	55 (2%)

How close to Christmas Day should the Christmas holidays start?

Response option	All respondents	Parent/carers	Pupil/student	Staff
22 or 23 Dec depending on the day Christmas Day falls	4085 (45%)	3002 (46%)	91 (25%)	1220 (42%)
20 or 21 December depending on the day Christmas Day falls	3847 (42%)	2616 (40%)	257 (70%)	1239 (43%)
No preference	1192 (13%)	845 (13%)	21 (6%)	412 (14%)

Currently there is a week-long break in February. Should this continue?

Response option	All respondents	Parent/carers	Pupil/student	Staff
Yes	6226 (68%)	3840 (60%)	340 (93%)	2536 (88%)
No	1841 (20%)	1679 (26%)	16 (4%)	193 (7%)
No preference	1035 (11%)	922 (14%)	10 (3%)	145 (5%)

Currently local holidays (April spring holiday, Victoria Day, September autumn holiday) are included in the holiday pattern. Should this continue?

Response option	All respondents	Parent/carers	Pupil/student	Staff
Yes	5823 (64%)	3622 (56%)	315 (86%)	2334 (81%)
No	166 6 (18%)	1498 (23%)	22 (6%)	189 (7%)
No preference	1625 (18%)	1336 (21%)	30 (8%)	343 (12%)

If the February break was shortened and local holidays given up, which holidays should the extra days be added to? (tick all that apply)

Response option	All respondents	Parent/carers	Pupil/student	Staff
Summer	2412 (28%)	1742 (29%)	156 (42%)	637 (23%)
October	3252 (38%)	2272 (38%)	93 (25%)	1119 (41%)
Christmas	2858 (33%)	1916 (32%)	216 (59%)	935 (34%)
Easter	1547 (18%)	1162 (19%)	61 (17%)	409 (15%)

Should the Easter holiday be a fixed two weeks regardless of when Easter falls?

Response option	All respondents	Parent/carers	Pupil/student	Staff
Yes	3981 (44%)	2609 (40%)	231 (63%)	1402 (49%)
No	2597 (28%)	1980 (31%)	62 (17%)	706 (25%)
No preference	2538 (28%)	1864 (29%)	74 (20%)	766 (27%)

Structure of the school year:

Statement	All respondents a) Agree b) Neither agree/disagree c) Disagree	Parent/carers a) Agree b) Neither agree/disagree c) Disagree	Pupil/student a) Agree b) Neither agree/disagree c) Disagree	Staff a) Agree b) Neither agree/disagree c) Disagree
I am broadly satisfied with the current three term year.	7034 (77%) 1455 (16%) 618 (7%)	4894 (76%) 1090 (17%) 467 (7%)	244 (67%) 82 (22%) 40 (11%)	2404 (84%) 331 (12%) 135 (5%)
It makes sense for term dates in Edinburgh to be similar to those of neighbouring authorities (i.e. East, West and Midlothian and Fife).	5548 (61%) 2520 (28%) 1040 (11%)	3736 (58%) 1892 (29%) 826 (13%)	252 (69%) 91 (25%) 22 (6%)	1953 (68%) 664 (23%) 249 (9%)
It would be good to explore the possibility of moving to a school year of four shorter terms instead.	2826 (31%) 3220 (35%) 3039 (33%)	1932 (30%) 2429 (38%) 2077 (32%)	153 (42%) 108 (30%) 103 (28%)	902 (32%) 861 (30%) 1096 (38%)
It would be good to start the summer holidays later so that they coincide with the Edinburgh Festival	2741 (30%) 1656 (18%) 4711 (52%)	1828 (28%) 1133 (18%) 3495 (54%)	129 (36%) 70 (19%) 163 (45%)	946 (33%) 552 (19%) 1370 (48%)

Appendix 2

School Session Dates 2019/20

Staff resume		Monday	12 August *	2019
Staff only		Tuesday	13 August *	2019
Pupils resume		Wednesday	14 August	2019
Autumn Holiday	Schools closed	Monday	16 September	2019
All resume		Tuesday	17 September	2019
Mid-term	All break	Friday	11 October	2019
Staff resume		Monday	21 October*	2019
Pupils resume		Tuesday	22 October	2019
Term ends		Friday	20 December	2019



Staff resume		Tuesday	7 January*	2020
Pupils resume		Wednesday	8 January	2020
Mid-term	All break	Friday	7 February	2020
All resume		Monday	17 February	2020
Term ends		Friday	3 April	2020

The Easter break incorporates the following two holidays

Good Friday	Schools closed	Friday	10 April	2020
Easter Monday	Schools closed	Monday	13 April	2020

All Resume		Tuesday	21 April	2020
May Day	Schools closed	Monday	4 May	2020
Staff only		Tuesday	5 May*	2020
Pupils resume		Wednesday	6 May	2020
Victoria Day	Schools closed	Monday	18 May	2020
All resume		Tuesday	19 May	2020
Term ends		Friday	26 June	2020

* Five In-Service days for all schools.

The above timetable allows for staff and pupil attendance as follows;

	Pupils	Staff
Term 1	86	89
Term 2	58	59
Term 3	46	47
Total	190	195

School Session Dates 2020/21

Staff resume		Monday	17 August *	2020
Staff only		Tuesday	18 August *	2020
Pupils resume		Wednesday	19 August	2020
Autumn Holiday	Schools closed	Monday	14 September	2020
All resume		Tuesday	15 September	2020
Mid-term	All break	Friday	16 October	2020
Staff resume		Monday	26 October*	2020
Pupils resume		Tuesday	27 October	2020
Term ends		Wednesday	23 December	2020



Staff resume		Wednesday	6 January*	2021
Pupils resume		Thursday	7 January	2021
Mid-term	All break	Friday	5 February	2021
All resume		Tuesday	16 February	2021
Term ends		Thursday	1 April	2021

The Easter break incorporates the following two holidays

Good Friday	Schools closed	Friday	2 April	2021
Easter Monday	Schools closed	Monday	5 April	2021

All Resume		Tuesday	20 April	2021
May Day	Schools closed	Monday	3 May	2021
Staff only		Tuesday	4 May*	2021
Pupils resume		Wednesday	5 May	2021
Victoria Day	Schools closed	Monday	24 May	2021
All resume		Tuesday	25 May	2021
Term ends		Friday	2 July	2021

* Five In-Service days for all schools.

The above timetable allows for staff and pupil attendance as follows;

	Pupils	Staff
Term 1	84	87
Term 2	55	56
Term 3	51	52
Total	190	195

School Session Dates 2021/22

Staff resume		Monday	16 August *	2021
Staff only		Tuesday	17 August *	2021
Pupils resume		Wednesday	18 August	2021
Autumn Holiday	Schools closed	Monday	13 September	2021
All resume		Tuesday	14 September	2021
Mid-term	All break	Friday	15 October	2021
Staff resume		Monday	25 October *	2021
Pupils resume		Tuesday	26 October	2021
Term ends		Thursday	23 December	2021

Staff resume		Monday	10 January *	2022
Pupils resume		Tuesday	11 January	2022
Mid-term	All break	Friday	11 February	2022
All resume		Monday	21 February	2022
Term ends		Friday	8 April	2022

<i>The Easter break incorporates the following two holidays</i>				
Good Friday	Schools closed	Friday	15 April	2022
Easter Monday	Schools closed	Monday	18 April	2022

All Resume		Monday	25 April	2022
May Day	Schools closed	Monday	2 May	2022
Staff only		Tuesday	3 May *	2022
Pupils resume		Wednesday	4 May	2022
Victoria Day	Schools closed	Monday	23 May	2022
All resume		Tuesday	24 May	2022
Term ends		Thursday	30 June	2022

* Five In-Service days for all schools.

The above timetable allows for staff and pupil attendance as follows;

	Pupils	Staff
Term 1	85	88
Term 2	59	60
Term 3	46	47
Total	190	195

Education, Children and Families Committee

10.00am, Tuesday, 6 March 2018

Schools Wi-Fi

Item number	7.3
Report number	
Executive/routine	
Wards	All
Council Commitments	

Executive summary

Since the upgrade of the Wi-Fi technologies there have been a number of service related issues and poor coverage. This has had a direct impact on the Schools ability to connect multiple different devices to the network and therefore can impact on the student's education.

There have been two contributing factors resulting in poor Wi-Fi coverage to the schools. One was that there was a configuration issue with the core Wi-Fi controllers and this resulted in intermittent service loss and the other was poor coverage within the schools.

The configuration issue within the core was resolved in December 2017 and there has been no re-occurrence of the intermittent service loss.

A service improvement plan was implemented to deal with the poor coverage issues. This involved surveying 79 sites and if appropriate the Wi-Fi access point was repositioned or in some cases additional Wi-Fi access points were installed.

Schools Wi-Fi

1. Recommendation

- 1.1 Members of the Education, Children and Families Committee are recommended to note and scrutinise this report.

2. Background

- 2.1 Following the replacement of the legacy Cisco Wireless Access Points with Aruba Access Points a number of school sites have reported issues with signal coverage.
- 2.2 There have been two contributing factors resulting in poor Wi-Fi coverage to the schools:
- a configuration issue in the core of the network which resulted in intermittent service loss; and
 - poor Wi-Fi coverage within a number of Schools.
- 2.3 A service improvement plan was introduced to deal with these issues and it resulted in a physical survey of 79 sites and a desktop survey of the remainder sites. This resulted in a number of remediation activities and the results are documented within this report.

3. Main report

- 3.1 In December 2017 a configuration issue was identified in the core Wi-Fi Infrastructure. This configuration issue meant that the network was intermittent and that on occasions all schools lost Wi-Fi access. This issue was resolved in December and there has been no re-occurrence of these issues.
- 3.2 A service improvement plan was implemented to deal with the poor coverage issues. This involved surveying 79 sites and if appropriate the Wi-Fi access point was repositioned or in some cases additional Wi-Fi access points were installed. The table below identifies the current position with those 79 sites:

Site Type	Number of sites with issues resolved	Number of sites with issues outstanding
Primary School	31	23
High School	17	2
Special Needs School	3	3

- 3.3 All remaining sites have had a desktop review carried out and no additional action is required at this stage.
- 3.4 Appendix A identifies the full list of Schools and their status.

4. Measures of success

- 4.1 Improved Wi-Fi coverage that allows multiple different devices to be connected to the network to allow the students to access education material through the internet.
- 4.2 A reliable and fault free environment.

5. Financial impact

- 5.1 While there is no specific direct financial impact resulting from the report's contents, enhancements to the effectiveness of the Council's Wi-Fi systems form an essential part of improved educational teaching methods.

6. Risk, policy, compliance and governance impact

- 6.1 Improvements to the Wi-Fi allows the Schools to have full access to all digital educational material.

7. Equalities impact

- 7.1 The failure to provide a Wi-Fi network that allows all schools devices to the network had a direct impact on the education of the students.

8. Sustainability impact

- 8.1 There is no direct sustainability, climate change adaptation or sustainable development impact arising from the report's contents.

9. Consultation and engagement

- 9.1 Whilst there are no direct consultation and engagement implications arising from this report.

10. Background reading/external references

- 10.1 None

11. Appendices

Appendix 1 – Schools Status report

Stephen S. Moir

Executive Director of Resources

Bruce Strang, Chief Information Officer and Head of ICT

E-mail: bruce.strang@edinburgh.gov.uk | Tel: 0131 529 5896

Appendix 1 – Status Report

Sites that have had fixes applied: (51 Sites)

Dalry Primary	Bun-sgoil taobh na pàirce
Drummond Community High	Sciennes Primary
Holy Rood RC High	Davidson's Mains Primary
Broughton High	Flora Stevenson Primary
Currie Community High	Leith Academy
St John Vianney RC Primary	Longstone Primary
St Augustines RC High	Castlebrae Community High
Balerno Community High	Gorgie Mills
Corstorphine Primary	Kaimes
St Thomas of Aquins RC High	Woodlands
Trinity Academy	Blackhall Primary
Liberton Primary	Fox Covert ND
Gilmerton Primary	Ratho Primary
Gracemount Primary	Roseburn Primary
Gylemuir Primary	Canal View Primary
Wester Hailes Education Centre	Buckstone Primary
Craigmount High	Firrhill High
Craigroyston Community High	Towerbank Primary
Colinton Primary	St John's RC Primary
Gracemount High	Newcraighall Primary
St Mary's RC Primary (Edin.)	ABBHEYHILL PRIMARY SCHOOL
Victoria Primary	The Royal High Primary
Trinity Primary	Holy Cross RC Primary
Craiglockhart Primary	James Gillespies High
Leith Primary	Blackhall Primary
Stenhouse Primary	

Sites that require additional work (28 sites)

Royal High School	Tynecastle High
Queensferry Primary	St Mary's RC Primary (Leith)
East Craigs Primary	Niddrie Mill Primary (St Francis)
Dalmeny Primary	St Peters RC Primary
Broomhouse Primary	James Gillespie's Primary
Redhall	Brunstane Primary
Bonaly Primary	Cramond Primary
Juniper Green Primary	Broughton Primary
Pentland Primary	Craigroyston Primary
Currie Primary	Pilrig Park
Oxgangs Primary	Clermiston Primary
South Morningside Primary	Forthview Primary
Braidburn Special School	St David's RC Primary
DeanBank	Parsons Green Primary

The following L&T sites were reviewed and it was determined that there were no coverage issues: (42 Sites)

St Josephs RC Primary	Queensferry Community High
St Andrews Fox Covert RC Primary	Hermitage Park Primary
Dean Park Primary	Craigour Park Primary
Stockbridge Primary	Duddingston Primary
St Margaret's RC Primary	ST MARKS (RC) PRIMARY SCHOOL
Preston Street Primary	Clovenstone Primary
St Katharine's	Sighthill Primary
Nether Currie Primary	Murrayburn Primary
Tollcross Primary	Howdenhall
Wardie Primary	Craigentinny Primary
Kirkliston Primary	Lorne Primary
Prestonfield Primary	Leith Walk Primary
St Catherine's RC Primary	Bruntsfield Primary
Hillwood Primary	Castleview Primary
Ferryhill Primary	Balgreen Primary
Oaklands School	Royal Mile Primary
Echline Primary	St Cuthberts RC Primary
Forrester High	Pirniehall Primary
St Ninian's RC Primary	Prospect Bank
Carrick Knowe Primary	Rowanfield
Liberton High	St Crispin's

Education, Children and Families Committee

10am, Tuesday, 6 March 2018

Digital Learning in Schools

Item number	7.4
Report number	
Executive/routine	
Wards	
Council Commitments	

Executive Summary

The Scottish Government report on Enhancing Learning and Teaching through the Use of Digital Technology was published in September 2016. For many years, and following publication of this report, schools in Edinburgh have been encouraged to create their own curricular and pedagogical approaches, within a framework for delivery as best meets their needs.

As a result of Scottish Government policy to improve outcomes for learners living in poverty, statutory duties on schools and local authorities are now in place to ensure equity of access to learning. This has implications on all areas of policy and practice.

The Edinburgh and South East Scotland Enterprise & Development 'City Deal' strategy clearly details the need to develop data skills for future citizens of Edinburgh. Courses and programmes of study are now being devised to ensure that learners are equipped to be data literate and numerate. This will require increased access to technology which enhances and supports learning and teaching.

Within this climate of equity and innovation, strategic and policy decisions are now being revised.

The Digital Learning in Edinburgh Schools Framework is under revision to ensure that teachers can provide the best learning opportunities, supported by the best technology to enable all learners to develop skills.

Digital Learning in Schools

1. Recommendations

- 1.1 It is recommended that committee:
- 1.2 Notes the Education Digital Learning in Schools Framework contained in (Appendix 1).
- 1.3 Requests an update within nine months on the progress of implementation of each of the key strategic actions contained within the Framework (Appendix 1)
- 1.4 Requests an update within nine months on the progress as detailed in the scoping document (Appendix 2)

2. Background

- 2.1 Technological skills are outlined in Curriculum for Excellence and are an entitlement to all learners.
- 2.2 Digital skills are references in the Initial Teacher Education and the Professional Standards set by the General Teaching Council.
- 2.3 In September 2016 the Scottish Government produced a report: Enhancing Learning and Teaching through the Use of Digital Technology: A Digital Learning and Teaching Strategy for Scotland. It is this report that provides the basis for developing policy and practice in CEC schools.
- 2.4 The Education Act (2016) places a duty on all local authorities to raise attainment for all, and to improve outcomes for children living in poverty.
- 2.5 New regulations for General Data Protection Regulation come into effect in May 2018 and require to be assessed in regard to how data is protected. This impacts on all areas of work in schools.

3. Main report

- 3.1 The City of Edinburgh has been at the forefront of developing approaches to digital pedagogy for many years. Through various strategic frameworks, Headteachers in Edinburgh schools have been supported to develop the use of digital technology in their schools as best befits their context.

- 3.2 This has led to a mixed estate of technology and methodologies, due to the self-evaluation of schools, their different contexts, and stages of implementation and development, for example Tynecastle High School uses Apple devices and was praised in its most recent Inspection Report:
- 3.3 The school's digital learning has been recognised as innovative. The school has improved access to digital technology by supplying all young people in S3-S6 with a tablet. Technology is used to enhance learning which is equipping young people with vital digital skills. In some cases, the use of digital technology gives young people personalisation and choice in how they present their learning. It assists young people who need support with their learning, while for others it reduces barriers to learning in a language which they are acquiring as part of immersion.

Young people's independent learning skills are promoted through courses and study notes being available electronically. Staff are moving towards having digital technology as a key aspect of learning in all areas of the curriculum. They are encouraged to customise digital technology to their subject requirements. In this, teachers are supported with professional learning which results in almost all of them using technology in their teaching. Teachers should continue to use self-evaluation to ensure consistency in young people's use and high-quality experience of digital technology which enhances and personalises their learning.

- 3.4 The devolution of responsibility resulted in different approaches. In one case, this has seen a request of support to implement a model where pupils used their own, rather than council-managed devices, to enhance learning and teaching. This is known as Bring Your Own Device.

While there are advantages to this method, such as making use of a device without incurring costs to the school, there are several other factors which must be considered, such as legal risk, equity, and how staff adapt teaching to make best use of the device. In the main, where this approach is used, it is low level tasks such as searches that are used. Therefore, any approach which employs this method must ensure that all risk factors and benefits are analysed.

- 3.4 Nationally, there are many approaches to developing digital learning. This was reflected in The Scottish Government report on Enhancing Learning and Teaching through the Use of Digital Technology, published in September 2016.
- 3.6 This report details four essential and interrelated elements which should be developed to ensure that learning and teaching are enhanced by digital technology.

These are:

- Develop the skills and confidence of teachers.
- Improve access to digital technology for all learners.
- Ensure that digital technology is a central consideration for all areas of curriculum and assessment delivery.

- Empower leaders of change to drive innovation and investment in digital technology for learning and teaching.
- 3.7 To ensure that these elements are being effectively addressed within current structures, a pilot study has been scoped out, involving 3 secondary schools. These schools have been chosen to be reflective of Edinburgh's wide demographic. These are Craigroyston CHS, Forrester HS and James Gillespie's HS.
- 3.8 The study, contained in Appendix 2, will frame the issue as an approach to School Improvement and will attempt to answer the following questions:
- From the learner perspective, what is the problem and what is the current impact upon learning and teaching?
 - From the school perspective, which actions and opportunities listed on pages 9, 10 and 12 of the Enhancing Learning and Teaching through the use of Digital Technology paper will the project address?
 - What other potential solutions to the problem have been identified?
 - What non-functional requirements need to be considered from: performance, interfaces, operations, resources, security, reliability, and availability, maintain ability, safety, recovery?
- 3.9 Under the current government, all school improvements must be seen within a culture of raising attainment for all. New guidelines relating to ensuring access for all have emerged, placing statutory duties on schools and local authorities to provide equity for learners. This theme is also observable in the current Children's Partnership Plan: Equity.
- 3.10 Similarly, other national and regional developments will influence the strategic direction for Headteachers as they plan for school improvement. The Edinburgh and South East Scotland City Deal strategy clearly details the need to develop data literate citizens within Edinburgh. Courses and programmes of study are now being devised to ensure that learners are equipped to learn to be data literate and numerate. This will require increased access to technology which enhances and supports learning and teaching.

Within this climate of equity and innovation, strategic and policy decisions are now being revised.

4. Measures of success

- 4.1 Measures of success are detailed in the framework, delivery plan and scoping document.

5. Financial impact

- 5.1 The recommendations in this report have been assessed in relation to finance and no negative impacts have been found. To combat on-costs for IT, schools may use Pupil Equity Fund monies for those learners in poverty or from other at-risk groups.

6. Risk, policy, compliance and governance impact

- 6.1 The recommendations in this report have been assessed in relation to risk, policy and compliance and will be reported in line with the findings of the pilot projects.

7. Equalities impact

- 7.1 The recommendations in this report have been assessed in relation to equalities and human rights and will be reported following in line with the findings of the pilot projects.

8. Sustainability impact

- 8.1 Schools must ensure that they are fully aware of costs for refresh when purchasing IT. This is dependent on contracts negotiated centrally where schools make use of council managed devices.
- 8.2 They must also be prepared to fund learning and development for staff to ensure that professional learning skills are constantly updated.

9. Consultation and engagement

- 9.1 N/A

10. Background reading/external references

- 10.1 www.gov.scot/Topics/Education/Schools/ICTinLearning

Alistair Gaw

Executive Director for Communities and Families

Contact: Lorna Sweeney, Service Manager, Schools and Lifelong Learning

E-mail: lorna.sweeney@edinburgh.gov.uk | Tel: 0131 469 3138

11. Appendices

- 11.1 Appendix 1 Digital Learning in Schools Framework for Edinburgh
- 11.2 Appendix 2 Feasibility Study Business Case

Digital Strategy Planning Framework

Statements from the National Digital Strategy to consider when planning a school digital strategy

The Role of the Education Establishment

Develop the Skills of Our Educators

- Encourage educators to *share innovative and effective practice* both face-to-face and through digital platforms.
- Ensure that *students and newly qualified staff* are sufficiently supported in the appropriate and *effective use of digital technology*.
- Look for *opportunities to use digital technology to engage with parents and carers*, allowing them to *understand the benefits of digital technology in education*.
- Ensure that *appropriate career-long professional learning opportunities* are offered to a range of educators.
- Ensure learners are involved in sharing their digital experiences and skills and that they are given opportunities to comment on the use of digital technologies to deliver learning and teaching.

Improve Access

- Work with the local authority to obtain *appropriate digital hardware and software* that can support learning and teaching.
- Ensure all learners, including those with additional support needs, are *able to access* appropriate digital technology for learning and teaching.
- Ensure that all learners become *resilient users of digital technology and can stay safe online*.

Enhance Curriculum and Assessment Delivery

- Ensure that the use of digital technology is a *central consideration in the planning and delivery of any learning and teaching* across Curriculum for Excellence.
- Provide a range of opportunities for learners to develop their digital skills across Curriculum for Excellence.
- Work to *identify opportunities to enhance assessment* using digital technologies.

Empower Leaders

- Ensure that the *use of digital technologies within their establishment aligns closely with evolving self-assessment and improvement guidance* such as 'How Good is Our School?'
- Actively seek to *identify existing expertise within the staff complement and ensure that their knowledge is shared with senior leaders*.
- Ensure that *cyber resilience and internet safety is central to all digital technology use* in the establishment.
- *Involve parent councils and parent/carers groups* in discussions around the use of digital technology *to help realise anytime/anywhere learning*.

Statements from the HGIOS 4 to consider when planning a school digital strategy

Themes: Success and Achievements – How good are we at improving outcomes for all out learners?

QI 3.3 Increasing creativity and employability

- Creativity skills
- Digital innovation
- Digital literacy
- Increasing employability skills

Management of resources to promote equity

Features of a highly effective practice:

- All available resources, including digital technologies and outdoor spaces, are used effectively to create and sustain effective learning environments. These are used well to support learning.
- Teachers make effective use of a range of resources, including digital technologies, to provide appropriate support and challenge for learners.

Curriculum

Features of a highly effective practice:

- There is a clear focus on developing skills of literacy, numeracy, health and wellbeing, creativity, digital and employability skills in a progressive way across the curriculum.

Increasing creativity and employability

Features of a highly effective practice:

- All children and young people have the opportunity to develop and apply more sophisticated computational thinking skills.
- Young people make informed choices about the way digital technology can and should be used.
- The development of digital skills enables children and young people to be creative and use digital technologies to meet a personal or social need.
- Young people understand the importance of developing their own digital skills for learning, life and work.

Standards from the GTCS to consider when planning a school digital strategy

Standards for Registration

Have knowledge and understanding of contexts for learning to fulfil their responsibilities in literacy, numeracy, health and wellbeing and interdisciplinary learning.

Professional Actions for Student teachers:

Have knowledge and understanding of current guidance on the use of digital technologies in schools and know how to use digital technologies to enhance teaching and learning.

Professional Actions for Registered teachers:

Have secure knowledge and understanding of current guidance on the use of digital technologies in schools and know how to use digital technologies competently to enhance teaching and learning.

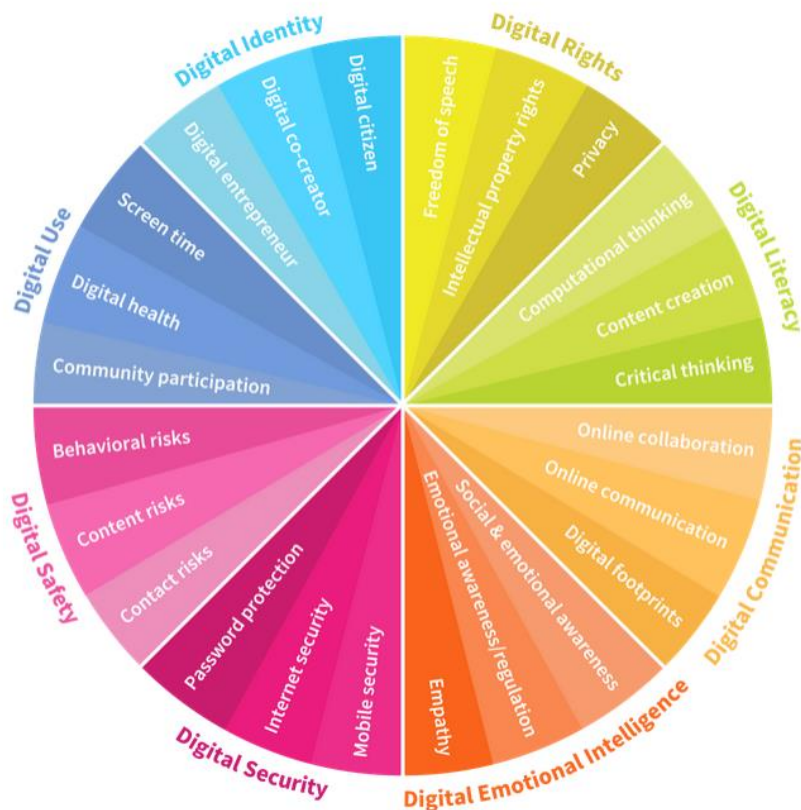
Standards for Career Long Professional Learning

Pedagogy, Learning and Subject Knowledge Professional Actions:

Demonstrate a critical understanding of digital technologies and how these can be used to support learning.

Pupil digital skills to consider when planning a school digital strategy

Digital intelligence or "DQ" is the set of social, emotional and cognitive abilities that enable individuals to face the challenges and adapt to the demands of digital life. These abilities can broadly be broken down into eight interconnected areas:



Digital identity: The ability to create and manage one's online identity and reputation. This includes an awareness of one's online persona and management of the short-term and long-term impact of one's online presence.

Digital use: The ability to use digital devices and media, including the mastery of control in order to achieve a healthy balance between life online and offline.

Digital safety: The ability to manage risks online (e.g. cyberbullying, grooming,

radicalisation) as well as problematic content (e.g. violence and obscenity), and to avoid and limit these risks.

Digital security: The ability to detect cyber threats (e.g. hacking, scams, malware), to understand best practices and to use suitable security tools for data protection.

Digital emotional intelligence: The ability to be empathetic and build good relationships with others online.

Digital communication: The ability to communicate and collaborate with others using digital technologies and media.

Digital literacy: The ability to find, evaluate, utilize, share and create content as well as competency in computational thinking.

Digital rights: The ability to understand and uphold personal and legal rights, including the rights to privacy, intellectual property, freedom of speech and protection from hate speech.

Above all, the acquisition of these abilities should be rooted in desirable human values such as respect, empathy and prudence. These values facilitate the wise

and responsible use of technology — an attribute which will mark the future leaders of tomorrow. Indeed, cultivating digital intelligence grounded in human values is essential for our kids to become masters of technology instead of being mastered by it.

(Source: <https://www.weforum.org/agenda/2016/06/8-digital-skills-we-must-teach-our-children/>)

Vision

- *What digital vision, if any, is currently in place in your establishment and what impact has this had on learning and teaching?*
- *Having evaluated your current digital practice, what impact will this have on the development of an ongoing strategy?*
- *Can you set specific, measureable goals that help define what your vision will look like in practice?*

Team

- *Who are the key stakeholders in your community?*
- *Can you identify key people (more than one) who could lead elements of your digital strategy?*
- *What role will learners play in developing and evaluating the digital strategy and its impact on teaching and learning?*
- *How will school leaders support the embedding of the digital strategy?*

The purpose of the Business Case is to articulate the initial investigative work to be undertaken at the early stage of a project. The objective of the Business Case is to provide enough background information for key sponsors to approve a short Feasibility Study. Further the Business Case provides a high level overview of the full project lifecycle beyond feasibility.

Conducting a Feasibility Study will enable the rationale for the project to be defined, specifically the business or operational problem to be addressed in accordance with the governing processes of PRINCE2, **PRINCE2** (an acronym for PProjects IN Controlled Environments) is a de facto process-based method for effective project management. Used extensively by the UK Government, **PRINCE2** is also widely recognised and used in the private sector, both in the UK and internationally.

This Business Case recommends that the investment in a short Feasibility Study would be beneficial in establishing a clear rationale to proceed with a Bring Your Own Device project, identifying and analysing requirements and introducing control around risks, delivery timeframes and costs.

Rationale

A feasibility study during an evolving project seeks to specify and clarify what is required, especially where the proposed project deviates from existing strategy. A feasibility study can be seen as an analytical tool that is used to help defined problems and opportunities leading to a successful outcome. A feasibility study delivers the recommendations providing the sponsors with a mandate to proceed.

The rationale for the use of digital technology in learning and teaching illustrated in the following extract from 'Enhancing Learning and Teaching through the use of Digital Technology'.

The Prominence of Digital Technology in the Curriculum

There is now a wide consensus that digital technology should receive a more prominent role in curriculum delivery.

"It is important that young people have the opportunity to develop technology and industry awareness across all parts of the curriculum"

ICT and Digital Technologies Skills Investment Plan (2014) Skills Development Scotland

"Digital skills should be embedded in the curriculum and developing a digital literacy for all has to be integral throughout Curriculum for Excellence"

Digital Solutions to the Productivity Puzzle (2016) Scottish Council for Development and Industry

"Students who were only exposed to digital education in designated ICT classes suffered a distinct disadvantage when compared to those whose schools chose to mainstream technology and digital skills across the curriculum"

Digital Skills Crisis (2016) House of Commons Science and Technology Committee

There are typically three courses of action that may result from early project investigation and analysis. A decision to proceed to the next stage (in this case Feasibility) would be reviewed at the end of each significant stage of the project lifecycle.

Do not proceed

The do not proceed option is selected when the costs outweigh any benefits, there is considered to be a likelihood of negative impact within the target environment or the benefits will be delivered by another project. The option may recommend further feasibility investigations.

Proceed

The decision to proceed is made by the project sponsors where the information available indicates that there would be a clear benefit that would outweigh any costs and that identified risks could be confidently mitigated or accepted by all parties.

Proceed with amendments

This decision is reached where risks, constraints or dependencies that become apparent during investigation, impact the anticipated course of the project.

The recommended decision for this project is to conduct a Feasibility Study, after which an informed decision to proceed to a full project may be made.

The Feasibility outcomes are driven by the project outcomes and seek to address the following key questions;

- 1. From the learner perspective, what is the problem and what is the current impact upon learning and teaching?**
- 2. From the school perspective, which actions and opportunities from the Enhancing Learning and Teaching through the use of Digital Technology paper will the project address?**
- 3. What other potential solutions to the problem have been identified?**
- 4. What non-functional requirements need to be considered from: performance, interfaces, operations, resources, security, reliability, availability, maintain ability, safety, recovery?**

The project outcomes will align to the opportunities and impact statements extracted from 'Enhancing Learning and Teaching through the use of Digital Technology'.

How Does Digital Technology Enhance Learning and Teaching?

Aspect of quality learning and teaching	Opportunities and impact of digital technology
Provision of quality educational content	Learners and educators have access to a multitude of additional online educational content as well as being able to create new digital content that can support education.
Tailoring approach to deliver personalised learning	A range of digital tools and services (apps, games, websites, etc.) allow educators to offer a number of approaches to learning and learners can choose the approach that best suits them.
Collaborating with others to test understanding of new knowledge and skills	Educators can offer learners the opportunity to collaborate online with others from across the world in addition to their peers within their school or early years setting.
Engaging and motivating learners	Educators have access to a range of engaging digital tools and services.
Ensuring education is relevant to learners' experience of the world	Educators can deliver learning in a digital context using digital tools and services. This better aligns with learners' experience of today's digital world.
Opening up experiences and opportunities for learners	Educators can provide learners with access to a range of digital resources which allow 'anytime/ anywhere learning' and build a level of digital skills which will be vital in today's digital world.
Providing quality assessment, personalised feedback and data to inform subsequent learning and teaching	Educators can reduce workload by using appropriate digital assessments that provide instant results and personalised feedback. This frees time for focusing on next steps and improvement.
Allowing sufficient time for learning and teaching, enabling learners to develop their knowledge and skills	Online digital networks allow educators to share resources and digital tools and services expedite lesson planning. Digital assessment eliminates marking time. The time saved can be devoted to quality learning and teaching.
Equity of educational choice	Live video streaming and digital tools and services allow the potential for learners to study subjects via online distance learning.

Risks will be catalogued and managed throughout the project via a Risk Log that will consider stages, timescales, deliverables, resources, facilities, client responsibilities.

The Risk Log will be developed during the Feasibility Study.

These risks typically relate to resourcing, cost, procurement, suppliers, staff skills, methodologies, project management, similar projects, level of understanding of the problem.

An initial risk log is included below:

Risk Number	Risk	Mitigation	Owner
001	Failure to undertake thorough analysis leads to partial or	Conduct Feasibility Study.	JL

Risk Number	Risk	Mitigation	Owner
	ineffective solution.		
#002			

The Feasibility Study is estimated to take 3 days or 22.5 hours within a timescale to be agreed by project sponsors. The estimated timescale for a full project will be identified during the study.

The costs of the Feasibility Study will be met by the 'Raising Aspirations in Science/STEM Education' project and is therefore not a tangible project cost.

Financial Information

The Feasibility Study will provide high-level financial information for the project.

Education, Children & Families Committee

10am, Tuesday, 6 March 2018

Raising Attainment: Frameworks for Learning

Equity

Quality Improvement

Item number	7.5
Report number	
Executive/routine	
Wards	
Council Commitments	29, 33, 34 and 45

Executive Summary

Scottish Government policy to improve education and life chances for all is detailed through each of the four national improvement priorities and updated annually in the National Improvement Framework (NIF).

The need to raise attainment, particularly for those living in poverty, is articulated through each of the 'drivers' of the NIF and is at the forefront of all activity for Schools and Lifelong Learning.

In the midst of considerable change in the governance for education, clear processes need to be in place to ensure Headteachers have the requisite supports in place to maintain or improve the delivery of education

To achieve all of these aims, head teachers and officers require clear guidance, protocols and governance, with the overall aim of Ensuring Excellence & Equity in Edinburgh. This strategic framework of documents will cover each of the key themes regarded as central to raising attainment and ensuring equity, namely

- Equity for Learning (Closing the Gap)
- Improving Quality in Learning (Quality Improvement)
- Health and Wellbeing for Learning
- Excellence in Learning (Teaching and Learning, incorporating Digital Learning)
- Parental Involvement in Learning
- Pathways for Learning (Developing the Young Workforce)

Raising Attainment: Frameworks for Learning

1. Recommendations

- 1.1 It is recommended that the committee:
 - 1.1.1 Approve the first of the six Frameworks for Learning: Equity for Learning, contained in Appendix 1
 - 1.1.2 Approve the establishment of the Equity for Learning Strategic Group
 - 1.1.3 Approve the second of the six Frameworks for Learning: Improving Quality in Learning contained in Appendix 2
 - 1.1.4 Approve the establishment of the Quality Improvement Strategic Group
 - 1.1.5 Request reports from the above groups on an annual basis
 - 1.1.6 Notes the interim actions contained within the Supporting Children & Young People's Mental Health and Wellbeing in School report and Anti Bullying report which are being reported separately to Education, Children and Communities Committee 6 March 2018.

2. Background

- 2.1 The Standards in Scotland's Schools (2000) Act has placed a duty on local authorities and schools to produce a plan and report on the delivery of education, particularly with regard to raising attainment, for several years.
- 2.2 To ensure that schools support the wider political aim of a fairer society, specific actions are now also required to improve outcomes for those living in poverty. The Education Act (2016) further details the content of school and education authority plans, which includes steps to reduce inequalities of income and address the four national improvement priorities.
- 2.3 Engagement with children and families is a key component documented within all contemporary policy and guidance. Actively listening to the views of stakeholders during self-evaluation and improvement planning strengthens the system and results in service delivery which is more responsive to need.

- 2.4 All strategic and improvement planning within Schools & Lifelong Learning developed during the Year of Young People and beyond, will make explicit reference to gathering and acting on the views of children and young people. This will further embed the aspirations of Child Friendly Edinburgh.
- 2.5 It should also be noted that educational delivery is going through a significant period of transformational change, with the introduction of Regional Improvement Collaboratives and the establishment of new governance arrangements for Headteachers.
- 2.6 Within this culture of change, The City of Edinburgh Frameworks for Learning have been devised to provide clear guidance for Headteachers and officers. These will ensure that basic minimum standards for service delivery, governance and accountability are in place, thus mitigating the impacts of change and providing reassurance to elected members and stakeholders that standards in Edinburgh schools will be maintained or improved.

3. Main report

- 3.1 The National Improvement Framework is the main policy for Scottish Education at the present time and sets clear goals and timelines for implementation. It specifies that the dual themes of 'excellence' and 'equity' are made explicit within schools to raise attainment for all.
- 3.2 While schools have been required to raise attainment for many years, the specific actions of ensuring equity have placed increased expectations on professionals.
- 3.3 Similarly, developing and promoting health and wellbeing and ensuring that learners access appropriate pathways are now clearly mandated within the National Improvement Framework, with associated actions at school and authority level.
- 3.4 All improvement activity is predicated on clear self-evaluation. Schools are expected to use How Good is our School? and How Good is our Early Learning and Childcare? They are expected to identify actions across a timeline, which will result in practicable plans within a 'tackling bureaucracy' culture.
- 3.5 To support Headteachers and officers to use self-evaluation information in planning for excellence and equity, a suite of Frameworks for Learning have been prepared. These take the best research, national and international guidance, as well as a clear focus on City of Edinburgh data in the production of detailed actions for staff at all levels within the system.
- 3.6 The Frameworks for Learning cover six main themes. Each of these clearly references the drivers for improvement and/or priorities within the NIF and detail actions at Chief Education Officer, Headteacher and teacher level. They also stipulate clear governance and accountability arrangements to ensure that the actions taken by schools and supported by officers are effective in raising attainment for all.

- 3.7 Each Framework for Learning will also detail opportunities for the views of children and families to be gathered to inform planning for improvement.
- 3.8 The first Framework for Learning, Equity for Learning (Appendix 1), is designed to give schools advice in relation to:
 - 3.8.1 Profiling for Equity
 - 3.8.2 School Improvement Planning
 - 3.8.3 Professional learning
 - 3.8.4 Linking existing the City of Edinburgh Council guidance on poverty, including One in Five
- 3.9 The second Framework for Learning, Improving Quality in Learning (Appendix 2), is designed to give schools and officers advice in relation to:
 - 3.9.1 Monitoring and tracking
 - 3.9.2 Moderation Activities
 - 3.9.3 School Improvement Planning
 - 3.9.4 The Classroom/Playroom Experience
- 3.10 The third Framework for Learning, Health and Wellbeing for Learning (to be presented at Education, Communities, and Families Committee in May), is designed to give schools and officers advice in relation to:
 - 3.10.1 Profiling for Health and Wellbeing
 - 3.10.2 School Improvement Planning
 - 3.10.3 Developing the Health and Wellbeing Curriculum, including Mental Health & Wellbeing
- 3.11 The Health and Wellbeing for Learning Framework will also give specific advice on developing approaches to anti-bullying, following the revision of national guidance.
- 3.12 The success of all approaches to support and promote health and wellbeing will be firmly influenced by the views of children and young people. It will be reflective of what children, their parents and teachers view as good practice, and further strengthened by evidence-based approaches.
- 3.13 A short-life working group comprising members from schools, lifelong learning, the Third Sector and young people will review national guidance in relation to the current CEC Anti-Bullying Policy. They will agree recommendations based on prevention, identification and recording.
- 3.14 The Health and Wellbeing for Learning Framework will also give specific advice on developing approaches to promote and support Mental Health and Wellbeing.
- 3.15 In advance of this, a Position Paper on Mental Health and Wellbeing has been prepared detailing existing good practice and next steps within CEC schools

4. Measures of success

- 4.1 Each Framework contains guidance on how schools should identify key performance indicators.
- 4.2 Across schools and at authority level, attainment in children's progress in national assessments (CfE) and Scottish Qualifications will demonstrate success towards improvements in literacy and English and numeracy and mathematics, as well as other curricular areas for the senior phase.
- 4.3 The above data will also detail improvements in performance for children and young people living in poverty or those facing other barriers to learning, including Looked After.
- 4.4 The annual Health and Wellbeing survey will demonstrate success towards improvements in health and wellbeing.
- 4.5 The SDS Report Data Hub will generate reports on Positive Destinations.

5. Financial impact

- 5.1 The recommendations in this report have been assessed in relation to financial impact. Further guidance and statutory requirements may impact on some of the actions, for example the establishment of the Regional Improvement Collaboratives and revised arrangements for Education Governance.

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.

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 that each of the Frameworks are fully compliant with other policies and supported by LNCT.

10. Background reading/external references

- 10.1 <http://www.gov.scot/Resource/0051/00515736.pdf>
- 10.2 [National Improvement Framework](#)

Alistair Gaw

Executive Director for Communities and Families

Contact: Lorna Sweeney, Service Manager, Schools and Lifelong Learning

E-mail: lorna.sweeney@edinburgh.gov.uk | Tel: 0131 469 3138

11. Appendices

- 11.1 Appendix 1 Equity Policy
- 11.2 Appendix 2 Quality Improvement Policy

Equity in Learning

City of Edinburgh

Frameworks for Learning

Contents

Aims

Background: National context, local context and research

The Attainment Gap in Edinburgh

Equity in Learning

- **Roles, Remits and Responsibilities**
- **Quality Assurance Arrangements**

Organisers for Equity

- **Learning and Teaching**
- **Communities and Families**
- **Leadership**

Planning for Equity

Professional Learning for Equity

Links

Appendices

- **Sample SQIPs**
- **Additional Guidance**

Aim

“Edinburgh’s children enjoy their childhood and achieve their potential”

The overarching aim of the Edinburgh Children’s Partnership has aspirations for all children and young people. To ensure that this aim is realised we know that we must target resources at specific learners. This includes a relentless focus on delivering services in which *“all forms of deprivation and inequality are reduced.”* (C E Council Business Plan, 2017).

A key priority of the City of Edinburgh Council’s Schools and Lifelong Learning Service is to narrow the attainment gap between those living in our most and least deprived communities. We have an ambition for progress for all without a pattern of lower attainment for those in lower Scottish Index of Multiple Deprivation (SIMD) deciles. No one should be left behind.

The City of Edinburgh Council Equity in Learning Strategy builds on what we know works. Schools, their staff, parents, learners and partners have shown their continuing commitment to improving outcomes for all our young people, including raising attainment. This strategy embodies the research-based practice that should be visible in all our schools and centres, to ensure equity in learning.

National Context

Scottish Government policy promotes excellence and equity; the National Improvement Framework set clear expectations for schools and centres to work in partnership with parents and stakeholders in the pursuit of four key priorities to achieve this.

Since 2010, Getting It Right For Every Child (GIRFEC) puts the rights and wellbeing of children and young people at the heart of the services that support them – such as early years services, schools, and the NHS – to ensure that everyone works together to improve outcomes for a child or young person.

Local Context

Edinburgh is widely recognised as one of the best cities in the UK in which to live. Over the last ten years, the population of the city has grown by 10% and analysis suggests a further 9% growth by 2024, especially at both ends of the age spectrum. However, Edinburgh contains some of the most deprived communities in Scotland. The map of poverty shows a picture of stark 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.

Despite its wealth, child poverty rates in Edinburgh range from 25% to 35% in the least affluent areas of the city. Even in the most affluent parts of the city, over 10% of children

experience poverty. The **2017 City of Edinburgh Council's Equity Framework** "**Making Education Equal for All**" document supports schools to reduce poverty-related stigma and ensure equal access to opportunities, regardless of income.

Research

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. It is well-documented that the attainment of young people from low-income families tends to be below that of their more affluent peers. There is a vocabulary gap of up to 18 months on entry to P1 between the most and least disadvantaged children. Professionals at all levels need to understand how poverty influences attainment, before being able to implement change in an effective way.

The following approaches are known to be successful in closing the attainment gap.

- High-quality, full-day preschool education
- Parental involvement programmes
- Literacy teaching – including reading engagement
- Children working together in small groups (cooperative learning) with teacher as coach
- Nurture groups and programmes to increase social, emotional and behavioural competencies show promise
- Academically-focused, after-school activities
- Peer-tutoring, meta-cognitive training
- Mentoring
- Professional development – evidence-based, intensive, long-term
- Targeted funding to facilitate collaboration between schools, improved school leadership, strong school-level data, systematic evaluation to monitor impact
- Evidence-based, whole-school reforms – focused, shared, strategic

"Closing the Attainment Gap in Scottish Education" by Edward Sosu and Sue Ellis,
University of Strathclyde/ Joseph Rowntree Foundation

The Attainment Gap in Edinburgh

NIF 2018 National Stretch Aims


The Scottish Government has made clear its commitment to closing the poverty-related attainment gap between children and young people from the least and most disadvantaged communities. Specific stretch aims have now been set nationally to show the required improvements in attainment for children living in each SIMD quintile over the next few years.

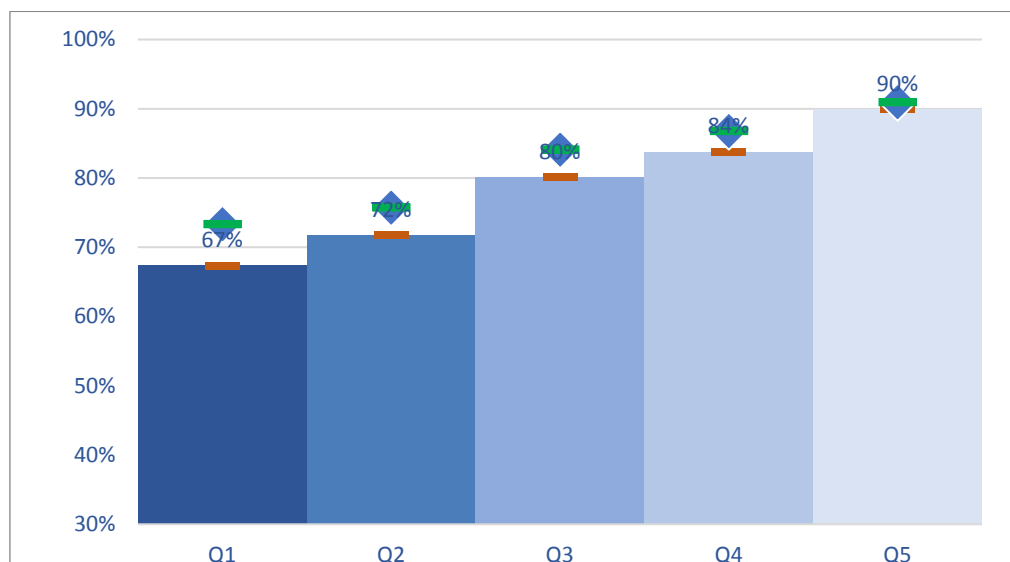
To support the national drive to raise attainment for all, City of Edinburgh data will be updated each session on completion of the national gathering of CfE levels and other key measures. It will be included in the Attainment and Equity Report to the Children and Families Committee.

CfE Stretch Aims for Edinburgh

Applying the percentage point increase for each quintile as set out in the NIF 2018 to the 2016/17 baseline figures for Edinburgh creates Stretch Aims for the city for 2019/20 and 2024/25. These will be applied to all CfE levels for numeracy and all aspects of literacy and numeracy.

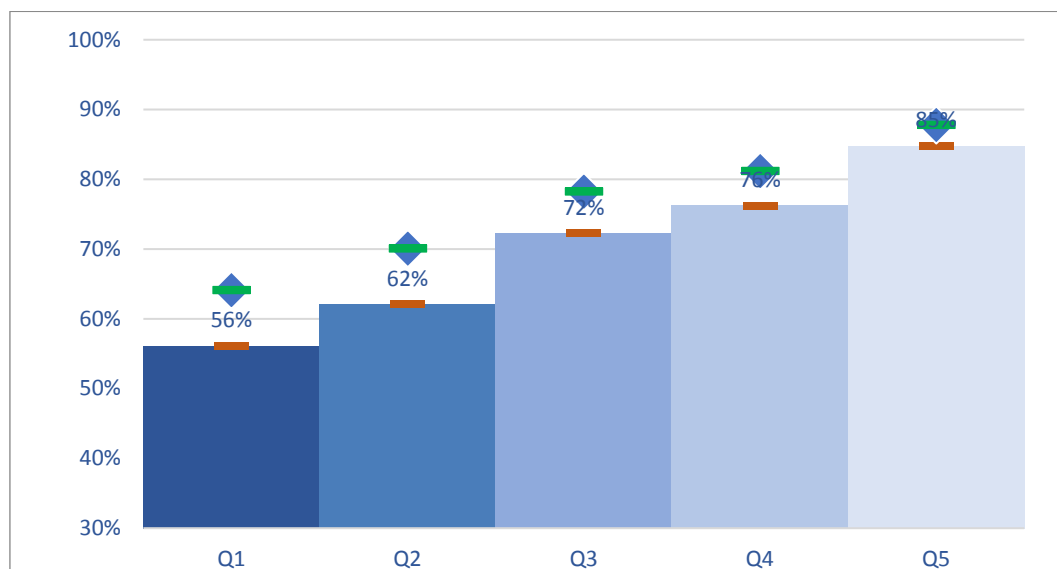
P1, P4 & P7 Numeracy					
Quintile	2016/17	Change	2019/20	Change	2024/25
Q1	67%	+6	73%	+16	83%
Q2	72%	+4	76%	+13	85%
Q3	80%	+4	84%	+11	91%
Q4	84%	+3	87%	+8	92%
Q5	90%	+1	91%	+3	93%
'Gap'	23		18		13

 Edinburgh School Stretch Aim  Edinburgh Stretch Aim



P1, P4 & P7 Literacy					
Quintile	2016/17	Change	2019/20	Change	2024/25
Q1	56%	+8	64%	+25	81%
Q2	62%	+8	72%	+22	84%
Q3	72%	+6	78%	+18	90%
Q4	76%	+5	81%	+14	90%
Q5	85%	+3	88%	+8	93%
'Gap'	29		22		12

— Edinburgh
 School Stretch Aim
◆
— Edinburgh Stretch Aim



Numeracy

<u>Secondary 3, Third Level or better</u>						
	Q1	Q2	Q3	Q4	Q5	Total
No. Pupils	704	500	415	419	1149	3187
No. Pupils Achieved	562	433	380	393	1104	2872
% Pupils Achieved	80%	87%	92%	94%	96%	90%
% City Achieved	80%	87%	92%	94%	96%	90%
% Stretch 2019/20	83%	90%	93%	95%	97%	90%
% City Stretch 2019/20	83%	90%	93%	95%	97%	90%

<u>Secondary 3, Fourth Level</u>						
	Q1	Q2	Q3	Q4	Q5	Total
No. Pupils	704	500	415	419	1149	3187
No. Pupils Achieved	238	248	247	275	850	1858
% Pupils Achieved	34%	50%	60%	66%	74%	58%
% City Achieved	34%	50%	60%	66%	74%	58%
% Stretch 2019/20	37%	53%	61%	67%	75%	58%
% City Stretch 2019/20	37%	53%	61%	67%	75%	58%

Literacy

<u>Secondary 3, Third Level or better</u>						
	Q1	Q2	Q3	Q4	Q5	Total
No. Pupils	704	500	415	419	1149	3187
No. Pupils Achieved	525	409	337	366	1063	2700
% Pupils Achieved	75%	82%	81%	87%	93%	85%
% City Achieved	75%	82%	81%	87%	93%	85%
% Stretch 2019/20	78%	85%	84%	88%	94%	85%
% City Stretch 2019/20	78%	85%	84%	88%	94%	85%

<u>Secondary 3, Fourth Level</u>						
	Q1	Q2	Q3	Q4	Q5	Total
No. Pupils	704	500	415	419	1149	3187
No. Pupils Achieved	235	202	180	206	713	1536
% Pupils Achieved	33%	40%	43%	49%	62%	48%
% City Achieved	33%	40%	43%	49%	62%	48%
% Stretch 2019/20	36%	43%	46%	50%	63%	48%
% City Stretch 2019/20	36%	43%	46%	50%	63%	48%

Themes for Equity

To achieve equity, Headteachers in Scotland currently plan actions around the three organisers contained within the Scottish Attainment Challenge. Using self-evaluation, Headteachers plan specific, measurable targets to improve outcomes for literacy, numeracy and health and wellbeing. Using the experience of senior leaders in Edinburgh's Scottish Attainment Challenge schools, the following key actions have been identified and grouped under the themes for Equity

<h2>Learning and Teaching</h2> <p>1.1 The single most important feature for dynamic school improvement</p>	<ul style="list-style-type: none"> • A reflective, pedagogical culture in every classroom • A strong, clear cycle of planning, teaching and assessment in every classroom • Collaborative approaches to classroom improvement <ul style="list-style-type: none"> ◦ Improvement Methodology ◦ Practitioner Enquiry • Moderation Cycle is explicitly used to inform all classroom practice
<h2>Families and Communities</h2> <p>2.1 Promoting partnerships with families and parents in all aspects of their children's learning</p>	<ul style="list-style-type: none"> • Staff understand and are respectful of the social, economic and cultural context in which they work • Staff have secure understanding of impact of their own and the learners' social context on children's learning • Nurture is highly valued and consistently applied • Staff are aware of and act to reduce impact of poverty • Parents are involved and engaged in a range of ways to support learning and school improvement
<h2>Leadership</h2> <p>3.1 Strong values 4.1 Clear vision 5.1 High ambition for all</p>	<ul style="list-style-type: none"> • Leaders who focus on the needs of others: service is of the highest quality • A culture of self-evaluation which underpins all improvement activity • Collaboration is embedded at all levels: cluster, authority and Regional Improvement Collaborative • Data is used intelligently: data literacy and numeracy skills are well developed in all staff

Equity in Learning (Roles, Remits & Responsibilities)

To support equity in learning, the Chief Education Officer¹ :

- Provides an annual statement of Equity in Learning to the Children & Families Committee as part of the Schools and Lifelong Learning Standards and Quality Report, incorporating the Attainment & Equity Report
- Provides a six-monthly update on Equity in Learning to the Children & Families Committee as part of the Schools and Lifelong Learning progress towards meeting the aims of the S&LL NIF Plan
- Provides clear strategic guidance to Headteachers on embedding Child Friendly Edinburgh within the work and life of the school
- Provides clear local authority stretch aims, shared with schools, to raise attainment per quintile with a view to narrowing the attainment gap for learners in Edinburgh
- Provides each Headteacher with indicative stretch aims to close the attainment gap
- Provides support and challenge to senior leaders to retain the focus on closing the gap

To support equity in learning, Headteachers

- Enshrine the values of Child Friendly Edinburgh in all of their work
- Include an annual statement of Equity in Learning within their Standards and Quality Report
- Engage in professional dialogue with their Quality Improvement Officer on key actions taken to support Equity in Learning as part of their progress towards meeting the aims of School Quality & Improvement Plan
- Provide opportunities for staff to access regular training/essential learning on the key aspects as detailed in Professional Learning for Equity
- Use key Council guidance to support their work in continuing to improve Equity for Learning:
 - "1 in 5" Raising Awareness of Child Poverty resources
 - Supporting Parents & Carers in Edinburgh 2017-2020 guidance
 - Pupil Equity Funding – A CEC Guide to Getting Started (April 2017)
 - CEC Excellence for Learning Policy 2018

To support the work of their school to improve equity in learning, class teachers

- Ensure that pupil participation is a key feature of all practice
- Familiarise themselves with the SIMD and poverty information for their school and all other relevant data for each class/learner they are working with
- Use the school's tracking and monitoring system to follow the progress of their learners, including those living in poverty, LAC, FME, EAL, ASN and other identified groups

¹ Chief Education Officer also refers to officers of Schools and Lifelong Learning Service

- Access appropriate professional learning to support their understanding of and actions towards addressing the impact of poverty on learners
- Follow guidance as best meets their professional learning needs, as detailed in Excellence for Learning² policy

To support the work of their school to improve equity in learning, non-teaching staff

- Engage in appropriate professional learning to support them to understand and assist in addressing the impact of poverty on learners
- Familiarise themselves with SIMD, poverty information and all other relevant data for each class/learner they are working with

Quality Assurance & Governance

To check that systems and processes are delivering deliver the necessary improvements, the following arrangements will be incorporated into the work of the Schools and Lifelong Learning Service:

- The Equity in Learning Strategic Group meets each quarter to monitor progress, make recommendations for future actions, and report to the Chief Education Officer
- This group, chaired by Senior Manager, Quality Improvement & Curriculum, comprises:
 - Headteachers from each sector
 - Quality Improvement Officer (Equity)
 - Attainment Advisor
 - Improvement Advisor
 - Senior Manager Additional Support for Learning
 - Principal Educational Psychologist
 - Service Managers: Lifelong Learning
 - Service Manager: Social Work/Looked After Children
 - Senior Manager: NHS
- The CEC Equity in Learning Strategic Group will report to the South East Alliance, Regional Improvement Collaborative on areas for improvement as detailed in the SEIC Annual Plan.
- The CEC Equity in Learning Strategic Group will also share information with the Children's Partnership Group and Education Committee as appropriate.

² Teaching and Learning policy

Planning for Equity

To effectively ensure equity in learning, Headteachers incorporate the following key features into Standards and Quality and Improvement Planning

- Include Equity Profile Information as part of Attainment Report and SQIP
- Use of Planning for Equity advice to support short/medium/long-term targets in their Improvement Planning cycle
- Gather the views of all stakeholders to better inform actions

Equity Profiles

Each year, as part of the Standards and Quality Reporting and Improvement Planning, Headteachers work with officers to update the data and intelligence available for their setting.

Demographic information and SIMD profiles

- CfE Attainment for learners for reading, writing, talking & listening and numeracy at: E, 1st, 2nd & 3rd level
- Attainment for learners in senior phase, including Attainment vs. Virtual Comparator by SIMD
- School Leaver Destinations for learners in SIMD quintile 1

As part of their Equity Profiles, Headteachers also consider data on:

- Inclusion
 - exclusions, days lost
 - attendance and lates
 - the quality and quantity of Pupil Plans (GIRFEC and health)
- Participation
 - Wider Achievement opportunities for targeted cohorts
- Engagement
 - Assessment of baseline levels using Leuven Scale for targeted cohorts
 - Levels of parental engagement

6.1 This data supports Headteachers to agree stretch aims for equity, to focus on equity of provision, targeting groups of learners subject to poverty, as well as other groups known have less favourable educational outcomes, for example Looked After children. The sharing of this data with staff and key stakeholders, within Data Protection guidelines, supports a collaborative approach to improving outcomes for these identified key groups.

Planning for Equity

Following analysis of SIMD and poverty information, Headteachers and senior leaders complete the full self-evaluation of their school ³ and use it, in conjunction with all other evidence, to plan for equity in learning. They:

- Identify the desired **outcomes**
- Identify appropriate **interventions**
- State how impact will be **measured**

Identify outcomes

Agree and define three key aspects...

- **Who** is going to experience change – *Practitioners? Head Teachers? Learners? Parents/Carers*
- **What** is going to change in the short term? – *Motivation? Knowledge? Awareness? Understanding? Attitudes? Thinking? Perceptions? Opinions? Aspirations? Confidence?*
AND What is going to change in the medium or long term? – *Practice? Actions? Behaviour? Policies? Content? Processes? Provision? Decision-making? Partnerships? Attainment/Benchmarks*
- **How** ‘the what’ is going to change – *Increased? Decreased? More/less? Raised? Lowered? Improved? Enhanced? Higher quality?*

Identify interventions

Agree and define which interventions will support the achievement of the desired outcome, considering

- Additional equipment and materials targeted to meet identified need
- Existing Staff working in a different way
- Increasing hours of existing staff
- Appointing additional staff with a specific remit
- Appointing non school staff for additional hours
- Purchasing additional services from external partners – 3rd sector?

Identify how impact will be measured

³ See CEC SQIP Guidance

This ensures appropriate baseline measures and intended gains in the short, medium and long term. This is best emerging practice and can be worked towards.

Examples:

Short term	Medium term	Long term
Increased practitioner knowledge/awareness/skills	Practice is more effective	Practice is highly effective
Teachers can judge levels of pupil engagement for P1 pupils	P1 Parent survey on impact of increased focus on pupil engagement at home	Improved attainment levels for P1 in June 2018
Increased tracking of S1-3 pupil attendance and latecoming	Referrals for disengagement in learning failing, increased participation of target group in family learning opportunities	Raised attainment in Literacy and Numeracy by the end of BGE – refer to benchmarks

Professional Learning for Equity

To maintain a clear, research based focus on ensuring equity of access and provision for all, Headteachers and senior leaders ensure that all staff, including support staff, access regular, appropriate training. In many cases this forms key learning for staff and is documented in Professional Review and Development conversations

- Collaborative Practitioner Enquiry
- Improvement Methodology
- Professional/Teacher Learning Communities
- Shadowing & acting up experiences
- Courses, academic study & professional development on the following themes

Adverse Childhood Experiences (ACEs)

Adverse Childhood Experiences (ACEs) refer to stressful events occurring in childhood (between 0-18 years). These impact profoundly on the child's readiness and ability to learn and participate in school life. Headteachers should ensure that all staff develop a clear understanding of the impact of adverse childhood experiences on all learners.

<http://www.healthscotland.scot/publications/tackling-the-attainment-gap-by-preventing-and-responding-to-adverse-childhood-experiences>

One in Five

“1 in 5” Raising Awareness of Child Poverty Top Tips

<https://education.gov.scot/improvement/practice-exemplars/The%201%20in%205%20-%20Raising%20Awareness%20of%20Child%20Poverty%20Project%20in%20Edinburgh>

Pupil Equity Fund Guidance for Headteachers

Pupil Equity Funding – A CEC Guide to Getting Started (April 2017)

Supporting Parents and Carers

“Supporting Parents and Carers in Edinburgh 2017-2020”

<http://www.edinburgh.gov.uk/supportforfamilies>

Ensuring Equity

“Making Education Equal for All – Edinburgh’s Equity Framework”

“1 in 5” Financial Support and Information for Families

Edinburgh Nurture Framework

CEC Psychological Services Nurture Framework

Framework for Excellence in Learning

Appendices

1. Exemplar SQIP with Poverty Profile -
2. Exemplar SQIP with Equity Plan (PEF or SAC or similar)
3. HGIOS 4 – Focus on Equity
4. Additional Guidance – Questions to Ask/ Education Scotland 5 Key Indicators

Links

<https://scot.educationendowmentfoundation.org.uk/>

<https://education.gov.scot/improvement/Pages/sacfi10b-child-poverty.aspx>

<https://education.gov.scot/improvement/practice-exemplars>

[https://v1.educationendowmentfoundation.org.uk/uploads/pdf/What works in raising attainment and closing the gap.pdf](https://v1.educationendowmentfoundation.org.uk/uploads/pdf/What%20works%20in%20raising%20attainment%20and%20closing%20the%20gap.pdf)

<https://education.gov.scot/improvement/Pages/sac34effectiveclassroomstrategies.aspx>

http://www.parliament.scot/ResearchBriefingsAndFactsheets/S5/SB_16-68_Closing_The_Attainment_Gap_What_Can_Schools_Do.pdf

<http://www.healthscotland.scot/media/1517/tackling-the-attainment-gap-by-preventing-and-responding-to-adverse-childhood-experiences.pdf>

Additional Guidance

Five key indicators & Reflective Questions in identifying and narrowing the gap

Attendance

- Do class teachers question and investigate pupil absence?
- Are the school working alongside Education Welfare Officer to increase attendance?
- Are targeted attendance groups in place?

Attainment

- Is there a systematic approach to monitoring teaching and learning to ensure it is of a high standard?
- What data is collected to track attainment?
- Do conversations take place identifying target groups or those with protected characteristics in order to plan support?
- So what? Are interventions put in place to target individuals or groups of pupils?
- Is the success of these interventions tracked?

Exclusion

- What interventions are working to support pupils to successfully access the curriculum?

Participation

- Does the school have a summary of local clubs and activities to direct children and families to?
- Does the school work in partnership with Active Schools?
- Are the school able to identify barriers to participation and work creatively to remove these?

Engagement

Curriculum for excellence experiences and outcomes discuss pupil engagement and acknowledge this link between engaging and learning. If children are not engaged it is unclear that they are experiencing and learning.

- Do you have a suitable tool to measure engagement?
- Can pupils measure their own engagement?
- Are you tracking and supporting increased parental engagement?

Improving Quality in Learning
City of Edinburgh
Frameworks for Learning

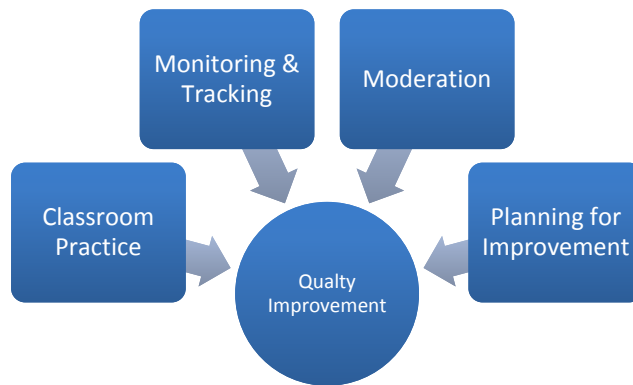
Contents

Aims

Background: [PEST analysis]

Quality Improvement for Learning

- Definitions and Core Principles
- Roles, Remits and Responsibilities
- Key Strategic Actions



Self-Evaluation Processes

- Supported Self Evaluation Reviews
- Professional Learning Partnerships
- HMI and Follow Through Inspections

Aims

“Edinburgh’s children enjoy their childhood and achieve their potential”

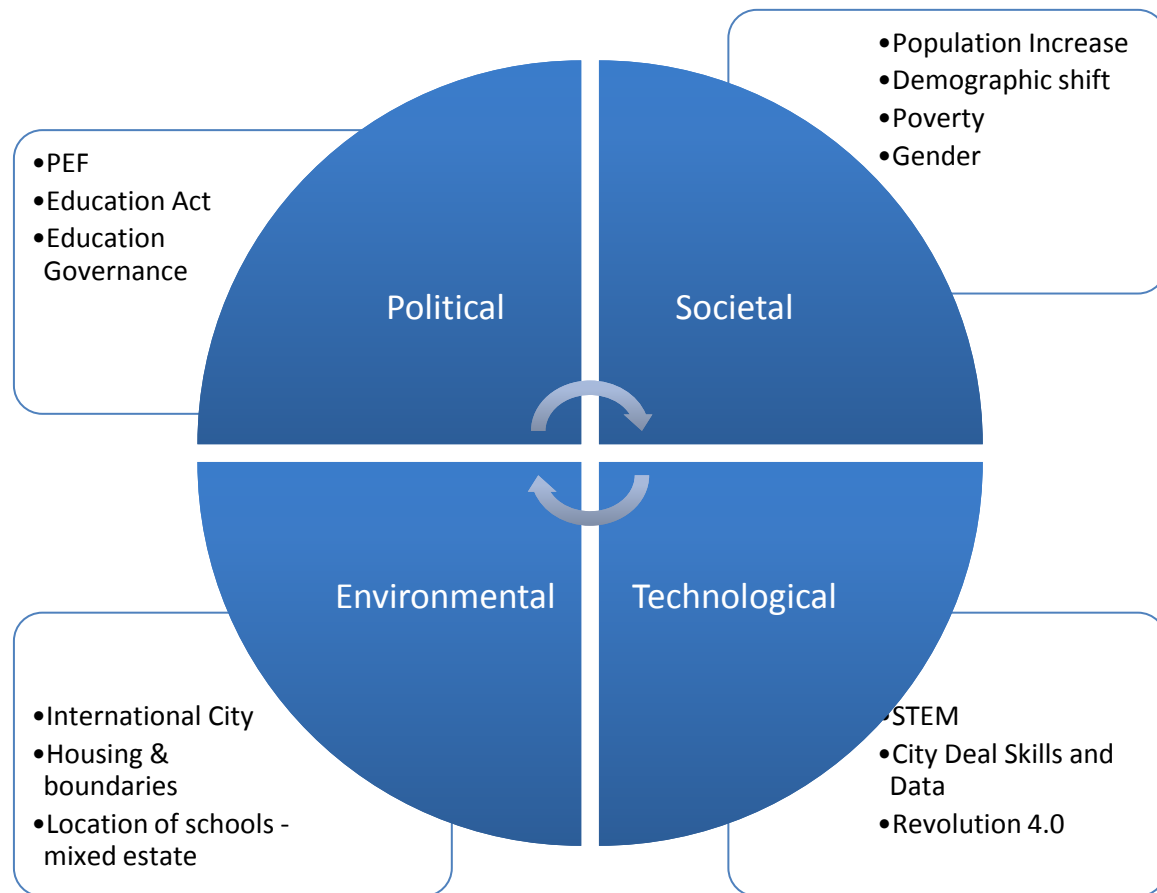
City of Edinburgh Council is committed to the delivery of a high-quality education service for all children and young people and to working in partnership with parents and communities. To achieve this, a culture of continuous improvement is essential and is the responsibility of all staff working within the Schools and Lifelong Learning Service.

The prime function of the Quality Improvement Service is to provide guidance and support schools⁴ to continually adapt and improve so that the needs of all learners can be met. It places self-evaluation at the heart of all activity, supporting schools to make effective use of data, improvement planning, research and innovative practice within Edinburgh, the South East Alliance and beyond.

The forthcoming CEC Framework to Raise Attainment and Achievement for Learning will be underpinned by 6 key frameworks: Equity, Parental Engagement, Leadership, Learning and Teaching, Learning Pathways and Quality Improvement. Each of these frameworks will be informed by data, research and strategies known to be successful in pursuit of the overarching aim of raising attainment. This strategy details the important role of each partner to improve quality for learning.

⁴ Schools includes all settings in which education is provided

Background



Political Factors

The *Standards in Scotland's Schools Act 2000* established a statutory duty on education authorities to ensure the quality of provision in its schools and establishments, and in consultation with stakeholders, to devise an improvement plan and report on the success of such in securing improvement for all learners. This set the agenda for continuous improvement.

The Education Act (2016) placed a statutory duty on local authorities to report on progress to ensure equity for all children and progress in raising attainment. The National Improvement Framework also provides clear guidance for self-evaluation, consultation, planning and reporting at authority and school level.

The *Council Commitments* and the *Children's Partnership Plan* are underpinned by values which reflect equity and aspiration for all Edinburgh's children and young people. Social inclusion is promoted across all schools and centres through the values of equity, partnership and empowerment, within the culture of continuous improvement.

Child Friendly Edinburgh extends this vision into a reality, which will see the rights of children and young people enshrined in all aspects of service delivery.

The forthcoming reforms to Education Act will require Headteachers to work closely with parents to evaluate and plan for improvement.

Curriculum for Excellence has been established in CEC schools for over ten years: each school states how it is delivered through its Curriculum Rationale. Schools and services use self-evaluation processes to audit their existing provision and to build on strengths to develop the curriculum, learning, teaching and approaches to assessment.

Societal

Edinburgh is widely recognised as one of the best cities in the UK in which to live. Over the last ten years, the population of the city has grown by 10% and analysis suggests a further 9% growth by 2024, especially at both ends of the age spectrum.

In common with many other areas of the country, there is a clear gap in attainment between those living in high and low areas of deprivation. Efforts to reduce this gap have become a focus at all levels of education: plans to reduce the gap are required now at local authority and school level. Quality assuring processes to reduce the attainment gap must therefore also be considered.

Technological

The City Deal places bold, ambitious but essential demands on all services to ensure that future citizens of Edinburgh have the necessary skills and competencies to enter and sustain their place in the world of work.

Environmental

The varied geography of Edinburgh and its environs provides an exciting landscape for teaching and learning. All schools are encouraged develop curricula which are relevant and coherent to the local population. This includes devising learning experiences from the unique geological features of Arthur's Seat to the thriving BioQuarter. Schools catchment areas comprise children from specific backgrounds, which can impact greatly on the types of experiences offered.

The need to ensure equity and excellence celebrating the various political, societal, technological and environmental factors is the overarching aim of all head teachers.

Quality Improvement for Learning

Effective self-evaluation is a rigorous process which provides a unique and valuable picture of what is having most and least impact on learners in a single class, at a stage, within a school or across a cluster or local authority. Self-evaluation involves all stakeholders in the learning community considering 'How good can we be?' Once the quality of the impact on learners has been evaluated, then plans for improvement can be drawn up.

Self-evaluation involves:

Looking inwards through engaging with specific self-evaluation questions

- how are we doing? *What evaluative statements can we make about improved outcomes for our learners?*
- how do we know? *What evidence do we have? This involves making sound judgments about the impact on learners (see triangulation of evidence)*
- what are we going to do now? *What are our next steps to address areas where we could do better?*

Looking outwards: using external research and intelligence; learning from what happens elsewhere

Looking forwards: exploring what the future might hold for today's learners

Core Principles

Quality Improvement is most effective when it is:

- collaborative
- proportionate
- supportive
- comprehensive

Collaborative

Self-evaluation should not be done in isolation: it is essential that opportunities are found to embed collaboration in self-evaluation processes at all levels. As well as affording transparency, it provides the opportunity to share views and discuss next steps. During school reviews, QIEOs engage in shared classroom experience with senior managers. For practitioners, collaborative enquiry brings depth to their professional learning and leads to more accurate and honest self-evaluation. Collaboration with all stakeholders leads to a shared assessment of risk and a shared understanding of the school's capacity for continuous improvement.

Proportionate

The overarching role of the QI Service is to provide a proportionate and intelligence-led approach to support and challenge schools. This is based on sound and accurate self-evaluation. The level of support required by a school is based on the Risk Register of Schools. Confidence Bands are reviewed quarterly.

Risk Register: (schools)

At the beginning of each session, the QIEM along with the Quality Improvement Team and other lead officers will review each school's capacity for continued improvement. They will agree a confidence band of high, medium or low based on the school's self-evaluation (SQIP) and their knowledge of the school's capacity of improvement under:

- each NIF driver

- relevant local knowledge, for example new or acting HT, personal circumstances, staffing, parental concerns/ complaints, societal, environmental factors, ASN impact or HT request.

Confidence bands are shared with each school or establishment. They are agreed in consultation with each Headteacher and/ or SLT, during a meeting which takes place within first 3 weeks of Term 1.

This agreement informs appropriate levels of proportionate and intelligence-led support and challenge from the Quality Improvement Service or other CEC officers. It will also inform centrally provided CPD while building capacity of Head Teachers to lead self-evaluation in their own schools and to challenge others and to provide development opportunities to participate in VSE of other schools.

Confidence bands are reviewed termly by the QIO team and annually before setting the following session's banding of low, medium or high support.

Supportive

All self-evaluation should be done within a climate of trust and support. Staff engaging in the process must ensure that feedback is strengths-based with mutually agreed steps for improvement. Governance arrangements must be agreed in advance, including recourse when there are conflicting views over grades and evaluations

Comprehensive

Officers assess performance and service delivery by analyzing evidence gathered from various sources.

- Education Scotland inspections reports;
- school self-evaluation;
- views of parents, pupils and staff
- attainment, attendance, exclusion and inclusion, participation and engagement data; and
- qualitative information gathered by QIEOs

The resultant intelligence is used to inform the Education Standards and Quality Report and NIF Plan in line with statutory guidance in the Education Act (2016). It will also be used to inform the improvement plan of the South East Regional Improvement Collaborative.

Progress is reported at various points across the session to the Children and Families Committee, as part of local democratic accountability processes.

Roles, Remits and Responsibilities

To ensure improved quality in learning, the Chief Education Officer⁵:

- Provides an annual statement of Quality Improvement for Learning to the Children & Families Committee as part of the Schools and Lifelong Learning Standards and Quality Report
- Provides an annual statement of Attainment and Achievement (BGE and Senior Phase) to the Children & Families Committee
- Provides regular reports to the C&F Sub-Committee following HMI school reviews
- Provides regular updates to the South East Alliance oversight group on quality improvement
- Liaises with partners, including HMI and SEA to ensure that the quality of schools in Edinburgh is continually improved through partnership and collaborative working
- Establishes and maintains an authority tracking database

To ensure improved quality in learning, officers⁶:

- Devise an annual calendar of quality assurance activity in partnership with schools and stakeholders
- Establish professional learning for all appropriate staff
- Provide support and challenge to senior leaders to ensure improved quality in learning

To ensure improved quality in learning, Associate Assessors:

- Support professional learning
- Provide support and challenge to senior leaders to ensure improved quality in learning during Professional Learning Partnership meetings

To ensure improved quality in learning, Headteachers:

- Provide an annual statement of improvements and evaluation of learning in the Standards and Quality and Improvement Plan
- Set targets for attainment and achievement using the authority tracking database
- Engage in Professional Learning Partnerships and Supported Self-Evaluation Reviews
- Provide regular training/essential learning for staff on the key aspects as detailed in, Professional Learning for Improvement
- Embed key Council policy in all areas of their work

To ensure improved quality in learning, class teachers:

- Familiarise themselves with relevant tracking and monitoring information for each class/learner

⁵ Chief Education Officer also refers to officers of Schools and Lifelong Learning Service

⁶ Officers includes Quality Improvement Managers, Quality Improvement Education Officers and Development Officers

- Work in partnership within and across schools, clusters and wider networks to share classroom experience
- Follow guidance as stipulated in Excellence for Learning⁷ policy

Quality Improvement Strategic Group

To ensure that systems and processes deliver the necessary improvements, the QI Strategic

This group, chaired by Senior Manager, Quality Improvement & Curriculum, will comprise

- Headteachers from each sector
- Quality Improvement Managers
- Attainment Advisor
- Improvement Advisor
- Senior Manager Additional Support for Learning
- Principal Educational Psychologist

The QI Strategic Group meets each quarter to monitor progress, make recommendations for future actions, and report to the Chief Education Officer by

- Reviewing impact of the overall strategy
- Reporting on Partnership outcomes and Business Plan outcomes
- Reviewing the reports to Education Scotland, Scottish Government and Regional Improvement Collaborative

The themes under constant review by this group will be:

- Improvements in Performance
- Self-Evaluation to secure improvement
- Leadership of Improvement and Change

Education Sub Committee Meetings

- The Senior Education Manager Quality and Curriculum or her/his designated officers' presents the school or QI follow up inspection report summary to the Committee.
- The HT of the inspected school attends to provide a more detailed insight into the inspection or further inspection findings and to take questions.
- When a full inspection of the school, the HT is encouraged to bring some members of the school community with him/her e.g. members of the parent council, pupil council.

⁷ Working title for Teaching and Learning policy

Key Strategic Actions



Monitoring and tracking

Schools

Each school monitors and tracks progress across the broad general education and senior phase. This ensures that the actual and intended progress of learners is clearly documented and all actions are put in place to maximize potential.

Headteachers have processes in place that ensure that children's progress is assessed and discussed with staff. Where concerns are identified in relation to gaps in learning or the need for challenge, these are addressed and interventions or strategies put in place. In most cases this requires discussions with parents to ensure that all parties are clear about their role to secure progress.

Where learners are identified as not achieving the expected Curriculum for Excellence level for their stage of development, particular emphasis is placed on ensuring that all appropriate supports are in place. Where other risks are known to exist, such as poverty, being looked after, and additional support needs, enhanced supports may be required.

Within the senior phase, Insight is used extensively to track progress against Virtual Comparators. This is particularly significant in tracking for cohorts facing barriers to learning such as poverty. Within the Broad General Education, the BGE Benchmark Tool is⁸ used to compare progress in Curriculum for Excellence with comparator schools across Scotland – appropriate professional knowledge through moderation activities is essential for.

Education Authority

The Education Authority tracks and monitors the progress of all learners across the city. Schools submit data as per the Excellence and Equity agreement (draft). This data is reviewed by central staff and support and/or challenge is then applied, proportionately.

The analysis of progress is filtered with other information to further refine Risk Register assessments. Where appropriate, further support or challenge is provided to schools.

⁸ available from August 2018

Moderation

School

To ensure that leavers make effective progress through Curriculum for Excellence, all teachers have clear understanding of assessment and moderation processes. Head teachers ensure that moderation activities feature as a core part of professional discussions. This occurs within stages, schools, clusters and more broadly as required.

It is particularly important to ensure that moderation features at points of transition ensuring that leavers' progress is not halted as moves occur from nursery to primary and primary to secondary. Every school should identify a Quality Assurance & Moderation Support Officer (QAMSO) to lead on this vital area of support.

Education Authority

The Quality Improvement Service ensures that sufficient opportunities are made available for staff to moderate in schools, clusters and across the Regional Improvement Collaborative. The QIES with responsibility for Assessment and Moderation plans a comprehensive series of training and development meetings every session. The work of QAMSOs is moderated and reported to the QI Strategic Group and to the RIC leads as appropriate.

Planning for Improvement

School

Standards and Quality and Improvement Planning are core parts of all self-evaluation activity. The school's Quality Assurance Calendar⁹ should clearly document the approaches and times over the session when specific evidence gathering and planning are done. All staff, parents and learners should be involved appropriately in the process. Planning for improvement must be based on the needs of each school, within the wider context of local and national objectives.

Cluster plans reflect shared areas for improvement and are based on sound self-evaluation.

Education Authority

The Quality Improvement Service evaluates service delivery and plans for improvement through various processes: the CEC Business Plan, Children's Partnership Plan, Education Authority National Improvement Framework Plan all provide a strong golden thread linking improvements within and across services.

Each year the Education Authority National Improvement Plan is reviewed in line with new national guidance. Actions at school and authority level are then drafted for consultation. The revised NIF Plan with recommended Improvement Actions is then circulated for Head teachers to use as guidance when planning.

⁹ see Appendix 4 – Sample QA Calendar

The Classroom Experience & School Reviews

School

Shared classroom experience¹⁰ is a vital part of the self-evaluation process in every school. A strong, collegiate approach to embedding this is essential for the continued improvement of each teacher, stage and faculty. Teachers are encouraged to reflect and share their own practice within a culture of trust and openness to improve. As leaders of learning, senior leaders also visit classrooms informally or work collaboratively with teachers to support learning. This is carried out in a climate of trust and professionalism.

Head teachers ensure that there are clear processes in place, detailed in the school Quality Assurance calendar which support actions within the SQIP and which support the self-evaluation of Quality Indicator 2.3: Learning, teaching and assessment.

Education Authority

The Quality Improvement Service, in partnership with senior leaders, ensures that shared classroom experience is included in all self-evaluation of schools. This ensures appropriate triangulation of evidence and maintains a focus on the core business of learning and teaching.

¹⁰ See LNCT Procedure...

Education Scotland Inspections and further inspections

Following inspection by HMI, schools are given specific strengths and areas for improvement. In collaboration with officers, arrangements for monitoring and review of progress are put in place including timescales, governance and reporting to parents and elected members.

Low Risk

Where Education Scotland inspectors indicate they will not be returning to a school or establishment to carry out a further inspection, as part of the on-going Risk Assessment process, QI Managers and the school QIEO will continue to monitor progress with the aspects of development identified during the inspection. The QIEO will prepare a written summary of progress after a period of one year, which will be reported to the Quality Improvement Strategic Group.

Medium Risk

Where HMI stipulate a requirement or the authority to monitor progress, a Quality Improvement Service follow through inspection visit may be made to the school to take a closer look at progress with aspects for development identified in the inspection. This may on occasion be undertaken in collaboration with the Education Scotland Area Lead Officer (ALO).

In these instances, a formal follow through report will also be published by the QI Service and submitted to the subcommittee for approval. The format of this report will mirror that of the Education Scotland further inspection report (*link or appendix*).

High Risk

Where HMI stipulate that they will return to a school to monitor progress, the Quality Improvement Service will work with the school to agree interim evaluation measures. This will include visits to classes, presentation of progress by SLT and collection of other evidence including focus groups.

Supported Self-Evaluation Reviews

The purpose of Supported Self-Evaluation is to work in partnership with schools in all sectors to:

- Validate and moderate schools' self-evaluation
- Provide critical feedback for improvement
- Gather information on the capacity of schools to improve
- Provide valuable professional learning for staff

All Supported Self-Evaluation visits reflect the core Quality Improvement Service themes: collaborative, proportionate, comprehensive and supportive. Reviews are done within a culture of reducing workload and tackling bureaucracy and should make use at all times of existing self-evaluation documentation, for example SQIPs.

A calendar of reviews is prepared by officers each session, following analysis of:

- Cycle of inspection by HMI or authority
- Attainment data
- Request by Headteacher
- Other factors as appropriate

Supported Self-Evaluation teams comprise:

- Quality Improvement Manager
- Link QIEO
- Additional QIEO(s)
- SLT from school
- Peer SLT
- Educational Psychologist or ASL staff
- DYW Manager

Themes for Review

Each SSE Team provides support and challenge in the following:

- Leadership of Change
- Learning, Teaching and Assessment
- Wellbeing & Inclusion
- Schools' Own choice

In addition, an evaluative statement is provided for the:

- Curriculum
- Learning Pathways
- Progress to reduce the attainment gap for children living in poverty
- Progress to meet the needs of looked after children

Supported Self-Evaluation Visits will take 2/3 days dependent on school roll.

Professional Learning Partnerships

The purpose of Professional Learning Partnerships is for schools in all sectors to work in partnership, supported by officers to:

- Validate and moderate schools' self-evaluation
- Provide critical feedback for improvement
- Gather information on the capacity of schools to improve
- Provide valuable professional learning for staff

All Professional Learning Partnerships embody the core Quality Improvement Service themes: collaborative, proportionate, comprehensive and supportive. PLP meetings are done within a culture of reducing workload and tackling bureaucracy and should make use at all times of existing self-evaluation documentation, for example SQIPs and Attainment Reports.

PLPs take place four times per session and are organised and coordinated by the Quality Improvement Managers. Schools are allocated to a Partnership based on:

- Sector
- Profile, including demographic & improvement priorities
- Levels of experience and support

Each PLP provides support and challenge in the following:

- Attainment and Achievement
- Learning, Teaching and Assessment
- Wellbeing & Inclusion
- Leadership of Change

In advance of each meeting, QIEOs assess self-evaluation documents and prepare an agenda for discussion by the PLP.

Appendices

Quality Assurance Calendar

Standards and Quality Improvement Plan

Tracking and Monitoring Grid

Supported Self-Evaluation Documentation

Professional Learning Partnership Documentation

Shared Classroom Experience (LNCT)

Quality Improvement Service Calendars per sector

Education, Children and Families Committee

10.00am, Tuesday, 6 March 2018

Child Poverty - School Uniform Grant

Item number 7.6

Report number

Executive/routine

Wards

Council Commitments [45](#)

Executive Summary

This report is in response to a motion submitted by Councillor Arthur at the Education, Children and Families Committee's meeting on 10 October 2017 requesting a report on Child Poverty and School Uniform Grants.

There are 22% of children in Edinburgh live who in poverty (defined as living in households where the income is 60% or less of the national median income).

Independent studies predict child poverty will continue to rise as a consequence of low wages, insecure work contracts and changes to the social security system.

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 of particular challenge for families with more than one child.

Current figures indicate that 5,900 pupils in Edinburgh are eligible for a School Clothing Grant. This stands at £43 and £50 for primary and secondary school children respectively which is below the National average.

This report sets out the financial options for increasing the School Clothing Grant and how transaction applications can be streamlined and information processed to ensure that no eligible family misses out on the clothing grants and free school meals they are entitled to.

Child Poverty - School Uniform Grant

1. Recommendations

- 1.1 Note the contents of this report
- 1.2 Commend the excellent work outlined in Sections 3.1 & 3.9
- 1.3 Agree to streamline the criteria for entitlement to a Clothing Grant by aligning it with eligibility for Free School Meals status, making the application process easier for families and ensuring a further 450 – 500 pupils access support
- 1.4 Agree that the primary school pupil entitlement is the same as the secondary school entitlement which will result in more efficient administrative processes and will provide additional support to around 3,600 families of primary school children
- 1.6 Agree to increase the clothing grant for all eligible pupils taking account of the financial options presented at 5.
- 1.7 Agree to implementation of a new transactions system which will allow us to use housing benefits and council tax reduction data to identify eligible pupils and automatically make an award to families reducing the burden for parents/carers to go through duplicate application and verification processes (subject to information governance guidelines)

2. Background

- 2.1 There are 22% of children in Edinburgh live in poverty, equating to about 20,000 children. This figure is projected to rise significantly by 2020 (Institute for Fiscal Studies, 2015). Whilst there are well-documented concentrated areas of poverty in Edinburgh, it should be noted that every Ward registers a child poverty rate, after housing costs, of over 10%.
- 2.2 Families experiencing poverty often lack the money to pay for essential items such as school equipment and uniforms. This can be a particular challenge for families with more than one child and can greatly impact on children's learning, experiences and outcomes in school.
- 2.3 The Child Poverty Action Group (CPAG) estimate that the cost of a school uniform is £129.50. School clothing grants across different local authorities range from £20 to £110. The School Clothing Grant provided by City of Edinburgh Council (CEC) is £43 and £50 for primary and secondary school children respectively which is below the average (£60.47). The Scottish Government proposed that the School Clothing Grant level should be set at £70. However, no nationwide minimum level has been set.

- 2.4 Current projections estimate that 5900 pupils (3600 primary and 2300 secondary) in Edinburgh are eligible for a School Clothing Grant.
- 2.5 The 1 in 5: Raising Awareness of Child Poverty in Edinburgh project has raised 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.
- 2.6 This report provides the financial options for increasing the School Clothing Grant.

3. Main report

- 3.1 The City of Edinburgh council does recognise that child poverty is rising in Edinburgh and in response to this since 2015 developed the 1 in 5: Raising Awareness of Child Poverty in Edinburgh project which has been rolled out to 80 schools. It has developed a range of training, programme and resources to explore raising awareness, reducing stigma and poverty proofing the cost of the school day. In addition, to training, the following have been developed.
- 3.2 1 in 5 'Top Tips' resource, distributed to all schools in the city, includes recommendations for schools including allowing uniform to be accessed from a range of suppliers and not insisting on the need for a logo, holding second-hand uniform flash sales and providing gym kit for children who need it in a non-stigmatising way.
- 3.4 Making School Equal for All- Edinburgh's Equity Framework also has guidance on what schools should be doing to minimise school uniform costs and highlights that schools should never be profiting from sales of uniform. In addition it states that staff should presume that children who lack mandatory school uniform items require financial support or assistance and support the family to access School Clothing Grant and other sources of support.
- 3.5 The '1 in 5: Financial Support and Information' booklet distributed to all Services for Schools and Communities staff contains information on how to support families to maximise income and access the Edinburgh School Uniform Bank, Edinburgh Police Fund for Children, and others.
- 3.3 Current projections estimate that 5900 pupils (3600 primary and 2300 secondary) are eligible for School Clothing Grants. The budget for clothing grants is £241,848.00. Current approved applications/spend (year to date) totals £220,402.00 Current budget - £241,848.00. Applications can be received until 31 March 2018 and more are expected. The increase in approved applications from previous years is likely as a result of the move from a voucher scheme (which needed redemption) to direct payment into bank accounts.
- 3.4 The Child Poverty Action Group (CPAG) & Cost of the School Day Reports (as cited in the Glasgow Centre for Population Health – see reference below) estimated that the cost of a school uniform is £129.50.

- 3.5 Currently, in Edinburgh, primary school pupils receive £43 and secondary school pupils receive £50 (although on the CPAG website it indicates that £50 is the flat rate for Edinburgh) <http://www.cpag.org.uk/content/school-clothing-grants-scotland-0> This listing details the clothing grants available per local authority which ranges from £110 in West Lothian to £20 in Angus. Based on this information (which may not be accurate), out of 32 local authorities the average clothing grant is £60.47. The Scottish Government back in 2009 proposed the School Clothing Grant level should be set at £70. However, no nationwide minimum level has yet been set.
- 3.6 It would greatly streamline the administration process and reduce margin of error if there was a single rate of payment for both primary and secondary children.
- 3.7 There is also an anomaly in the eligibility criteria for Free School Meals (FSM) and Clothing Grant (CG) which means that children may qualify for FSM but not CG. If all children who received FSM were automatically given clothing grants, a further 450-500 children would benefit from clothing grants and would ease administration. This would bring the total numbers of pupils as eligible for clothing grants to 6400. (This would obviously not apply in the case of blanket FSM programmes i.e. all P1-P3 pupils FSM funded by Scottish Government and FSM for all St Crispins and Oaklands pupils funded by the CEC).
- 3.8 Within the transactions team, a new system could allow the assessment for CG and FSM to be made alongside housing benefits and council tax reduction (subject to information governance guidelines). This data matching would enable us to identify eligible pupils and make an award to families automatically reducing the burden for parents and carers to complete duplicate application forms and verification processes. Furthermore, this system will enable us to proactively identify families that are not claiming grants that they are entitled to and support them to do so.
- 3.9 This aligns with consideration could be given to Communities and Families supporting more income maximisation work. Through the 1 in 5 work, we are supporting a *Financial Advice and Support Service*, which is a partnership between NHS Lothian, CHAI and CEC, to pilot the co-location of a welfare advisor (approx. cost £29k) into schools in the Tynecastle Cluster and two special schools- Rowanfield and Pilrig Park. Since August 2017, 43 families have been supported and have gained a total of £113,755 in income (average increase £2645 per family).

4. Measures of success

- 4.1 Around 450 – 500 additional families can access clothing grant support as a result of streamlining the process and aligning eligibility with FME.
- 4.2 Around 3,600 families of primary school pupils benefit from the uplift in the primary clothing grant to be the same as secondary school pupils.
- 4.3 All 6400 pupils in Edinburgh benefit from an increase in their School Clothing Grant.
- 4.4 Streamlined transactions information and data matching ensures that no eligible family misses out on clothing grants and free school meals they are entitled to.

5. Financial impact

	Options	Numbers of children benefiting	Clothing Grant Entitlement	Budget required*
1	Maintain the Status Quo	5,900	£43 - Primary £50 - Secondary	£241,848
2	Align the criteria for clothing grant entitlement to be same as FME (but with no uplift in amount)	6,400	£43 - Primary £50 - Secondary	£266,848
3	Align the criteria for clothing grant entitlement to be same as FME <u>and</u> increase primary pupil entitlement to match secondary school entitlement	6,400	£50 - both sectors	£295,000
4	Increase Clothing Grant for all eligible pupils (aligned with FME) to be in line with Scottish Government Recommendation*	6,400	£70 – both sectors	£448,000
5	Increase Clothing Grant for all eligible pupils (aligned with FME) to same amount as highest local authority*	6400	£110 – both sectors	£704,000
6	Increase Clothing Grant for all eligible pupils (aligned with FME) to be in line with CPAG recommendations*	6400	£129.50 – both sectors	£828,800

*This would not apply in the case of blanket FSM programmes i.e. all P1-P3 pupils FSM funded by Scottish Government and FSM for all St Crispins and Oaklands pupils funded by CEC.

There is efficiency in the proposed streamlining by the Transactions team of the various different application processes (Housing Benefits, Council Tax Reduction, and FSM & CG) into one. The systems that would enable us to do this are already in place and it would reduce administrative time for families as well as staff.

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 resources 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 Details of CEC application form and eligibility criteria for food and clothing grants
http://www.edinburgh.gov.uk/info/20183/food_and_clothing/392/free_school_meals_and_help_with_schoolwear
- 10.2 CPAG Website – School Clothing Grants in Scotland
<http://www.cpag.org.uk/content/school-clothing-grants-scotland-0>
- 10.3 School Uniform Grants Still Unequal <http://www.bbc.co.uk/news/uk-scotland-40889900>
- 10.4 Learning from the Cost of the School Day Project (CPAG & GCPH) (p.g 9)
http://www.gcph.co.uk/assets/0000/6096/Briefing_paper_BP49_cost_of_school_day_WEB.pdf
- 10.5 The Wrong Blazer: Time for Action on School Costs
<https://www.childrenssociety.org.uk/what-we-do/resources-and-publications/the-wrong-blazer-time-for-action-on-school-uniform-costs>
http://www.gcph.co.uk/assets/0000/6096/Briefing_paper_BP49_cost_of_school_day_WEB.pdf

Alistair Gaw

Executive Director for Communities and Families

Contact: Pattie Santelices, Lifelong Learning Strategic Officer, Health and Wellbeing

E-mail: patricia.santelices@edinburgh.gov.uk | Tel: 0131 469 3201

11. Appendices

Education, Children and Families Committee

Tuesday, 6 March 2018, 10am

Teacher Recruitment Update

Item number	7.7
Report number	
Executive/routine	
Wards	
Council Commitments	29

Executive Summary

At the Education, Communities and Families Committee 12 October 2017, Item 7.5, the committee requested officers to investigate the creation of a talent pool using available data from previous applications and current employees.

Teacher Recruitment Update

1. Recommendations

- 1.1 It is recommended that the committee note the contents of this report as follow-up to the previous report, submitted at the Education, Communities and Families Committee meeting on 12 December 2017, indicating progress on the medium-to longer-term strategic approaches to tackling teacher recruitment issues, and specifically responding to the request for investigation into the creation of a 'talent pool'.

2. Background

- 2.1 This report provides an update to a question at the last Education, Children and Families Committee on the 12 December 2017 which requests Officers to investigate the creation of a talent pool using available data from previous applications and current employees.

3. Main report

In specific reference to the request to investigate the creation of a 'talent pool', the following can be reported:

- 3.1 All City of Edinburgh Council teaching vacancies are advertised on *Myjobscotland* and any teacher interested in working for the Council can 'opt in' and receive weekly updates on the vacancies that they potentially wish to apply for. Applicants are able to set their own defined criteria. Potential applicants who have gone through the relevant landing page on www.edinburgh.gov.uk/teachinginedinburgh are advised of this approach in response to any initial queries. This allows for interested parties to be advised timeously of the vacancies related to their particular area(s) of expertise.
- 3.2 As applications are made using the *Myjobscotland* Website, it is not possible for the Council to follow up any applications that are started but not completed. In addition, any direct approach to previous, unsuccessful applicants for one post to inform them of the opportunity of another could be construed as canvassing. Currently, e-mails through *Myjobscotland* to unsuccessful candidates highlight the existence of the alert system and encourages said candidates to register, if they have not already done so.

- 3.3 The *Myjobscotland* alert system allows for an objective approach to establishing contact with a large number of prospective applicants and informing them, as appropriate, of vacancies which occur within THE COUNCIL.
- 3.4 In addition, the Council already has a supply teaching talent pool with around 400 active members registered to work across the city and the Department is in regular contact with them around short-term vacancies. The supply pool can, and do, apply for any permanent vacancy as it arises.
- 3.5 The most recent advertisement to recruit more staff to the secondary supply list generated 29 applications which are currently with headteachers for processing.
- 3.6 Further developments in the interim have included the earlier than usual annual staffing return required from secondary schools (12 January 2018), stating their projected requirements for August 2018, which has resulted in an earlier than usual start to longer-term recruitment in that sector.
- 3.7 This allowed for an initial tranche of recruitment for permanent posts in identified shortage subject areas, starting in August 2018, and aimed at current probationers in the Council as well as existing staff on fixed-term contracts.
- 3.8 This recruitment exercise saw identified vacancies in mathematics filled in Broughton High School (2 posts), Firrhill High School, Holyrood Roman Catholic High School, Leith Academy, Liberton High School and Portobello High School (2 posts). In addition, three CDT vacancies were filled in Broughton High School, Craigroyston High School and Forrester High School; and a physics vacancy in Firrhill High School.
- 3.9 Vacancies not filled were carried over into a second tranche which went live on 23 February 2018. In total, some 40 vacancies, all with a start date of August 2018, will be advertised nationally. More immediate vacancies will be considered, as and when they arise, on a case-by-case basis as per previous practice at this stage in the session. Temporary vacancies ending in June 2018 will be advertised immediately. Temporary vacancies extending into session 2018-19 and permanent vacancies will either be advertised immediately as they stand or held over for potential probationer placement in 2018-19, with the period up to June 2018 being advertised immediately. Decisions will be informed by whether the post is in a shortage subject area and what are the initial requirements of the Council's target for probationers, as set by the Scottish Government. There remain short-term issues in filling current vacancies in certain subject areas (eg Computing) where a national shortage of teachers continues to impact.
- 3.10 The working group that was tasked with looking at teacher recruitment campaign planning, continues to meet weekly. In conjunction with the Recruitment working group established previously and involving representatives from primary, secondary and special schools. Films were produced ([Teaching in Edinburgh](#)) to support a social media recruitment campaign, which ran from 23 February 2018 in conjunction with the advertisements referred to in 3.9.

- 3.11 The above work is intended to improve the baseline position in the Council secondary schools for August 2018 as compared to August 2017.
- 3.12 For further information it should be noted that there will be a full complement of mathematics teachers at Trinity Academy during the half-term between February and Easter, following successful interviews there before the February half-term and the successful candidates working their agreed period of notice with their current employers.
- 3.13 The commitment to developing Gaelic education, both secondary Gaelic Medium Education (GME) and Gaelic for Learners Education (GLE) referred to in the previous report has led to the advertisement of a the Council citywide post to develop Gaelic education, both GLE and GME across Edinburgh schools. Additional external funding for such a post was secured and interviews were held on 22 February 2018. An additional GME classroom teacher has also recently been appointed to James Gillespie's High School.
- 3.14 Recruitment to primary vacancies is continuing along the lines of the established model. Following the submission of their annual staffing returns, centralised interviews have taken place with a matching process to follow.
- 3.15 Also factored in to any recruitment initiatives (as referenced above in 3.9) must be the expectations of Scottish Government as to the number of probationer placements for 2018-19 that the Council should bid for. Initial totals have been set at 128 for primary and 103 for secondary. Suitable vacancies have been identified from the respective staffing returns and these have been set aside in anticipation of more definitive data being forthcoming.

4. Measures of success

- 4.1 The measure of success continues to be addressing the shortfall in teacher recruitment in the next few months. While there is a strategic approach to longer-term recruitment, there remain issues surrounding immediate recruitment to shortage subject areas in schools where staff may have moved to other posts mid-session. While additions to the supply list are intended to alleviate problems in the short- to medium-term, there is not always an exact match.
- 4.2 The timeline and strategy for the teacher recruitment planning campaign was intended, as intimated in the previous report, to improve procedures and result in earlier confirmation of appointments, going forward into session 2018-19. This has already borne some fruit in the timing and success of the first tranche of secondary appointments and should continue in the forthcoming second tranche, both of which are substantially earlier in the year than has previously been the case.

5. Financial impact

- 5.1 The cost implication of the social media campaign is expected to be around £2,000. A further £5,500 has been spent on the production of recruitment films as part of that campaign, with schools making a contribution to this expenditure.

6. Risk, policy, compliance and governance impact

- 6.1 As this report is an update, rather than containing any recommendations *per se*, there are no risk, compliance or governance impacts arising.

7. Equalities impact

- 7.1 As this report is an update, rather than containing any recommendations *per se*, there are no equalities impacts arising.

8. Sustainability impact

- 8.1 As this report is an update, rather than containing any recommendations *per se*, there are no sustainability impacts arising.

9. Consultation and engagement

- 9.1 Secondary headteachers, in whose sector there have been particular issues, have been consulted and will continue to be consulted through their regular meetings. Other headteachers have also been involved, especially in relation to the timeline for the longer-term recruitment strategy. Schools have also been asked to contribute statements and photographs to the landing page as part of the recruitment process as well as to provide volunteer staff to take part in the recruitment video.

10. Background reading/external references

Alistair Gaw

Executive Director for Communities and Families

Contact: J M Simpson, Senior Education Officer, Schools and Lifelong Learning

E-mail: jack.simpson@edinburgh.gov.uk | Tel: 0131 469 3137

11. Appendices

Education, Children and Families Committee

10am, Tuesday, 6 March 2018

Communities and Families Small Grants to Third Parties 2018/19 – Proposals for Expenditure

Item number	7.8
Report number	
Executive/routine	
Wards	All
Council Commitments	

Executive Summary

This report details the recommended awards to organisations submitting small grant applications to Communities and Families for 2018/19. The awards are made for one year and are for a minimum of £1,000 and a maximum of £10,000.

Communities and Families Small Grants to Third Parties 2018/19 – Proposals for Expenditure

1. Recommendations

The Education, Children and Families Committee are asked to:

- 1.1 Approve the awards to organisations outlined in Appendix 1.

2. Background

- 2.1 This is the third time that Communities and Families have offered a Small Grants Programme, following the first programme in 2016-17. The recommendation to have a Small Grants Programme was made by the Member Officer Working Group set up to review the Main Revenue Grants Programme and reported to Committee on 19 May 2015, 6 October 2015 and 11 February 2016.
- 2.2 At its meeting on 11 February 2016, the Education, Children and Families Committee agreed to reconvene the Third Party Payments Short Life Working Group to discuss lessons learned. Edinburgh Voluntary Organisations Council (EVOC) was also co-opted onto the group. This group also considered the Small Grants Programme and reported to Committee on 11 October 2016.
- 2.3 A number of changes to the questions asked of applicants were made to the Small Grant programme in 2017-18. In addition, a restriction on the amount that could be awarded to large organisations was brought in.
- 2.4 For this programme the only change has been the use of 0 - 4 scoring scale by assessing officers rather than the 0 – 3 scoring scale previously used. This brings the programme in line with practice in other grant programmes and scoring within tendering processes.

3. Main report

- 3.1 A closing date of 15 December 2017 was set for applications to the Small Grants Programme. A total of 44 applications were received with a total value of £380,931. One application further application was deemed not valid as the applicant had not provided all the information required. The total budget available is £108,000.
- 3.2 The Small Grants Programme will make awards of between £1,000 and £10,000. These awards are made for one year.

- 3.3 As with previous programmes, the Small Grants Programme can be used for revenue funding, project funding, testing new approaches, and capacity building for organisations.
- 3.4 Applications were assessed against agreed criteria and according to an approved assessment process. The guidance for applicants is less prescriptive than the Main Grants Programme but still retains a focus on outcomes. Each application was assessed by three officers from Communities and Families. Moderating of scores was undertaken by other officers from Communities and Families.
- 3.5 The organisations recommended to receive awards, and the corresponding amounts, are listed in Appendix 1.

4. Measures of success

- 4.1 Awards are made to the organisations listed in Appendix 1 in a timely manner.
- 4.2 The targets included in the funding agreement are achieved by each award holder in 2018-19 and reported to Communities and Families.

5. Financial impact

- 5.1 The total figure for the grant awards recommended in Appendix 1 is £108,000 which is the allocation agreed by Committee on 11 February 2016.

6. Risk, policy, compliance and governance impact

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

7. Equalities impact

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

8. Sustainability impact

- 8.1 The awarding of grants to third parties enables the Council to meet Climate Change (Scotland) Act 2009 Public Bodies Duties as well as contributing to the city's Sustainable Edinburgh 2020 objectives.

9. Consultation and engagement

- 9.1 There was engagement involving stakeholders to review the third party grants process throughout 2016. Specifically this included reforming the Elected Members Working Group and an online consultation with third party organisations. This work resulted in the [Lessons Learnt report](#) approved by Committee in October 2016.

10. Background reading/external references

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

Alistair Gaw

Executive Director of Communities and Families

Contact: David Hoy, Commissioning Officer

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

11. Appendices

Appendix 1 – Small Grants to Third Parties 2018/19

Appendix 1

Small Grants to Third Parties 2018/19

Organisation	Area Partnership	Project Description	Recommended Award
Firsthand Lothian	Citywide	Support for families with children with disability delivered in the family home and local community giving parents regular time away from their caring responsibility whilst their child is supported and encouraged to access/participate in activities in their local community. Sessions of 3-4 hours for a maximum of 70hrs per family.	9,699
About Youth	South West	The Saughton Mains and Stenhouse Youth Project brings much needed new youth work provision to the area for young people aged 11 to 19 in the form of an open access youth group, an outreach street work project and a programme of activities during school holidays.	9,706
Clan Childlaw	Citywide	A linked series of in-depth workshops (a 'school') on the rights of care leavers, to be delivered by lawyers to key workers who work with care experienced young people. Followed up with practical guidance on how to use the law to help young people they are working with, to embed knowledge.	5,954
The Green Team	Citywide	Wellbeing through Volunteering will recruit, train and support adults experiencing poor mental health as Green Team Project Leaders to deliver environmental volunteering projects in the local community with young people through our various programmes. We will particularly target people from areas of high deprivation dealing with disadvantage and social isolation.	9,318
Granton Youth Centre	Forth	The GoLone Parents Programme will enable Lone parents aged 15 – 26 years to develop and participate in peer mentoring and support programmes. A 3-day weekly programme addressing identified issues from participants will develop their life, social and family skills; supporting and enabling their children to have the best start in life.	9,900
Gorgie City Farm	Citywide	Youth work at Gorgie City Farm offers a rare chance to work with animals and make a valuable contribution to a much loved, free-entry community resource. Participants report improved self-confidence, learning new skills and being happier. We are seeking support to ensure these much-appreciated opportunities remain free and accessible to all.	9,833

Jack Kane Community Centre	Portobello/Craigmillar	Disability in Action – is a community led disability service which inspires and motivates children, young people and their families to learn through positive social interactions and play.	8,649
BIG Project	South West	Investing in the young people of The Broomhouse Area; keeping them safe and building their future. The BIG Project supports them to learn, achieve, have fun and feel good about themselves through the provision of attractive/exciting educational opportunities. This proposed 'Girls Allowed' group will augment this programme.	9,876
Pilton Youth & Children's Project	Forth	PYCP is a registered Scottish charity formed in 1997, with roots going back to the early 1980's. We are based in the North-West Locality of Edinburgh. We work with children and young people from the ages of 5-18 years and also offer employment support and training for 15-24 year olds.	9,389
HomeStart Leith & North-East Edinburgh	Craigentinny/Duddingston, Leith, Portobello/Craigmillar	Big Hopes Big Future project which aims to target families experiencing disadvantage by engaging parents in their children's early learning and helping them to create a positive home learning environment. The project provides the foundation for children aged 3½ - 5 years to realise their potential when they start school.	9,907
Venture Scotland	Citywide	Venture Scotland plan to turn their personal development programme, based in the outdoors, into an accredited qualification through the SQA's custom award scheme. This will allow young people who complete ANY stage of our course, to gain a SCQF accredited qualification, further helping them gain employment, training or education outcomes.	9,897
Edinburgh Community Food	South West	The project will establish the Hailesland Families Food Partnership which will focus on all aspects of "food" within the centre, the impact it has on the health and wellbeing of children and families and will address issues of healthy food, nutrition, physical activity, diet and obesity.	5,872*
Total Budget			108,000

* Partial award recommended to enable full balance of budget to be awarded (Request was for £9,518)

Education, Children and Families Committee

10am, Tuesday, 6 March 2018

Year of Young People 2018 and Child Friendly Edinburgh: Young People's Contribution to Decision Making

Item number	7.9
Report number	
Executive/routine	
Wards	
Council Commitments	34

Executive Summary

Year of Young People 2018 will give young people across the country, opportunities to influence decision making on issues affecting their lives and to be involved in cultural, sporting and other participatory activities. This report updates members of the Education, Children and Families Committee on one dimension of how young people become more engaged in decision making processes of the council.

The report sets out the steps required to gather young people's ideas on how their voice may contribute to the deliberations of the Education, Children and Families Committee.

The report proposes that the council builds on this approach towards becoming a Child Friendly Edinburgh as part of its 2050 vision. The purpose is to implement the United Nations Convention on the Rights of the Child, increase participation and engagement of children, young people and families, and create the conditions in Edinburgh for today's children to become the city's active citizens and effective contributors in 2050.

Year of Young People 2018 and Child Friendly Edinburgh: Young People's Contribution to Decision Making

1. Recommendations

- 1.1 To note the contents of this report
- 1.2 To endorse the approach, co-designed with young people, to meaningfully engage and consult on the best ways of ensuring young people's views are heard and taken account of.
- 1.3 To take account of young people's own suggestions on the best mechanism for their views to be heard, including potential representation on the Education, Children and Families Committee.
- 1.4 Agree to receive a further report in October 2018, updating the Committee on young people's views, feedback and suggestions.
- 1.5 Agree that the report to Committee will be authored and presented by young people.
- 1.6 Note that officers and members will continue to develop engagement work with children, young people and their families to increase their participation in the life of the city and in guiding the implementation of the Children's Services Plan 2017-20.
- 1.7 Agree that the approach to developing a Child Friendly Edinburgh is co-produced with young people and should be developed as part of the council's 2050 vision.
- 1.8 Agree that work will commence on the design of a public campaign to promote the Child Friendly Edinburgh brand as part of the council's communication strategy on 2050 vision, and that children and young people will be involved in designing the approach.
- 1.9 Agree to refer the report to Corporate Policy and Strategy Committee with a recommendation to endorse the report.

2. Background

- 2.1 The Scottish Government has designated 2018 as the Year of Young People as part of its programme of themed years. It will give young people opportunities to influence decision making on issues affecting their lives.

- 2.2 Across Scotland, more than 500 have signed up to volunteer as Year of Young People 2018 Ambassadors.
- 2.3 Young Scot, Children in Scotland, the Scottish Youth Parliament and Youth Link Scotland nationally lead on youth participation and involvement in Year of Young People 2018.
- 2.4 Local Authorities and partners are developing projects with, by and for young people. These combine celebrations of young people and their talents, with participation, youth-led activities and opportunities to get involved in a range of decision-making processes
- 2.5 In Edinburgh, arrangements are in place to celebrate Year of the Young People and a programme of events was launched in January 2018. Appendix 1.
- 2.6 The council has in place a number of activities and approaches to engaging with children, young people and their families to increase their participation as described in the December 2017 committee report [Year of Young People Participation and Engagement 2018](#).
- 2.7 Recent actions include the completion of a pilot with the Scottish Government, the Children's Parliament, and Young Edinburgh Action to test a model for engagement with children and young people to inform service planning. The model has been further developed at a recent event in which young people engaged directly with elected members. There will be further engagement with a cross section of 40 children and young people, drawn from a diverse range of social backgrounds, in a series of events in 2018 to address key themes of the Children's Services Plan 2017-20. This will allow the views of children and young people to guide and be involved in the ways in which we implement the plan, and will link to Year of Young People.
- 2.8 Additional engagement with children and young people and their families planned for 2018 includes a series of events to specifically focus on the needs of families of children with additional support needs, and the involvement of Looked After Children in the design of an Edinburgh Champions Board for Looked After Children. Members and officers will meet a group of Looked After young people on 26.02.18 to hear their views on how they can best be involved in developing the council's corporate parenting approach. We aim to put young people in the driving seat, helping them to take a meaningful leadership role in progressing the approach.
- 2.9 Two key themes for the Year of Young People 2018 linked to this report are:
Equality and Discrimination and Participation

At the December Education Children and Families Committee, there was a motion to explore the possibility of electing a senior school student to the Education, Children and Families Committee on the same basis as the parental representative.

3. Main report

- 3.1 In considering how young people might meaningfully influence decision making in the council, it is important to embrace the spirit of Year of Young People. This can only be achieved by ensuring that young people themselves co-design their engagement with the council's decision-making process, and the processes by which young people would represent their peers.
- 3.2 The Youth Participation Team which is part of the strategic Lifelong Learning service, works closely with Young Edinburgh Action (YEA) and supports 12 Edinburgh Members of the Scottish Youth Parliament (MSYPs)
- 3.3 The Youth Participation team (also members of the Year of Young People Working Group) has helped scope out steps to engage pupils (with Youth Edinburgh Action and Scottish Youth Parliament) in the process of agreeing:
 - 3.3.1 who would represent young people from across Edinburgh's diverse communities
 - 3.3.2 how they would feedback to their peers
 - 3.3.3 what expectations their peers may have of them
 - 3.3.4 what the committee might expect and
 - 3.3.5 how young people/a pupil representative might bring issues from their peers in schools and communities back to the committee

Succession planning is also important as senior pupils leaving school earlier than 5th or 6th year could result in too much change to be genuinely representative and meaningful.
- 3.4 Consideration will need to be given to whether a young representative has voting rights or not.
- 3.5 The proposed approach is to work with Young Edinburgh Action and the Edinburgh Members of the Scottish Youth Parliament (MSYPs) and support the young people to co-design and deliver:
 - 3.5.1 A consultation with young people in Edinburgh schools, pupil councils and youth groups
 - 3.5.2 A survey which will gather the views of the diversity of young people across the primary, secondary and special school sectors
 - 3.5.3 Focus groups made up of a representative mix of young people
 - 3.5.4 A proposal for electing a senior pupil(s) to be represented on the Education, Children and Families Committee
 - 3.5.5 A report authored by young people (with support) which would be presented to Committee by young people themselves
- 3.6 These steps and activities will be carried out over a period between now and the end of the 2017/18 school session with a report to committee in October 2018.

- 3.7 With Edinburgh hosting the Eurocities Conference in November 2018 this presents an opportunity to share good practice with colleagues from up to 140 Cities, each of which has been invited to send a youth ambassador delegate accompanying a mayor/politician and/or official.
- 3.8 In order to build on this work and sustain a commitment to participation and engagement of young people in the life of the city, it is proposed to use the opportunity of Year of Young People 2018 to launch Edinburgh as a Child Friendly City (or City of Young People), working directly with a range of children and young people to design the approach.
- 3.9 The concept of Child Friendly City was initiated by UNICEF in 1996 as an approach to implementing the UN Convention on the Rights of the Child in local governments and communities.
- 3.10 A number of cities in the UK and other countries have successfully implemented this approach in various ways, either using the UNICEF model or by devising their own methods. Broadly this means taking a whole city approach which promotes participation and engagement of children and young people placing them at the centre of city life and enabling their expressed views to influence decision making.
- 3.11 This has the potential to enrich the council's 2050 vision by centring it around the children and young people who will grow into the active citizens and effective contributors of the city in 2050. It will do so by creating the conditions under which children and young people can participate and engage in shaping the policies and actions of local government to ensure that children's rights are respected; and by encouraging partners and citizens to reflect on how their own behaviours, individually and collectively, can contribute to this approach.
- 3.12 In other local authorities, key elements of the model have been
- participation and engagement of children and young people, letting their voices influence policy and practice;
 - celebrating the successes of children and young people;
 - an emphasis on doing things with people, not to or for them, to improve wellbeing outcomes
 - a focus on restorative practice to improve relationships and reduce conflict.
- 3.13 It is proposed that Edinburgh should adopt these elements as key to its child friendly approach and that a group of officers from across the council and the Children's Partnership should provide a further report on the development of the approach.
- 3.14 Specific components of an action plan would include
- improving engagement with children and young people in the planning and development of services through mechanisms such as Young Edinburgh Action, the Children's Parliament, the Young People in Care Council
 - Building on the Scottish Government participation pilot – Appendix 2- by holding a series of events with a group of 40 young people from diverse backgrounds to participate and engage in developing our actions to achieve the strategic

outcomes in the Children's Services Plan, including wellbeing (eg addressing issues such as bullying and emotional support) and equity

- developing ways to celebrate the success of children and young people and raise public awareness of their achievements
- a communications campaign, designed with children and young people, to raise awareness of their rights and to encourage all partners and citizens to consider how their actions might impact on children and increase wellbeing
- a commitment from the Council and its partners to assess the implications for children in all relevant activities and decisions e.g. in relation to planning of the physical environment a city-wide workforce development programme to promote restorative practice

In the spirit of Year of Young People and of including young people in decision-making processes, the concept of Edinburgh as a Child Friendly city will be introduced and promoted at a high-profile event towards the end of April in a large venue (exact date to be finalised on confirmation of venue availability).

This event will build upon the ongoing work of the Child Friendly Edinburgh Working Group, the Year of Young People Working Group, Edinburgh Youth Action and the Scottish Youth Parliament. It will present the concept of Edinburgh as a Child Friendly City to a wide audience and will mark the beginning of a campaign that is based on consultation and in co-production with young people in Edinburgh.

A further high-profile launch of Edinburgh as a Child Friendly City (or other name based on consultation) will be planned and presented by young people themselves. This will mark Edinburgh as Child Friendly City as a major legacy from Year of Young People and will carry forward into 2019 and beyond

4. Measures of success

- 4.1 Young people across Edinburgh influence the process by which young peoples' views are represented on the Education, Children and Families Committee
- 4.2 Young people are more aware of the decision-making process and know how to influence decisions that are of importance to them
- 4.3 There is a mechanism in place to ensure that decisions affecting young people taken at the Education, Children and Families Committee, are influenced by and fed back to young people in schools and communities
- 4.4 Young people are confident that their opinions are listened to and acted on as appropriate

5. Financial impact

- 5.1 All activity described within this report is contained within service budgets and delivered through effective partnership working.

6. Risk, policy, compliance and governance impact

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

7. Equalities impact

- 7.1 The report has been considered in relation to equalities and human rights and only positive impacts have been found.

8. Sustainability impact

- 8.1 There are no adverse economic, social or environmental impacts resulting from the recommendations of this report.

9. Consultation and engagement

- 9.1 Consultation has taken place with the Lifelong Learning Strategic Youth Work team, the Youth Participation team and the Principal Officer, Engagement and Involvement

10. Background reading/external references

- 10.1 Young Edinburgh Action (YEA) features favourably in the recent report carried out by CIS for the Scottish Government:
The Impact of Children and Young People's Participation on Policy Making
<http://www.gov.scot/Resource/0053/00530960.pdf>
- 10.2 Item 7.20 – The Year of Young People 2018: Schools and Lifelong Learning. Report to Education, Children and Families, 12th December 2017
http://www.edinburgh.gov.uk/meetings/meeting/4293/education_children_and_families_committee
- 10.3 Young Scot Year of Young People 2018
<https://young.scot/yoyp2018/>
- 10.4 Scottish Youth Parliament
http://www.syp.org.uk/yoyp2018_report
- 10.5 Youth Link Scotland
<https://www.youthlinkscotland.org/programmes/year-of-young-people-2018/>

Alistair Gaw

Executive Director for Communities and Families

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

Email: andrew.jeffries@edinburgh.gov.uk | Tel: 0131 469 3857

Linda Lees, Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing)

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

11. Appendices

- 11.1 Appendix 1 Year Of Young Person Programme
- 11.2 Appendix 2 Report of Scottish Government Pilot

Year of Young People

2018

• EDINBURGH •
YOUR COUNCIL – YOUR SERVICES



Issue 1, January 2018



SUPPORTING

year of young people
bliadhna na h-òigridh
2018

Welcome

It's the Year of Young People...and it's time to expect the best!

Welcome to Issue 1 of the Schools and Lifelong Learning's Year of Young People programme. Fitting with the aims and themes of the national programme, it's a list of events and activities to celebrate the talents of our young people and seriously involve them in the decisions that affect their lives.

'Yeah, you can be the greatest, you can be the best, you can be King Kong, banging on his (her) chest. You can be the hero, you can get gold, breaking all the records, they never thought could be broke.'

On a recent visit to Woodlands School, I recited these lyrics from The Script's 'Hall of Fame'. The school had just achieved their Gold SportScotland Award, and we spoke about how we can often limit the fantastic potential of our diverse young people through our low expectations of them, when, taken seriously and equally valued, they can all be King Kong banging on their chest, and celebrating their best.

This year we need to have great expectations for all our young people.

In 2018, we should expect to be inspired by the breadth of talent that exists. The political battles over who does education best have tarnished the amazing achievements that take place on a daily basis across our schools, colleges and universities, youth groups and beyond.

This is a refreshing opportunity to showcase that amazingness, and to work with young people to build confidence and identify new diverse pathways to support all in achieving their full potential.

For policy makers, it's time to step back and expect change. This is not about tokenistic opportunities but a serious trust in the ability of our young people to shape tangible new policies that make a difference to lives here in Edinburgh.

It's an ability I've seen in practice, such as the young people at Broughton High School, who created their own social enterprise, BRO Enterprise, to involve the wider community and tackle the heart-breaking social isolation of our day. This, and the policy conversations I've had with other young people on mental health, exam pressures, homes, jobs and much more.

Maybe it's my teaching background that makes it easier for me to expect great things. In my own classrooms, I've been inspired by the outcomes when young people have taken the lead.

So, onwards then...and let's seriously expect a 'Braw' year!



Councillor Alison Dickie, Vice Convener, Education, Children and Families

Introduction

2018 has been designated as Year of Young People as part of the Scottish Government's programme of themed years. It gives young people opportunities to influence decision-making on issues affecting their lives and be involved in cultural, sporting and other activities. Across Scotland, young people have been involved in designing the national programme and more than 500 have signed up to volunteer as Year of Young People 2018 Ambassadors.

To celebrate the Year, EventScotland will deliver a national programme of events for all ages, Young Scot, Children in Scotland, the Scottish Youth Parliament and YouthLink Scotland will lead on youth participation and involvement. EventScotland has also developed a nation-wide programme which for the first time, is co-designed by young people with the events and festivals sector. The programme includes both new events and new programme strands for annual events. The exciting year-long programme began with the #Scotword project. And the chosen word is..... BRAW!!!

For a city the size of Edinburgh, with so many young people, youth groups, organisations, agencies and partners enthusiastically planning, developing and delivering events all over the city, producing a full and comprehensive citywide programme would be a near impossible task!

Colleagues in Schools and Lifelong Learning have therefore adopted an approach which will give a flavour of what they are doing and some of what is happening across the city – but it is by no means an exhaustive list. There will be six issues of this programme. Each issue will include events as they evolve and as we become aware of them. **We are actively seeking content and links from anyone who has something they would like to share.**

Each issue of the programme will also include links to useful websites and other events locally and nationally. We aim to embrace the spirit of Year of Young People and:

- **Promote** as widely as possible the fantastic opportunities for young people to influence and participate; opportunities that take place in our schools, colleges, universities, workplaces and communities every day, every week, every year.

- **Hear** from young people about how all those opportunities, as well as new activities, programmes and initiatives could be more appropriate to the needs and aspirations of all young people
- **Consider** how we consult with young people, change our approaches as required and reflect young people's feedback in our plans, policies and programmes
- **Celebrate** the talents, achievements, aspirations, contributions and potential of all young people
- **Become** a child-friendly city







Please share your events for inclusion in future issues by emailing:

SchooolsandLifelongLearning.BusinessSupport@edinburgh.gov.uk

With the subject line **Year of Young People Programme**











Themes for the Year of Young People

Identified by young people

	Culture: Share and celebrate young people's talent and contribution to Scottish culture and arts
	Education: Allow young people to have more say in their education and learning
	Enterprise: Celebrate young people's role in innovation, entrepreneurship and the Scottish economy as well as making Scotland a greener and more pleasant place to live
	Equality and Discrimination: Recognise the positive impact of young people in Scotland and encourage them to take the lead in challenging all forms of prejudice and discrimination
	Health and Wellbeing: Make sure young people have the chance to lead healthy, active lives and understand the importance of mental health and resilience
	Participation: Give young people the chance to influence decisions that affect their lives

Programme so far.....

January

Event	Place, Date and Time	Age Group	Theme (s)	Contact or Join in
Duke of Edinburgh Award Silver Presentation Forming part of the reception to mark the beginning of the Year of Young People 2018	City Chambers, High Street By invitation FULL	15 - 24	    	Fraser Robertson fraser.robertson@edinburgh.gov.uk
Young Carers Week Open to all library visitors	In Libraries citywide 25 th – 31 st January	All young people	  	Local Library Cleo Jones cleo.jones@edinburgh.gov.uk
Harry Potter Exhibition Open to all library visitors	Central Library, George IV Bridge, All January Library opening hours		 	N/A

Choose Youth Work Participatory Budgeting

Young people living in Edinburgh have a say in what services they want. Youth groups submitted ideas about projects and these will be assessed by young people and youth work representatives.

City Chambers,
High Street,
January 8th
– February
9th 2018





John Heywood


john.heywood.2@edinburgh.gov.uk






February

Event	Place, Date and Time	Age Group	Theme (s)	Contact or Join in
Harry Potter Exhibition Open to all library visitors	Central Library, George IV Bridge, Ends 28 th February Library opening hours			N/A
Choose Youth Work Participatory Budgeting	City Chambers, High Street January 8 th – February 9 th 2018			John Heywood john.heywood.2@edinburgh.gov.uk
Edinburgh Schools Senior Dance Competition	Churchhill Theatre February 27 th	All audiences welcome		Jude Salmon jude.salmon@ea.edin.sch.uk Pam Day

Participation in performance	FULL			pam.day@edinburgh.gov.uk
Daring to Try Overcoming Anxiety: Event for Young People Young people should be accompanied by a parent, carer or supportive adult	Tuesday 6 th February FULL			Pattie Santelices patricia.santelices@edinburgh.gov.uk

March

Event	Place, Date and Time	Age Group	Theme (s)	Contact or Join in
World Book Day Young People's authors Theme - stress	All Libraries 1 st March Library opening hours	All ages	    	N/A
Autism Awareness Week	Central Library, George IV Bridge March 26 th – April 2 nd	All ages	 	N/A

			 	
Youth Music Initiative (YMI): Sounds like Friday and Sounds like Saturday concerts 7 concerts involving YMI participants	Broughton High School 23 rd and 24 th March	P5,6,7 All friends, parents and carers welcome	  	Frances Rive frances.rive@edinburgh.gov.uk Carla Hay carla.hay@edinburgh.gov.uk
Brass Blast performance with pupils from Duddingston, Craigentinny and Brunstane Primary Schools	March 17 th Venue TBC	P5,6,7 All friends, parents and carers welcome	  	Frances Rive frances.rive@edinburgh.gov.uk Carla Hay carla.hay@edinburgh.gov.uk
Resonate 2018 From Studio to Stage Showcasing performing arts talent across Edinburgh schools	Queen's Hall 14 th March 7pm Ticketed £tbc	All ages – parents, carers, friends, teachers etc. welcome	  	Carla Hay carla.hay@edinburgh.gov.uk Queen's Hall Box Office Tickets & Information: 0131 668 2019 Gordon Strachan Acting Box Office Manager gordons@queenshalledinedinburgh.org
Resonate 2018 Jazz and Rock night Featuring Edinburgh Schools Jazz	Queen's Hall 15 th March 7pm	11 – 18 parents, carers, friends, teachers	 	Martin Hutchison martin.hutchison@edinburgh.gov.uk Alix Knox alix.knox@edinburgh.gov.uk Queen's Hall Box Office

Ensemble and
Edinburgh
Schools Rock
Ensemble

Ticketed
£tbc

all
welcome



**Tickets & Information: 0131 668
2019**

Gordon Strachan
Acting Box Office Manager
gordons@queenshalledinburgh.org

Resonate 2018
Scottish
Traditional Night

Queen's
Hall
22nd March
7pm
Ticketed
£tbc



Martin Hutchison
martin.hutchison@edinburgh.gov.uk

Alix Knox
alix.knox@edinburgh.gov.uk

Queen's Hall Box Office

**Tickets & Information: 0131 668
2019**

Gordon Strachan
Acting Box Office Manager
gordons@queenshalledinburgh.org

Resonate 2018
Primary Schools
Orchestra,
Secondary
Schools Groups
and Ensembles

Queen's
Hall
26th March
7pm
Ticketed
£tbc



Martin Hutchison
martin.hutchison@edinburgh.gov.uk

Alix Knox
alix.knox@edinburgh.gov.uk

Queen's Hall Box Office

**Tickets & Information: 0131 668
2019**

Gordon Strachan
Acting Box Office Manager
gordons@queenshalledinburgh.org

Resonate 2018
Edinburgh
Secondary
Schools Wind
Band and
Edinburgh
Secondary
Schools
Orchestra

Queen's
Hall
28th March
7pm
Ticketed
£tbc



Martin Hutchison
martin.hutchison@edinburgh.gov.uk





Alix Knox
alix.knox@edinburgh.gov.uk

Queen's Hall Box Office

**Tickets & Information: 0131 668
2019**





Gordon Strachan
Acting Box Office Manager
gordons@queenshalledinburgh.org














April

Event	Place, Date and Time	Age Group	Theme (s)	Contact or Join in
Autism Awareness Week	Central Library, George IV Bridge April 1 st and 2 nd	All ages	   	N/A

May – no events confirmed yet

June

Event	Place, Date and Time	Age Group	Theme (s)	Contact or Join in
Making and Noise in Libraries	Month of June All libraries Library opening hours	All	 	Local library
The Beach Games	Portobello Beach 5 th and 6 th June 10am – 2pm daily	10 - 18	 	Mel Coutts mel.coutts@edinburgh.gov.uk

				
Convener's Challenge	15 th June at venues across Edinburgh tbc	15 - 24	   	Andrew Bradshaw andrew.bradshaw@edinburgh.gov.uk Mel Coutts mel.coutts@edinburgh.gov.uk
The Great Glen Expedition Cycling and canoeing from Edinburgh to Inverness	June	12 - 18	  	Andrew Bradshaw andrew.bradshaw@edinburgh.gov.uk
Young Person Summer Reading Challenge	June – August All libraries Library opening hours	All ages	 	Local library
Youth Music Initiative (YMI): Sounds like Friday and Sounds like Saturday concerts 7 concerts involving YMI participants	Schools across the city June 8 th and 9 th Times tbc	P5,6,7 All friends, parents and carers welcome	  	Frances Rive frances.rive@edinburgh.gov.uk Carla Hay carla.hay@edinburgh.gov.uk

Summer Dance Show

13th and 14th June

Broughton High School

Time tbc

tbc



Pam Day

pam.day@edinburgh.gov.uk

Laura McAdam

laura.mcadam@edinburgh.gov.uk

laura.McAdam@broughton.edin.sch.uk

Paolozzi Prize for Art

6th June

4.40 – 7.30

National Gallery of Scotland

S4 – S6



Linda Lees






linda.lees@edinburgh.gov.uk

Lorna Macdonald

lorna.macdonald@edinburgh.gov.uk

High School Art Teachers

July

Event	Place, Date and Time	Age Group	Theme (s)	Contact or Join in
Young Person Summer Reading Challenge	June – August All libraries Library opening hours	All ages	 	Local library
Holiday Hunger Activities and meals for children and young people facing greatest disadvantage	TBC	All ages	  	Pattie Santelices patricia.santelices@edinburgh.gov.uk Molly Page molly.page@edinburgh.gov.uk



August

Event	Place, Date and Time	Age Group	Theme (s)	Contact or Join in
Holiday Hunger Activities and meals for children and young people facing greatest disadvantage	TBC July – mid August	All ages	     	Pattie Santelices patricia.santelices@edinburgh.gov.uk Molly Page molly.page@edinburgh.gov.uk
Young Person Summer Reading Challenge	June – August All libraries Library opening hours	All ages	 	Local library

Green Pencil Award

Environmental
Creative
Writing Award

August to
November
All libraries
Schools

Primary,
Special
Schools
S1 – S3



Cleo Jones

cleo.jones@edinburgh.gov.uk

Youth Music Initiative

Taster Day

Jack Kane
Centre
August 10th
Time tbc

P5,6 & 7



Frances Rive

frances.rive@edinburgh.gov.uk

Carla Hay

carla.hay@edinburgh.gov.uk

Winter Windows Competition

Young people
design festive
windows to be
enlarged onto 2m
x 1m back lit
windows as part
of Edinburgh's
Christmas
display.

Opens
August
and closes
for entries
October
(tbc)

Primary,
Special
and High
schools
and youth/
community
groups



Lorna Macdonald

lorna.macdonald@edinburgh.gov.uk

September

Event**Place,
Date and
Time****Age
Group****Theme (s)****Contact or Join in****Green Pencil Award**

Environmental
Creative
Writing Award

August to
November
All libraries
Schools

Primary
Special
Schools
S1 – S3



Cleo Jones

cleo.jones@edinburgh.gov.uk

Winter Windows Competition

Young people design festive windows to be enlarged onto 2m x 1m back lit windows as part of Edinburgh's Christmas display.

Opens August and closes for entries October (tbc)

Primary, Special and High schools and youth/ community groups



Lorna Macdonald

lorna.macdonald@edinburgh.gov.uk

BFI Film Academy

Intensive course for young people in all aspects of film making.

Closes mid Sept 2018

16 to 19



Lorna Macdonald

lorna.macdonald@edinburgh.gov.uk

Sean Young

sean@screen-ed.org

October

Event	Place, Date and Time	Age Group	Theme (s)	Contact or Join in
National Poetry Day	4 th October All Libraries Library opening hours	All ages	 	Cleo Jones cleo.jones@edinburgh.gov.uk
National Storytelling Week	All Libraries Library opening hours	All ages	 	Cleo Jones cleo.jones@edinburgh.gov.uk

Green Pencil Award

Environmental
Creative
Writing Award

August to
November
All
libraries
Schools

Primary
Special
Schools
S1 – S3



Cleo Jones

cleo.jones@edinburgh.gov.uk

Portobello Book Festival

Portobello
library

All ages



Cleo Jones

cleo.jones@edinburgh.gov.uk

Dyslexia Awareness Week

1st – 7th
October
All
libraries
Library
opening
hours

All ages



Cleo Jones

cleo.jones@edinburgh.gov.uk

Local Library

Winter Windows Competition

Young people
design festive
windows to be
enlarged onto 2m
x 1m back lit
windows as part
of Edinburgh's
Christmas
display.

Opens
August
and closes
for entries
October
(tbc)

Primary,
Special
and High
schools
and youth/
community
groups



Lorna Macdonald

lorna.macdonald@edinburgh.gov.uk

November

Event

Place,
Date and
Time

Age
Group

Theme (s)

Contact or Join in

Euro Cities Conference

Creative and Competitive Cities

By invitation

28th – 30th November

The Hub
EICC

N/A



Elaine Ballantyne

elaine.ballantyne@edinburgh.gov.uk

Linda Lees

linda.lees@edinburgh.gov.uk

Green Pencil Award

Environmental Creative Writing Award

August to November
All libraries
Schools

Primary,
Special schools
S1 - 3



Cleo Jones

cleo.jones@edinburgh.gov.uk

Book Week Scotland

Theme: Year of Young People

23rd November – 3rd December
All libraries
Library opening hours
Schools

All ages



Cleo Jones

cleo.jones@edinburgh.gov.uk

Local Library

Youth Music Initiative Show and Share concerts

7 concerts involving Sounds Like

November 30th
Primary Schools across the city tbc

P5,6 & 7
All friends, parents and carers welcome



Frances Rive

frances.rive@edinburgh.gov.uk

Carla Hay

carla.hay@edinburgh.gov.uk

Friday YMI
participants

**Instrumental
Music
Service
Fanfare
Concert**

Showcasing
musical talent
in secondary
schools and
the City of
Edinburgh
Music School

Venue
TBC

Ticketed

11- 18
All
friends,
parents
and
carers
welcome



Martin Hutchison

martin.hutchison@edinburgh.gov.uk

Alix Knox

alix.knox@edinburgh.gov.uk

December

Event

**Place,
Date and
Time**

**Age
Group**

Theme (s)

Contact or Join in

**Childline
Concert**

Young
musicians and
choirs from
across
Edinburgh –
fundraising for
Childline

December
7th
Central
Hall
Ticketed £
tbc
Time tbc

All ages
All
friends,
parents
and
carers
welcome



Martin Hutchison

martin.hutchison@edinburgh.gov.uk

Alix Knox

alix.knox@edinburgh.gov.uk

**Youth Music
Initiative
Show and
Share
concerts**

7 concerts
involving
Sounds Like
Saturday YMI
participants

December
1st
Primary
Schools
across the
city tbc

P5,6 & 7
All
friends,
parents
and
carers
welcome



Frances Rive

frances.rive@edinburgh.gov.uk

Carla Hay

carla.hay@edinburgh.gov.uk

Book Week Scotland

Theme: Year of Young People

23rd November – 3rd DecemberAll libraries
Schools

All ages



Cleo Jones

cleo.jones@edinburgh.gov.uk**Winter Windows**

Some Other Planned Activities

Event	Place, Date and Time	Age Group	Theme (s)	Contact or Join in
Equal Opportunities for All Youth Edinburgh Action: Action Research Group (issue agreed by young people at the 2017 gathering)	TBC		 	John Heywood john.heywood.2@edinburgh.gov.uk Jade Mooney jade.mooney@edinburgh.gov.uk
Stress Youth Edinburgh Action: Action Research Group (issue agreed by young people at the 2017 gathering)	TBC		 	John Heywood john.heywood.2@edinburgh.gov.uk Jade Mooney jade.mooney@edinburgh.gov.uk
Climate Change and the Environment Youth Edinburgh Action: Action Research Group (issue agreed by	TBC		 	John Heywood john.heywood.2@edinburgh.gov.uk Jade Mooney jade.mooney@edinburgh.gov.uk

young people at the 2017 gathering)

Youth Event Celebration

Youth Edinburgh Action: Action Research Group (issue agreed by young people at the 2017 gathering)



John Heywood

john.heywood.2@edinburgh.gov.uk

Jade Mooney

jade.mooney@edinburgh.gov.uk

Young Edinburgh Leaders for Change - Residential

TBC

TBC

To be agreed by young people

John Heywood

john.heywood.2@edinburgh.gov.uk

Jade Mooney

jade.mooney@edinburgh.gov.uk

SNAP: Young Edinburgh Action and Children's Parliament

Young People and elected members working together

Date and time tbc
City Chambers

10 - 18



John Heywood

john.heywood.2@edinburgh.gov.uk

Jade Mooney

jade.mooney@edinburgh.gov.uk

Edinburgh Junior Schools Dance Competition

Date and time tbc
Broughton High School

Primary



Pam Day

pam.day@edinburgh.gov.uk

Laura McAdam

laura.mcadam@edinburgh.gov.uk

laura.McAdam@broughton.edin.sch.uk

Creative Conversations

By and for young people

TBC

8 - 25

















Linda Lees

linda.lees@edinburgh.gov.uk

Lorna Macdonald

lorna.macdonald@edinburgh.gov.uk

			    	<p>Martin Hutchison</p> <p>martin.hutchison@edinburgh.gov.uk</p>
Career Conversations	<p>Dates tbc</p> <p>4.30 – 7.00</p> <p>Liberton High School and Portobello High School TBC</p>	<p>8 – 25</p> <p>Teachers, parents and carers, employers, HE/FE, Career Advisors</p>	    	<p>Linda Lees</p> <p>linda.lees@edinburgh.gov.uk</p> <p>Lorna Macdonald</p> <p>lorna.macdonald@edinburgh.gov.uk</p> <p>Martin Hutchison</p> <p>martin.hutchison@edinburgh.gov.uk</p>
Convener's Challenge Primary schools	TBC	Primary	  	<p>Andrew Bradshaw</p> <p>andrew.bradshaw@edinburgh.gov.uk</p> <p>Mel Coutts</p> <p>mel.coutts@edinburgh.gov.uk</p>
Pupil Equity Framework launch	Date and venue TBC	All young people Teachers and		<p>John Heywood</p> <p>john.heywood.2@edinburgh.gov.uk</p>

Lifelong
Learning
staff



Molly Page

molly.page@edinburgh.gov.uk

Remember to tell us about any events you have planned

Please share your events for inclusion in future issues by emailing:

SchoollandLifelongLearning.BusinessSupport@edinburgh.gov.uk

With the subject line **Year of Young People Programme**

Some useful links

Young Scot

<https://www.youngscot.org/yoyp2018>

<https://www.youngscot.net/leaders-for-yoyp/>

Visit Scotland

<https://www.visitscotland.com/about/themed-years/young-people/>

http://www.visitscotland.org/business_support/advice_materials/toolkits/yoyp2018.aspx

Year of Young People 2018

<http://yoyp2018.scot/>

<http://yoyp2018.scot/what-is-yoyp/>

Children in Scotland

<https://childreninscotland.org.uk/year-of-young-people-2018/>

Youth Link Scotland

<https://www.youthlinkscotland.org/programmes/year-of-young-people-2018/>

Event Scotland

<http://www.eventscotland.org/funding/year-of-young-people-2018/>

You Tube

<https://www.youtube.com/watch?v=zoWfc1Sr0XY>

Education Scotland

<https://education.gov.scot/#/>

Creative Scotland

<http://www.creativescotland.com/>



Scottish Government
Riaghaltas na h-Alba
gov.scot

Putting rights at the heart of planning for children and families in the City of Edinburgh

**Report on a pilot delivered by
Edinburgh Children's Partnership**

September 2017



THE EDINBURGH PARTNERSHIP



**Children's
Parliament**
giving ideas a voice

Children and young people have a right to take part in and influence how adults plan and run services for them in the areas where they live and learn. Edinburgh Children's Partnership were successful in a bid to Scottish Government to develop and deliver an approach to their engagement with children and young people which is based on a model drawn from Scotland's National Action Plan for Human Rights. For the partners in Edinburgh, 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 might then be shared as a model of good practice with other Community Planning Partnership areas. This report describes the process and the full set of appendices details the outputs from a series of three events which will continue to inform planning in Edinburgh.



CONTENTS	PAGE
INTRODUCTION	3
EVIDENCE	4
ABOUT THE PILOT	5
THIS REPORT/PLANNING AND DELIVERY PARTNERS	6
PREPARING FOR PARTICIPATION	7
MORE ABOUT THE EVENTS	7
MORE ABOUT METHODOLOGY	9
KEY THEMES AND IDEAS FOR ACTION AND CHANGE	13
ADULT DUTY-BEARERS: PLANNED ACTION	15
VIEWS OF CHILDREN AND YOUNG PEOPLE ON THE PILOT PROCESS	16
VIEWS OF ADULT DUTY-BEARERS ON THE PILOT PROCESS	17
REFLECTIONS ON THE MODEL/NEXT STEPS	19
RECOMMENDATIONS	20
APPENDICES	21

INTRODUCTION

Children and young people have a right to take part in and influence how adults plan and run services for them in the areas where they live and learn.

Public Bodies across Scotland need to consider how they do this with children and young people as active partners, so that they are involved all the way through planning, delivering and finding out how good or not those services are. This should not be undertaken in a one-off manner but should become the way adults with decision making power develop relationships with children and young people in their geographic areas so that planners:

- Understand things better from the child/young person's point of view.
- Use this understanding to deliver better services.
- Make sure children and young people know how they are doing, and if they have done the things they said they would.

This is called **good strategic planning**. It is the responsibility of adults who run services to involve children and young people in all aspects of strategic planning.

Children and young people should also be considered in relation to the **National Standards for Community Engagement**¹, these are the good-practice principles designed to support and inform the process of community engagement and improve what happens as a result. The Standards are a tool in supporting Public Bodies to put into practice the **Community Empowerment (Scotland) Act 2015**². The National Standards below have underpinned the work undertaken in the process project partners report on here:

- **Inclusion:** This standard relates to identifying and involving the people and organisations that are affected by the focus of the engagement, in this pilot project children and young people.
- **Support:** This means identifying and overcoming any barriers to engagement.
- **Planning:** This means having a clear purpose for the engagement which is based on a shared understanding of community needs and aspirations.
- **Working together:** This means working effectively together to achieve the aims of the engagement.
- **Methods:** This standard relates to using methods of engagement that are fit for purpose.
- **Communication:** This means communicating clearly and regularly with the people, organisations and communities affected by the engagement.
- **Impact:** This standard relates to assessing the impact of the engagement and then using what has been learned to improve future community engagement.

¹ National Standards for Community Engagement <http://www.scdc.org.uk/what/national-standards/>

² Community Empowerment (Scotland) Act 2015
<http://www.gov.scot/Topics/People/engage/CommEmpowerBill>

EVIDENCE

There is considerable evidence on the importance of involving children and young people in issues that affect their lives. Adopting an approach to children's services which is based upon children's rights will enhance the wellbeing of our children and young people.

The recent report on the State of Children's Rights in Scotland from Together (the Scottish Alliance for Children's Rights)³ presents a clear case for focusing our efforts, amongst other areas, on education, leisure, cultural activities, health and wellbeing, disability and welfare, violence reduction, family environment and alternative care.

There have been several studies over the years that have identified best practice models in the participation of children and young people with 36 different models identified between 1969 and 2012⁴. The feature of most of these models is to consider how to move away from what is often identified as limited, tokenistic, consultative approaches, towards real engagement, where "participation is about how children's voices, contribution and agency are perceived, heard, and acted upon."⁵

Despite the evidence about why participation is important and having a wide array of models available to choose from practice is still patchy. In Edinburgh, there are two evidence based approaches currently in use with the Children's Parliament working with children aged up to 14 and Young Edinburgh Action, working with young people over the age of 14. Both of these approaches adopt rights based approaches which are based on meaningful engagement of children and young people.

Recent research on the approach adopted by Young Edinburgh Action concluded that "The strength of this approach ensures the engagement of young people within the work of the Council and its partners in a way which is co-productive, dynamic and responsive to current legislation."⁶ Similarly, the work of the Children's Parliament has been recognised by Together (Scottish Alliance for Children's Rights) talking of how it "demonstrates the possibilities for how children's voices can be included in local and global dialogue, if adults are willing to invest the time and resources needed to create appropriate and supportive opportunities for children to engage and to listen to and value their contributions. Children's voices should have a

³ State of Children's Rights In Scotland

<http://www.togetherscotland.org.uk/pdfs/TogetherReport2016.pdf>

⁴ A Potpourri of Participation Models <http://www.youthpolicy.org/library/documents/a-potpourri-of-participation-models/>

⁵ Young Edinburgh Action: Reinvigorating young people's participation in Edinburgh <https://tinyurl.com/ya9e4ttx>

⁶ Young Edinburgh Action: Reinvigorating young people's participation in Edinburgh <https://tinyurl.com/ycuy9bhf>

ripple effect, influencing life in those spheres closest to them as well as the wider discussions of national and global significance.”⁷

The Edinburgh Children’s Partnership was keen to build on the work of these evidence based approaches in taking forward this pilot in recognition of the considerable work that has already taken place around the participation of children and young people in Scotland. The difference with this pilot is to consider how participation can be achieved in the planning of children’s services and most importantly how it can be sustained.

ABOUT THE PILOT

The approach we report on here starts with **Scotland’s National Action Plan for Human Rights**⁸ (SNAP) which aims to build a better human rights culture, help improve people’s lives through human rights and contribute to a better world by giving effect to Scotland’s international human rights obligations.

Emerging from the SNAP commitment to ‘a better human rights culture’ the SNAP Better Culture Forum was established and subsequently worked on a pilot approach to community engagement in planning – one that places Human Rights at the centre of the process. This approach was first tested by the Scottish Human Rights Commission⁹ (SHRC) and partners through the SNAP Better Culture Innovation Forum held in Perth and Kinross. The approach was built around three events: the first saw members of the public come together to identify local needs in terms of services, then planners took part in an event, then a final joint event when members of the public and planners got together to explore ways forward for local services and make a continued commitment to community engagement.

The Scottish Government were interested in the approach and decided to fund a pilot to look at adapting this SNAP model to support Public Bodies to work with children and young people in a process that would engage them as partners in Children’s Services Planning. Working within a rights framework, in this pilot children and young people are understood to be rights-holders and adults to be duty-bearers.

Partners in the Edinburgh Children’s Partnership were successful in a bid to Scottish Government to develop and deliver the approach. As with the Perth and Kinross iteration, the model started with the structure of three linked events, so that in Edinburgh:

- Event 1 would engage with children and young people as rights-holders.
- Event 2 would engage adult duty-bearers.
- Event 3 would then bring children, young people and adult participants together.

⁷ State of Children’s Rights In Scotland

<http://www.togetherscotland.org.uk/pdfs/TogetherReport2016.pdf>

⁸ SNAP <http://www.snaprights.info/wp-content/uploads/2016/01/SNAPpdfWeb.pdf>

⁹ Scottish Human Rights Commission <http://www.scottishhumanrights.com/>

The purpose of the events 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 life at home, in school, and in the community.

For the partners in Edinburgh, 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 might then be shared as a model of good practice with other Community Planning Partnership areas. Ultimately, partners in the Edinburgh Children's Partnership are interested in working with children and young people on improving services, instead of doing it for and to them.

The intention in Edinburgh is that this model will be used to help deliver the 2017-2020 Children's Services Plan in the context of an ongoing commitment amongst the planners (duty-bearers) to meaningful ongoing engagement with children and young people. For Edinburgh, the work is also an ideal and timely opportunity to shape the City Vision 2050, work around Future Schools and creating a child friendly city.

THIS REPORT

This is a report on the delivery of the pilot which sought to adapt the SNAP model to support Edinburgh Children's Partnership to work with children and young people in a process that would engage them as partners in Children's Services Planning. The detailed appendices to the report (contained in a separate report) also record what children, young people and adult duty-bearers recorded as they considered children and young people's lives and the services they receive – it is this detail that will continue to inform planning for children and young people alongside consideration of the model of engagement itself.

PLANNING AND DELIVERY PARTNERS

A small planning group consisted of representatives from City of Edinburgh Council (Schools and Lifelong Learning; Strategy and Insight Division) which included staff who support Young Edinburgh Action¹⁰, NHS Lothian, Edinburgh Voluntary Organisations Council¹¹ (EVOC) and Children's Parliament¹². This group met regularly to plan and review each session.

The group was joined at key points by representatives from the Children and Young People's Commissioner Scotland¹³ and the programme funder Scottish Government (Children's Rights and Participation Team, Children and Families).

¹⁰ Young Edinburgh Action <https://www.facebook.com/SYPED13>

¹¹ Edinburgh Voluntary Organisations Council <http://www.evoc.org.uk/>

¹² Children's Parliament <http://www.childrensparliament.org.uk/>

¹³ Children and Young People's Commissioner Scotland <https://www.cypcs.org.uk/>

PREPARING FOR PARTICIPATION

Having successfully bid for the delivery of the pilot the primary concern of the planning partners was to ensure that the experience of participation was positive for all, particularly for children and young people. While the three-events model was established there was scope to consider how to make it work in terms of the experience itself, and also to create a longer-term impact.

Considering children and young people, it was felt that they should be ready for participation in this programme - a three-event model delivered within a tight timeframe and focused on large gatherings. The model is also demanding in that it necessitates working in groups with others who might not be known, with children and young people expected to meet with adult duty-bearers on their second get-together. For this to be inclusive of children and young people from a range of backgrounds and abilities the project partners were of the view that participants needed to bring some level of understanding of rights, skills and confidence. While many children and young people develop such capability through their normal social and educational experiences, some of the children and young people the partners wanted to engage in this process have only done so with the support and experience gained by engagement with **Children's Parliament** or **Young Edinburgh Action** – so that the active and engaged child/young person they are now is because of their participation in the facilitated, supported and safe programmes they have experienced to date.

Our learning from this pilot reinforces the need for children and young people to be ready to engage in the process. This does not mean that children or young people who need support cannot be involved, it means that the three-event model works when the children and young people that are involved have had opportunities to build capacity to engage meaningfully. In other words, a barrier to engagement in this model would be if there was too much of a focus on time constraints and not enough on efforts to ensure inclusion, support and preparedness for engagement.

Considering adult duty-bearers, the planning partners wanted them to come to Event 3 (with children and young people) with an understanding that they must set aside the power they have as they participate, but then understand that we need them to exercise that power on behalf of children and young people when they leave. To establish a sense of equity, adults participated in their initial session in the same activities as the children/young people had in their event – they used creative props, they worked in small groups, they used only first names, they were asked to leave the restrictions or burdens of their day job at the door. Adult participants were also given some input on what a rights-focus and rights-based approach means in the context of this pilot programme.

MORE ABOUT THE EVENTS

In line with the National Standards for Community Engagement the three linked events were to be **inclusive**, **supported** and **well-planned**. The methods used further reflected the Standards by ensuring that the sessions were experienced by children (aged 10 to 12 years old), young people (aged 14 to 18 years old) and adult duty-bearers as purposeful, creative and enjoyable – in other words, **fit for purpose**.

Event 1 for children and young people, and **Event 2** for adult duty-bearers (see appendices **1a** and **1b** for the full programmes), followed the same format. The purpose was to capture views on the lived experience of children and young people, and to prepare both parties in the process for the final joint event by focusing on:

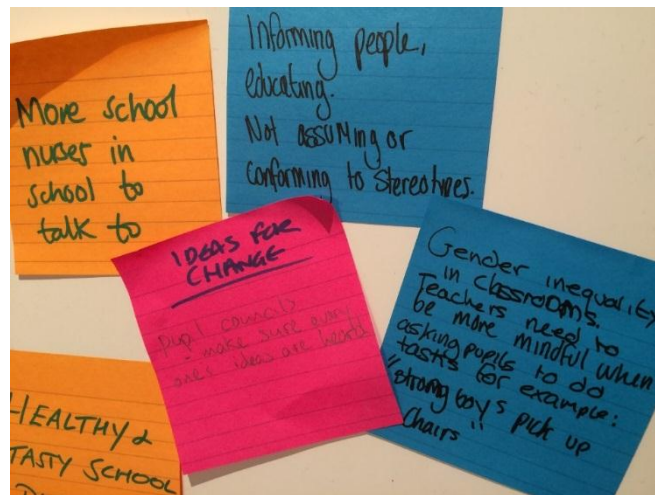
- What do children and young people need to be healthy, happy and safe and live their life with dignity at home, in school and in the community?
- What barriers are there to this?
- Some initial reflection on the question: What can we do to deliver what children and young people need and address barriers?
- Considering Edinburgh, what is it we like and don't like about our City?

Choosing to work with children/young people and then adults in the same way created an opportunity to emphasise the key message that good community engagement starts from the lived experience of the community of interest, and by using approaches they can connect with. For adults, who were steeped in their own services and the work they do day-to-day, it was important to focus clearly on children and young people's needs and rights rather than on adult perceptions of constraints of management or budgets. For the pilot, the explicit intention was to build an approach to Children's Service planning from the bottom up. Finally, in terms of Event 1 and 2, the participants also began some consideration of the challenge to be considered further in Event 3: What can we do to deliver what children and young people need and address barriers?

Project partners also undertook work between sessions to keep participants on board. Prior to their engagement in the joint/final event (Event 3) children, young people and adults received feedback from their events via summary graphic representations of some of the exercise completed in small groups (see appendices **2** and **4**). The children were all visited back in their own school groups to keep conversations going and to address any anxieties – although there were none. When they came together for Event 3 children, young people and adults entered the room with curiosity and excitement, keen to share further. It was evident that the familiarity children and young people had with the approach enabled them to lead and engage fully in the mixed task-oriented groups allocated to them.

Event 3 (see appendix **1c**) brought further focus on delivering on the National Standards for Community Engagement in terms of **working together** and **impact** by supporting participants to focus on some shared areas of interest and concern, to deepen understanding on the perspectives of others through intergenerational conversations, and to articulate ideas for action and ideas for change.

Specifically, Event 3 sought to take adult duty-bearers to a point where they could identify individual pledges on further action. This began as a collective task with children and young people so that at the end of each block of work the mixed groups were asked to identify **ideas for change/ideas for action** for families, for schools or colleges or workplaces, for communities or for our city (see the later section **Key themes and ideas for action and change**). Then, the day ended with adult duty-bearers identifying what they **can do** and **will do** for children and young people (see the later section **Adult duty-bearers: Planned Action**).



MORE ABOUT METHODOLOGY

The methods used to support community engagement should be **fit for purpose**: but what does this mean for a mixed audience, when the participants are 10 years old, or 15 years old or adults?

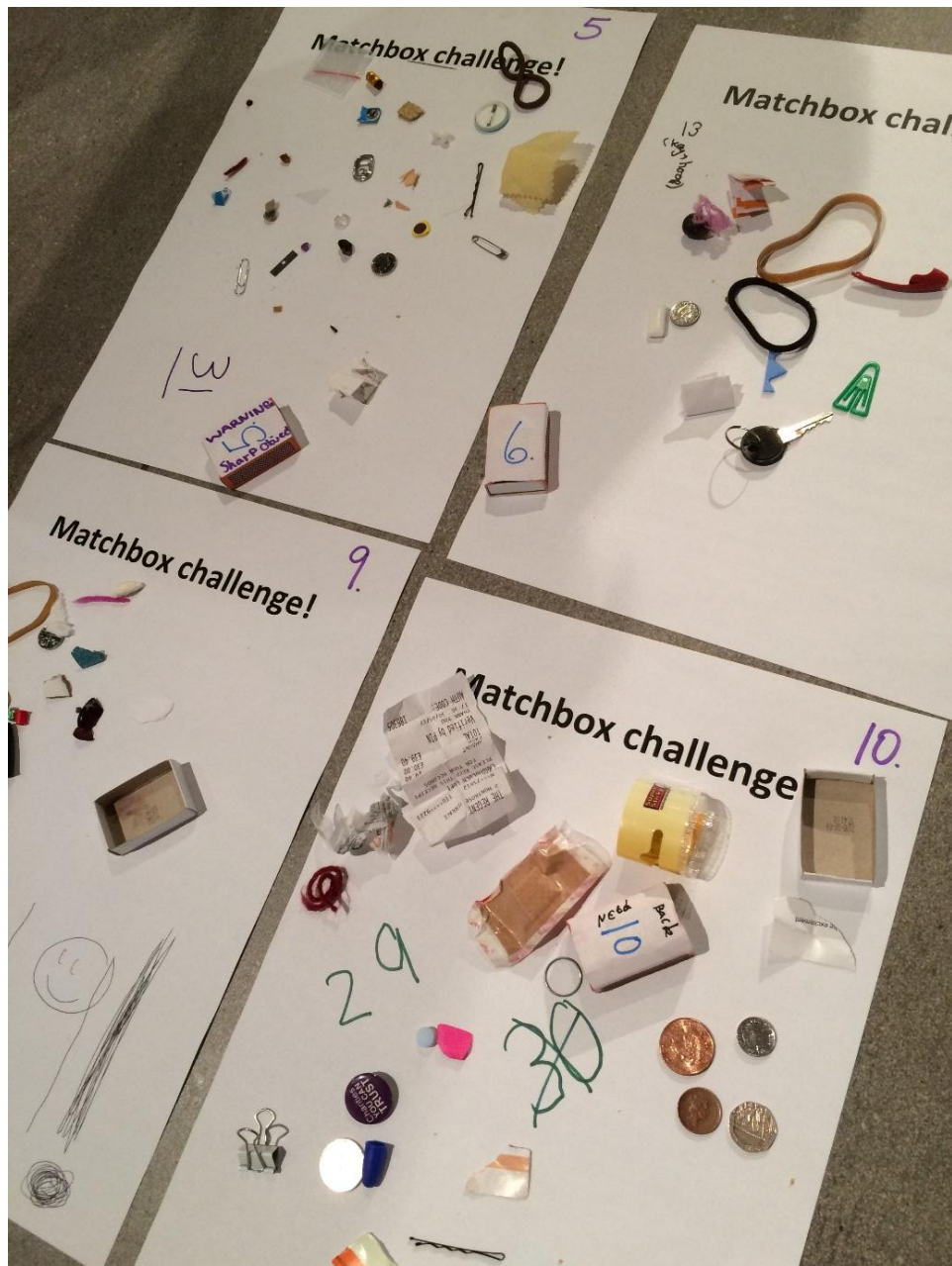
As a partner in the pilot Children's Parliament uses creative approaches to support and foster participation. In developing the approach from the three-event model the partners agreed that the pilot would benefit from the kinds of approaches that Children's Parliament use regularly, this might be described as an active, hands-on approach so that children and young people (and subsequently adults) would 'make or create' as part of the dialogue and in doing so capture and represent their views. Simple, attractive and easy-to-do activities – a series of props - provided a way-in to conversations on matters of importance. The intention was that no-one would sit in front of a blank flipchart, rather they would literally unwrap a prop (in the case of Event 3 every group challenge was contained in a giant pizza box) which would intrigue and inspire them to work together.

As an example, to encourage conversations about what children or young people need to be healthy, happy and safe at home, in school and in the community (Events 1 and 2) small groups were given a large jigsaw with prompt questions relating to these areas. They worked together to complete each part of their jigsaw and build their almost life-size response.



In the joint children/young people/adult session participants worked in groups to deepen conversations about shared topics of interest. As an example, some groups talked about the local environment and represented views on a tree they built and decorated with ideas from a pack provided:





KEY THEMES AND IDEAS FOR ACTION AND CHANGE

An important aspect of the three-event model was to identify themes or topics that children, young people and adults viewed as important and wanted to consider further as conversations developed – in this pilot and beyond when partners think about continuing meaningful engagement with children and young people. To support this (as described earlier and in the event programmes appendices **1a** and **1b**) small groups considered what children and young people need to be healthy, happy and safe – at home, in school and in the community. They then identified barriers and started conversations around the question: What can we do to deliver what children and young people need and address barriers?

From Events 1 (children and young people) and Event 2 (adult duty-bearers) the themes or topics that emerged in terms of action needed were identified after the events by the project partners as:

- Mental health
- Support, relationships and views on adults or children and young people
- Life at home and parenting
- Learning, school and teachers
- Bullying, safety and violence
- Community, youth work, things to do, local facilities and environment, housing
- Poverty

When it came to structuring Event 3, bringing children, young people and adults together, the partners worked to develop a number of themes that would deepen the initial conversations, but also start from a neutral stance – so for example we did not want to start the intergenerational conversations from a deficit idea of ‘young people’s mental health problems’ but rather to start with a broader idea of ‘being healthy’ or ‘happiness and wellbeing’. Other themes/topics translated more easily into Event 3’s positive/asset-based approach. The final Event 3 thematic activities were labelled as:

- Being healthy
- Families and life at home
- Feeling safe and being safe
- Happiness and wellbeing
- How people get along
- Learning and school
- Our houses
- Our local environment
- Poverty and inequality
- Things to do

Then, working on tasks associated with the above themes Event 3 asked small groups – of children, young people and adults - to identify **ideas for change/ideas for action**. The participants could identify these ideas in relation to one or more of these groups:

- Families
- Schools or colleges or workplaces
- Communities
- Our city

The full list of ideas is in appendix 5. In summary, these ideas for change/action emerged:

Ideas for change/ideas for action for families

- Actions that address poverty.
- Support and learning on being a parent – as early as possible and non-stigmatising.
- A focus on playing together at home and in the community.
- A focus on healthy, affordable food, learning to cook and eating together.
- Providing homes that are affordable, safe and warm and where each child can have a bedroom.
- Support for parents and families where there is disagreement, conflict and relationship breakdown.

Ideas for change/ideas for action for schools or colleges or workplaces

- Challenge stereotypes and discrimination – every boy/girl or young man/young woman should have the same opportunities.
- Open school buildings to the community.
- Improve interpersonal relationships – no shouting, always respectful.
- Make school a place where children are happy to learn and teachers happy to teach.
- Provide additional support for learning when it is needed.
- Improve skills and approaches to support young people with mental health problems.
- Address bullying.
- Deliver the best learning about alcohol, drugs and sexual health and relationships.
- Provide snacks and lunch free to all children and young people.
- A fair living wage for all.

Ideas for change/ideas for action communities

- Support for children and families to access local facilities and activities – for free or make them affordable.
- Easy access to safe well-maintained places to play and do sports.
- Improved intergenerational understanding and relationships, mutual respect.
- Build pride and community connections.
- Help neighbours get to know each other and get on.
- Build excellent relationships between citizens and Police.
- Places to help when families or individuals are struggling.
- Support for learning and to raise attainment across communities.
- Revitalise youth work and clubs and activities locally.
- Create community gardens and local environments that citizens can look after.
- Create kinder communities.

Ideas for change/ideas for action our city

- Make Edinburgh a place where children's lives are free from alcohol and tobacco harm.

- End discrimination, celebrate diversity.
- Make cars/traffic less of a problem in terms of congestion and pollution.
- Create cleaner, greener, safer streets and local environments.
- Focus on supporting and improving mental health and wellbeing.
- Ensure affordable housing and work for all our citizens.

ADULT DUTY-BEARERS: PLANNED ACTION

Event 3 ended with adult duty-bearers identifying what they **can do** and **will do** for children and young people.

This summary of **I can** statements from the adult participants captures the main emphasis of the commitments made on the day:

- Help all services to work together to make sure what we have learned from children and young people helps shape the future of Edinburgh.
- Listen to children and young people/ensure that children and young people are listened to, continue to be listened to and have opportunities to participate regularly.
- Encourage others to listen to and respect the views of children and young people.
- Promote the rights of children and young people to be heard and to be involved in planning services.
- Ensure children and young people are at the heart of decision-making and planning.
- Advocate on behalf of young people to policy makers and decision-makers.
- Make sure children and young people are involved in developing specific services/aspects of work: schools, NHS, Locality Improvement Plans.
- Share key messages from today/from children and young people as well as sharing knowledge about how we worked together.
- Learn how productive mixing children, young people and adults can be.
- Support new parents so that they have the confidence and tools to give children the best start in life and to develop with their children.
- Offer free recreational clubs and activities.

This summary of **I will** statements from the adult participants captures the main emphasis of the commitments made on the day:

- Share with my team/service the outcomes, learning and inspiration of today, put it on the agenda of team meetings.

- Promote the voice of children and young people.
- Promote children's rights and how they can make everything we do better – encourage others not to be frightened of upholding children's rights.
- Don't make assumptions about what children and young people want or need.
- Ensure that there are regular opportunities for young people to participate in service planning.
- Check regularly with young people that we are listening to them and acting on what they say.
- Listen to children and young people at every opportunity.
- Involve children in the design of new schools.
- Measure the impact of children and young people's involvement and promote what we find.
- Embed this approach in locality improvement planning and engagement in Edinburgh.
- Share commitments and ask 'powerful adults' if they have acted on them.

A full recording of responses is in appendix 6.

VIEWS OF CHILDREN AND YOUNG PEOPLE ON THE PILOT PROCESS

At Event 3 children and young people worked together to respond to two questions: **What has worked well about this consultation project? Can you think of other ways children and young people should be able to have their say about what happens in our city?**

Responses to both questions are to be used to support Edinburgh Children's Partnership to consider the appropriateness of the methods used in this approach and the impact that this and other work might have to support continued meaningful engagement. It will also support shared learning for other Community Planning Partnerships across Scotland, the key purpose of this pilot. A full recording of responses is in appendix 7 and 8. In summary:

What has worked well about this consultation project? Children and young people liked:

- Meeting other children and young people and working together.
- Meeting the adults and working in groups that had a mix of all ages.
- Sharing their ideas and opinions with others.
- Getting to talk about a lot of different topics.
- Feeling that other people – children, young people and adults – were interested in what they had to say.
- Sharing ideas and learning about how to improve the lives of people in Edinburgh.

- The fun and creative activities used to generate and support the conversations.
- That everyone felt included and involved in the events – every opinion was heard no matter what age the person is.
- Meeting adults they felt were genuinely interested in hearing the perspective of children and young people – with the hope that adults would learn from children and young people.
- Hearing the views of different generations and finding out what people agree on what is different.
- Meeting adults who make decisions that impact on children and young people's lives at home, at school and in the community.
- The venues and the food.

Can you think of other ways children and young people should be able to have their say about what happens in our city? Children and young people suggested:

- More opportunities for more children to have their say just like these events.
- Opportunities for all children and young people to have a trusted adult they can speak to and have their say.
- Decision-makers should visit schools more often and spend time with children and young people.
- Teachers should be good at listening to what children have to say. Then there should be links between what happens in schools and adults who make decisions.
- Assemblies and Pupil Councils at school.
- Gatherings in local community centre or libraries.
- Bringing children, young people and adults together locally.
- Every school should be part of Children's Parliament. CP could go into schools and gather ideas for events.
- Young Edinburgh Action and Children's Parliament meeting more often.
- Voting in Scottish Youth Parliament elections.
- Children and young people emailing and writing to decision-makers
- An app where you can have your say about the city.
- Online suggestion box.
- Projects like this that include children, young people and adults.
- Protests and campaigns.
- Children and young people going to public meetings.
- Easier ways to meet and chat to your MSP. Children and young people should act as advisors to the Scottish Parliament.

VIEWS OF ADULT DUTY-BEARERS ON THE PILOT PROCESS

Following Event 3 adults were asked for feedback on the process via a short online survey. Again, this was to support reflection on the model and its potential for continued community engagement with children and young people. In summary, adult respondents said:

Summary

Positives about the approach

Respondents highlighted the direct involvement of children and young people in the events and the creative, fresh engagement methods used. Respondents appreciated the mixed grouping of staff from different sectors and partner organisations as they felt this added to discussions. Respondents highlighted that there was a clear focus on children during the events and that the energetic and relaxed atmosphere allowed open, meaningful conversations.

“Getting to spend more time with the children and young people was a real advantage especially for strategic level staff who - sadly - don't get time for face to face work with children!”

It was felt that there was a real connection between the different sectors, partners and children and young people, a willingness from all to be actively involved and that this could be built on for future activity and engagement.

Ideas for future approach

When asked if there was anything they would have changed about the approach, respondents suggested the following:

- Shorter events or providing breakout spaces, as respondents noticed that some children and young people appeared to get tired half way through the day.
- Less tasks to allow more in-depth discussion, especially to explore and understand topics such as what it means to be cared for by adults and what it means to be listened to.
- Write-ups of what children and young people said expressed in their own words and more vivid documents.
- Using varied settings for future sessions to encourage a more equitable process i.e. adults in schools, children at Waverley Court or third sector offices, using local facilities rather than just city centre venues.
- Continue to encourage involvement of more diverse groups of children and young people.
- Developing a shared online community to allow adults to ask young people questions or seek their advice.
- For the Edinburgh 2050 Vision, tracking the progress of children and young people involved in the ‘Holyrood baby’ project.

Future Involvement

Respondents welcomed the opportunity to facilitate future events, take forward actions arising from events and use the information gathered to inform planning. It was recognised that incorporating children and young people's engagement as part of core business and strengthening partnership working is important. Respondents support the development of an approach that involves children and young people in service development and planning, uses creative engagement techniques, demonstrates how we listen to children and young people and celebrates their achievements.

REFLECTIONS ON THE MODEL/NEXT STEPS

The pilot has generated significant interest in and enthusiasm for children and young people's participation and rights at a range of levels – service-specific, locality-wide and strategic.

This interest and enthusiasm builds on a track record in terms of participation and engagement over many years, highlighted by the Care Inspectorate's joint inspection of children's services (2013) which highlighted the partnership's 'genuine commitment to consulting young children and young people in policy and service development' and commended the use of a 'very wide range of measures to consult and seek the views of children, young people, families and stakeholders'.

The model used in the pilot has involved a significant development on from previous approaches in that it has been explicitly grounded in a rights-based approach, with children and young people's human rights understood as basic standards and entitlements which adult participants have a duty to deliver on.

The model also involved children and young people engaging with adult duty-bearers on the basis of equity and a level playing field. This was largely made possible by the fact that the children and young people were themselves ready to participate (see 'preparing for participation'); that the first two events followed the same format, allowing both groups to clearly focus on children and young people's needs and rights rather than other considerations; and that adult duty bearers were encouraged to set aside their power and the limitations of their professional roles at the door.

The group that oversaw the planning of the pilot recognise that much of the success of the pilot and the three-event model was based on how ready the children and young people were to participate in this process. Some of the children and young people involved were not what might be seen as 'traditional participants' that we would see putting themselves forward for some of the more traditional forms of engagement such as local pupil councils or youth fora. It is recognised that the success in engaging such a wide range of children and young people in this pilot was as a result of significant work beforehand with the children and young people, where relationships were developed with adults that they grew to know and trust thereby enabling them to participate fully in the events. This process should be built in to any future models developed around engaging children and young people in the planning of children's services.

It is clear from the commitments that adult duty bearers made at the end of the third event that there is a widespread intention to improve outcomes for children and young people and to create new opportunities for children and young people to participate in service planning and decision-making.

Turning these commitments and this enthusiasm into day to day realities at all levels and across all services will clearly require ongoing support in terms of a continuing commitment across the partnership, CPD opportunities, sharing of good practice and specialist support from Young Edinburgh Action, the Children's Parliament and those involved in planning and delivering the pilot.

An intention was expressed by the chair of the partnership at the end of the third event to bring participants – children, young people and adult duty-bearers – back together again after a year or so to revisit the model and the commitments, celebrate progress and work together on what should come next.

The Edinburgh Children's Service Plan 2017 – 2020 will include a specific objective to 'Enhance children's rights across the city in line with the UNCRC' under strategic outcome 5 'Children, young people, their families and communities will be empowered to improve their wellbeing'. As part of the plan's performance monitoring framework, lead officers will report on performance across all of the strategic outcomes using a template which will include 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.

In addition to the outcomes and objectives in the Children's Services Plan, the feedback from the pilot will also feed into the Edinburgh City Vision 2050, Locality Improvement Plans and work around Future Schools. The engagement of children and young people and their participation in these ongoing pieces of work are crucial in ensuring that their needs and priorities are listened to and reflected in future plans. The learning from this pilot will be shared in order to ensure that duty bearers can best engage with children and young people as well as consider the feedback that has already been gathered by the pilot.

RECOMMENDATIONS

- The children and young people who took part in this process should be offered the opportunity to continue the discussions and help take forward the actions identified.
- All adults should be followed up to check how they have taken forward the commitments they made to children and young people at the final event, reporting back to the children and young people after six months.
- Conversations with children and young people need to be built in to all planning processes. Training on children's rights and participation should be offered to staff to assist them to do this in a meaningful way, starting with staff in schools and community settings who have the initial contact with children and young people and moving on to all staff that work with children or have a responsibility for children's services planning.
- An annual event with adults, children and young people should be built in to the Edinburgh Children's Partnership planning processes.
- Liaise with the Scottish Government to share the findings of the pilot with other community planning partnerships

APPENDICES

The appendices provide detail on the work undertaken by children, young people and adults. ~~They are contained in a separate report.~~

- 1. Full programmes for the 3 events**
 - a) Event 1: Children and young people
 - b) Event 2: Adults/duty-bearers
 - c) Event 3: Working together
- 2. What children and young people need and barriers faced**
 - a) The views of children
 - b) The views of young people
 - c) The views of adults
- 3. Some initial reflection: What can we do to deliver what children and young people need and address barriers?**
 - a) The views of children
 - b) The views of young people
 - c) The views of adults
- 4. The Edinburgh barometer:**
 - a) Our city: the views of children
 - b) Our city: the views of young people
 - c) Our city: the views of adult duty-bearers
- 5. Ideas for change/ideas for action**
- 6. Commitments from adult duty-bearers: I CAN/I WILL**
- 7. Views of children and young people on the pilot process**
- 8. Views of children and young people on other ways they should be able to have their say about what happens in Edinburgh**
- 9. Children's Report**



© Crown copyright 2017



This publication is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. To view this licence, visit nationalarchives.gov.uk/doc/open-government-licence/version/3 or write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

This publication is available at www.gov.scot

Any enquiries regarding this publication should be sent to us at
The Scottish Government
St Andrew's House
Edinburgh
EH1 3DG

ISBN: 978-1-78851-229-9 (web only)

Published by The Scottish Government, September 2017

Produced for The Scottish Government by APS Group Scotland, 21 Tennant Street, Edinburgh EH6 5NA
PPDAS295526 (09/17)

Education, Children and Families Committee

10am, Tuesday, 6 March 2018

Holiday Activity Programme for Disabled Children and Young People

Item number 7.10

Report number

Executive/routine

Wards

Council Commitments

Executive Summary

The Council provides a Holiday Activity Programme for Disabled Children and Young People (“the playscheme”), which is commissioned by the council from an organisation called FABB. The service runs during school holidays and has been valued by families as a crucial support.

Since a new provider was commissioned in 2017, parents have expressed a range of views on two main issues; a) level of provision (4 weeks maximum not 6) and b) quality of service with the new provider. There have been a number of representations to members, including a deputation to the December 2017 Education, Children and Families Committee.

That committee agreed to set up a member officer group, which has met on two occasions (December 2017 and February 2018).

In the meantime, ongoing discussion between council officers and the service provider has concluded that it is not possible for the provider to continue to manage this service.

In order to offer continuity of service, the council varied the registration of its own care service in order to take over the running of the playscheme during the February holiday. The council will now bring the service in-house for the Easter and summer holiday playschemes.

Council officers are working intensively with the Care Inspectorate and the current provider on the new management arrangements for the service. FABB staff will be sub-contracted to the council in the first instance.

The council has also identified additional financial resources to extend the provision. As part of a wider consultation exercise, Council officers will continue engage closely with parents to determine how to make best use of this.

Holiday Activity Programme for Disabled Children and Young People

1. Recommendations

- 1.1 It is recommended that the Education, Children and Families Committee note the contents of this report.
- 1.2 To agree that the management of the Easter and summer playschemes will pass to the council, at least for Easter and summer provision.

2. Background

- 2.1 A play scheme service for children and young people with disabilities has been delivered in Edinburgh for around 15 years. It was originally run by parents before being delivered by the council as part of its early years service. Latterly it has been managed by the disability team in Children's Services. The aim is to create opportunities for disabled children and young people to participate in fun and challenging activities during the school holidays and to offer a break to families from their caring role. The service has the additional benefit of providing a greatly appreciated level of respite to families who would otherwise face significant challenges in caring for their disabled children for the full duration of every school break.
- 2.2 Further to end of the contract with the consortium which previously provided the service, Fabb Scotland were awarded the contract 3 July 2017 and commenced service planning on 18 August 2017. The contract duration is 43 months, with options to extend for a further two 12 month periods. The service has a number of delivery strands including overall programme management; supporting the inclusiveness of mainstream activity providers; playschemes for primary and secondary age children; activity days/residential trips; and specialist provision for those with challenging behavioural needs.
- 2.3 The playscheme is a discretionary service, not statutory. Due to the seasonal nature of the playscheme, staff are employed on short term contracts and while they are trained to an agreed standard, they are not trained or accredited in behaviour management programmes to the levels required by e.g. a special school or care setting.

3. Main report

- 3.1 Fabb Scotland have, to date, had the opportunity to deliver two weeks of holiday provision in October 2017 and a further week in February 2018.
- 3.2 While most children attending these weeks had a good experience, there were a number of operational issues in the smooth running of the service. Since October 2017 Council officers worked closely with Fabb Scotland to learn from this experience and to use the learning to inform and improve future service delivery.
- 3.3 The Education, Children and Families Committee on 12 December 2017 heard a deputation from parents of children attending St Crispin's, Oaklands and Braidburn special schools. Pupils attending these schools are classed as being "severely disabled".
- 3.4 The deputation made three requests:
 - That funding be extended to ensure a full 6-week playscheme provision for all children with disabilities in Edinburgh
 - Or, if the above is not possible, that a third of playscheme places be protected to ensure the children and families with the highest levels of need continue to have access to a 6-week playscheme service per year
 - That it is clarified whether the contract for playscheme provision includes provision for those children with severe and complex needs and medical needs.
- 3.5 The committee agreed to set up a member officer group, which met on 21 December 2017.
- 3.6 Prior to the meeting of the group, there were representations to members from other parents of children attending special schools. Those parents attended a separate meeting on 20 December 2017 with the Convenor and Vice Convenor at which they raised various related issues regarding the operation of the playscheme.
- 3.7 The decision of the Working Group was not to change the scope or nature of the playscheme until all affected parties were consulted.
- 3.8 The other decisions of the group are detailed below:
 - To agree child profiles would be collected before the start of the playscheme in February 2018.
 - That a risk assessment is carried out for every child attending the playscheme and that this is shared with all members of staff working with that child.
 - To ensure the risk assessment is integrated into the Child Plan and that this is signed off by parents, kept on site and is updated with any daily changes as appropriate.

- To instruct senior management of FABB ensure that staff are aware and implement the recommendations within the Child Plan
- 3.10 Council officers in attendance were also asked to circulate a letter to all parents outlining:
- The qualifications of the management team and the workforce
 - How the services provided by the playscheme differs from school
 - The complaints procedure
- All actions above were implemented.
- 3.11 The member officer group met with parents on 7 February 2018.
- 3.12 Officers confirmed that the playscheme was set to run in the February 2018 break, and that a number of applications had been received, provision was being made for 40 children and that those children whose needs could not be met on this occasion would be allocated spaces in the Easter or summer school breaks.
- 3.13 Parents raised some issues regarding communication with the provider and officers undertook to resolve these with the provider. For example, parents prefer the use of group e-mail to communicate to all regarding any changes made; and it was suggested that the registration form be amended to allow parents to register a second or third choice of dates if the first dates were not available.
- 3.14 Officers indicated that the majority of children attending the playscheme to date have had a positive experience and parents were agreed that in order to maximise the benefit of the playscheme, we must work in partnership with the provider to build on strengths. It was also clarified that while the playscheme contract specifies that it will work with all levels of disability, it cannot be guaranteed that every child's need will be safely met and the provider must be given the discretion to take decisions on the admission of individual children subject to risk assessment.
- 3.15 Since then, taking everything into account, officers have agreed with the Convenor and Vice Convener that the council will now assume the full management of the playscheme for the Easter and summer breaks. The Registered Manager will be a council officer and we will sub contract the current workforce. We would then be involved in the recruitment for more staff with the provider. Some council staff will require to be back filled to work on this and we will do so using funds from the current contract.
- 3.16 The council now needs to consider, in consultation with all stakeholders how best to plan for future provision. In doing so we face a number of challenges including availability of sufficient workforce to further expand service and recent information from NHS indicating that, due to contractual changes, nursing staff currently supplied by them to support medical needs of children attending playscheme will not be available in future.

- 3.17 In order to improve engagement with parents of children affected by disability or additional support needs, officers are planning a series of engagement events starting in March 2018 which will give families an opportunity to participate in a wider conversation about how partners can work better together with families to improve life experiences for children and families affected by disabilities and additional support needs.
- 3.18 The council will work in consultation with families in order to plan for the future and decide on what options will best meet need in future. The Council will consider whether it is preferable to put a new service specification out to tender or to keep the service in-house and sub-contract pieces of work.

4. Measures of success

- 4.1 Numbers of children using the playscheme.
- 4.2 Results of parental satisfaction survey.

5. Financial impact

- 5.1 The total estimated value of the current contract to the Council, including extensions, is between £3,765,324 and £3,884,312 assuming annual inflation of 2%. Total annual spend to the council will depend on index linked price adjustments and parental contributions.
- 5.2 The contract is subject to parental contributions. The exact level of parental contributions is dependent on the number of children who attend the service. The estimate of £110,000 per annum is based on experience from the income levels in the current contract.
- 5.3 The council has identified additional funding of £400,000 to contribute to provision in 2018/19
- 5.4 Any additional allocation of resources in the current year will create a corresponding pressure in subsequent financial years.

6. Risk, policy, compliance and governance impact

- 6.1 The holiday activity programme for disabled children and young people is a high-risk provision. The provider has therefore been required to evidence acceptable arrangements in respect of business continuity.
- 6.2 Assumption of management by council officers will reduce risk.

7. Equalities impact

- 7.1 An Equalities and Rights Impact Assessment (ERIA) was undertaken in March 2017, with due regards to the protected characteristics as detailed in the Equalities Act 2010. There were no negative impact outcomes.

8. Sustainability impact

- 8.1 No significant environmental impacts are expected to arise from this contract.
- 8.2 This procurement has adhered to policy on Sustainable Procurement and Implementing Community Benefits.
- 8.3 Community benefits offered by FABB Scotland includes training 8 young people, 4 disabled and 4 non-disabled to be paired or buddied up and provided a two week placement at the local HAP venue. Value is £4,480 if employed as junior leaders. The designated Contract Manager will be responsible for monitoring delivery and reporting of community benefits by individual providers.

9. Consultation and engagement

- 9.1 Fabb Scotland created a Parents Reference group which has met quarterly from November 2017.
- 9.2 The member officer group has engaged with parents regarding overall level of provision and allocation of places as agreed at the last committee.
- 9.3 Officers will run a series of wider engagement events with a range of partners agencies starting in March 2018.

10. Background reading/external references

- 10.1 None.

Alistair Gaw

Executive Director for Communities and Families

Andy Jeffries Acting Head of Children's Services

E-mail: andrew.jeffries@edinburgh.gov.uk | Tel: 0131 469 3857

11. Appendices

None.

Education, Children and Families Committee

10.00am, Tuesday, 6 March 2018

Supporting Children & Young People's Mental Health & Wellbeing in School

Item number	7.11
Report number	
Executive/routine	
Wards	
Council Commitments	30 and 34

Executive Summary

According to the Mental Health Foundation and other research, 10% of children and young people (aged 5-16 years) have mental health problems. This equates to roughly 3 pupils in every classroom. Several risk factors can make a child more vulnerable to developing mental health difficulties. These range from socio-economic factors to individual characteristics, adverse childhood experiences and changes in family circumstances.

Although many of these risk factors need to be addressed as wider council, citywide and national responses, schools are in a unique position to support and promote children and young peoples' mental health, emotional wellbeing and resilience.

There is a wide range of excellent interventions, preventative approaches, training and initiatives working well in Edinburgh schools. These have benefited thousands of staff, pupils and families over the past 10 years and are coordinated and delivered by staff across the council. However, consultations with children and young people suggest more could be done, particularly in helping young people identify the people, supports and resources they can access when they are experiencing mental health difficulties.

This report provides an overview of the interventions, preventative approaches, training and initiatives available in Edinburgh schools and provided by colleagues in Schools and Lifelong Learning. It does not cover other support available to schools from partners such as NHS and specifically CAMHS to support pupil mental health and wellbeing. This report outlines what is currently known to be working well and what could be further developed or improved upon. The report contains recommendations to address these areas for development and improvement.

Supporting Children & Young People's Mental Health & Wellbeing in School

1. Recommendations

- 1.1 Note the contents of this report and the close links with Year of Young People and Child Friendly Edinburgh
- 1.2 Recognise the volume and success of work being undertaken by staff across Communities and Families to support children and young people's mental health and wellbeing in school.
- 1.3 Recognise that all schools as part of the NIF (National Improvement Framework) priorities are required to address Health and Wellbeing for pupils.
- 1.4 Endorse the approaches being taken to increase the number of schools that are taking steps specifically towards improving mental health and wellbeing outcomes for of pupils by accessing training, resources and other interventions available
- 1.5 Approve the work to update classroom and online resources (e.g. Cool, Calm and Connected and Think Good Feel Good), in consultation with young people, to increase awareness of, and access to better mental health support
- 1.6 Agree that young people are involved in the design of a young people's mental health survey for use in schools
- 1.7 Agree that staff in consultation with young people, continue to work together to identify a key adult or adults, who children and young people can talk to, and provide a safe space for these conversations to take place.
- 1.8 Agree that officers in consultation with young people, explore options for a self-referral process for pupils at point of need
- 1.9 Agree that the proposed Children's Conference includes mental health and wellbeing and is linked to Year of Young People, by ensuring young people are involved in planning the conference and have opportunities to influence the decisions that impact on their lives.
- 1.10 Agree that young people are engaged in shaping decisions relating to their mental health through several channels such as focus groups and including but not limited to, Year of Young People and Child Friendly Edinburgh (see Report 7.9)
- 1.11 Agree to receive a further report in March 2019.

2. Background

- 2.1 There are a number of reasons why children or young people experience mental health difficulties. Research frequently points to the presence of risk factors or adverse childhood experiences including but not limited to situations such as family breakdown, physical illness, poor peer relations, family violence, bereavement, poverty etc.
- 2.2 Research on resilience and promotion of positive mental health and wellbeing suggests that there are key protective factors which, if available to children and young people, will help them to better cope with whatever adversity they encounter.
- 2.3 While school staff cannot necessarily undo or prevent trauma, adverse childhood experiences or mental health issues, they can help mitigate these by building on protective and/or resilience factors.
- 2.4 These include, but are not limited to: building positive relationships (in particular someone who children and young people can talk to); being and presenting positive role models; developing good social and emotional skills; building on children's strengths, interests and passions; supporting participation and engagement, helping build a sense of meaning and belonging, helping build supportive families, schools and communities and, caring for others.
- 2.5 There is increasing research which suggests that trying to overprotect children from all setbacks, difficulties and risks, effectively undermines their development of resilience, problem solving skills and self-efficacy, leading to increased anxiety. To experience setbacks is a normal part of life which cannot be eliminated. However, children and young people can be helped and supported to develop the skills, strategies and relationships to better manage life's setbacks.
- 2.6 A number of positive interventions, preventative approaches, training and initiatives are currently rolled out across Edinburgh. These are aligned with Curriculum for Excellence, GIRFEC, Mental Health Strategies etc. and support schools to:
 - promote positive mental health emotional wellbeing and resilience in children and young people
 - develop the skills, resources and targeted interventions to respond sensitively and support those pupils who raise or display mental, social, emotional or behavioural concerns
 - engage proactively and build connections with families and wider community

3. Main report

- 3.1 There are a number of interventions, preventative approaches, training and initiatives currently rolled out across Edinburgh schools and are working well They are aligned with Curriculum for Excellence and GIRFEC, and are detailed below:

3.1.1 Promoting positive mental health, emotional wellbeing and resilience in children and young people. These include:

Building Resilience (Primary Classroom Materials) Cool, Calm & Connected (Secondary Materials), Growing Confidence (Staff training on mental health, Adverse Childhood Experiences, trauma, brain development, attachment, mindset, resilience, stress and empathy), GIRFEC training, CIRCLE materials (strategies to improve engagement and support for children with ASN), Mindfulness training, Inclusion Hub (share point site accessible for all learning and teaching staff with online resources to help them better support children's additional support needs including those related to mental health & wellbeing), Pupil Wellbeing Questionnaires, Supporting Children & Young People Guides, Rights Respecting Schools, Restorative Approaches, Mentors in Violence Prevention

3.1.2 Develop the skills, resources and targeted interventions to respond sensitively and support pupils that raise mental, social, emotional or behavioural concerns. These include:

Mental Health First Aid for Young People (staff training), Seasons For Growth (loss, bereavement pupil group work programme), Playboxes & Emotions Talks (1-1 targeted support for children who struggle at school needing support to understand their emotions and the impact on their behaviour), NURTURE approaches (which provide key adult dedicated social and emotional group work support for children and young people in a safe space), Emotionally based school refusal pathways, Pupil Support Officers (employed by 17 schools to date using PEF money who are part of a national NES pilot with a mental health and wellbeing focus who receive core training including Low Intensity Anxiety Management and supervision from CAMHS), Lego Therapy & Sensory Circuits (for children with ASN), Place2Be or other Counselling Services.

3.1.3 Engage proactively and build connections with families and wider community. These include:

Good family learning and engagement activities, evidence based parenting programmes (including Triple P, Incredible Years, Raising Children and Teens With Confidence, PEEP and Teen Triple P). Encouraging children and young people to develop positive links and engagement with voluntary organisations, community youth clubs, outdoor and creative learning activities and organisations that support health & wellbeing.

3.2 Adults who work with children and young people are well placed to model the importance of looking after your own mental health and wellbeing. Increasingly schools are seeking training and support for staff in this area, so that they are better equipped to support children and young people.

- 3.3 These interventions, programmes and training are not used consistently across all schools and not all staff necessarily access them as part of their CLPL (Career Long Professional Learning). Schools are encouraged to access them, albeit on a voluntary basis. Consequently, not all pupils in Edinburgh schools benefit from the same range of resources and training that is available to staff.
- 3.4 In the bi-annual Pupil Wellbeing Survey conducted with Edinburgh primary school pupils, indications that these programmes, training and initiatives make a difference are consistently encouraging. The most recent survey conducted (2016/17) with over 13,000 primary pupils (90% of the relevant population) found:
- 77% would talk to the adults if they were very upset.
 - 87% could ask for help if they needed it
 - 90% felt cared for by teachers and other adults at school
- 3.5 The bi-annual Pupil Survey conducted with pupils in secondary schools (last undertaken in 2016/17) found:
- 75% have adults in school they can speak to if upset or worried about something.
 - 79% feel they can get help if they need it
 - 62% feel cared for in school
- 3.6 Regarding mental health & wellbeing specifically, the picture may be different. A national survey conducted by Scottish Youth Parliament in 2015 with 1,453 young people aged 12 to 26 found that across Scotland:
- 27% do not feel supported to talk about mental health in their school, college, university, or workplace
 - 20% do not know where to go for advice and support for a mental health problem and
 - 74% do not know what mental health services are available in their local area.
- 3.7 A similar piece of research was undertaken in Edinburgh by Youth Edinburgh Action (YEA) who consulted with a total 240 young people in 2014 and 2017. They reported similar findings to the national picture, but better than the national average with 70% reporting that they were comfortable talking about their mental health. However they also raised that secondary age young people wanted:
- more training and support offered to teachers to have conversations about mental health with young people
 - increased level of information about mental health, dealing with stress and promoting resilience
 - more clarity as to where and how to access support and advice.
 - more safe spaces for young people to talk about how they are doing.

- 3.8 To address young people's wish for someone to talk to at the point of need, there can be a tendency for schools to rely on professional outside input. However, some research indicates that counselling has limited long-term effect and that it is much more important that the relationships and community surrounding the child or young person are better supported to respond to children's distress and emotional needs.
- 3.9 Consultations with young people conducted by YEA found that they most young people preferred to talk to someone they had a relationship with. 50% of young people said they would talk to their family about any mental health concerns and the majority of the others would choose a teacher, GP, youth workers or friends. The most commonly mentioned teacher that young people would talk to was their guidance teacher, although others mentioned a specific teacher with whom they had a good relationship. Ultimately, one of the most common factors that young people mentioned as to why they would choose a particular person to ask for help was that they had a strong existing relationship with that person, trusted and felt comfortable with them.
- 3.10 This indicates that initiatives, resources and training programmes for schools, communities and parents/carers, identification of key adults that are able and have protected time and space to talk with children and young people when they need to are a more effective way to address the issues illustrated by the statistics above.
- 3.11 In order, to address how young people would like to be better supported in schools, the Health & Wellbeing team in Lifelong Learning will involve young people in the design of a Young People's Mental Health & Wellbeing survey which could be used in secondary schools. A similar approach has been piloted in Scottish Borders Council by the Health and Wellbeing Team as part of work commissioned by the Borders. This survey will help schools generate a baseline and a platform to encourage ideas from young people themselves about how they could be better supported (strengthening learner voice). Follow up focus groups with pupils could be conducted by the school and/or independently by Communities and Families staff to help schools draw up individual action plans.
- 3.12 Some schools have already identified key adult (s) within their staff teams and have built this into their approach, others are using PEF and other funding streams to employ youth workers, counsellors, Pupil Support Officers or similar to meet this need. Many schools have already identified safe bases, nurture rooms, sensory rooms or similar for children who need some time and space to calm down or a safe place where they can share their concerns.
- 3.13 Ongoing work will take place with children and young people, officers and school staff to extend the identification of a key adult(s) to talk to and a safe place to do so within schools.

- 3.14 Currently, schools do not have a consistent system or process which gives pupils the option to self-refer, either to speak to a key adult or another identified person (ideally selected by the young person themselves) at the point of need. Some schools successfully use worry boxes, stress boxes or time out cards to enable pupils to do this. Other local authorities have email or telephone support or helplines.
- 3.15 In consultation with children and young people, officers and schools staff will explore the development and introduction of a self-referral process for pupils at point of need.
- 3.16 In order to address the need for classroom and online resources to increase awareness of and better access to, mental health support.
- The Health & Wellbeing Team will work in conjunction with young people and school staff to update secondary school PSE and Peer Education materials, **Cool, Calm & Connected**. The team will link in with Young Edinburgh Action researchers and young people who have already used the materials with the intention of strengthening the mental health component and signposting young people towards available support.
 - The Inclusion Team is in the process of developing a Microsoft share point site, **Think Good, Feel Good**, which will be accessible to all secondary pupils and will hold a wide range of online resources and support around mental health & wellbeing.
 - The ASL service is extending the **CIRCLE** materials into Secondary Schools.
 - All Primary Schools are being encouraged to use the new **Building Resilience** whole school approach which has been developed by the Health & Wellbeing Team in partnership with schools. This is a 3 year programme which highlights the 10 things that help to support our mental, emotional wellbeing.
- 3.17 Children and young people will be involved in planning and contributing to a proposed Children's Conference to be held in September as part of the Year of Young People. This will include a mental health and wellbeing theme and provide a useful forum to raise some of these issues and give pupils the opportunity to share their views and experiences of what has helped support them.
- 3.18 Other channels such as Year of Young People, Child Friendly Edinburgh and Young Edinburgh Action are also holding focus groups to give opportunities for children and young people to engage with and influence the decisions that impact on their lives.
- 3.19 With regards to wider family and community work, a new 'Additional Support for Learning and Family Support' service is being commissioned. This will be in place from May this year and will build on evidence based programmes aforementioned to aid with early identification and intervention.

- 3.20 In order to help address consistency in provision highlighted in 3.3. different initiatives and training opportunities will be collated as part of the development of Inclusion and Health & Wellbeing strategies. This could help highlight the expectations and ongoing actions staff could take to fully embed these core approaches in the ethos and culture of the school.

4. Measures of success

- 4.1 All schools as part of the NIF (National Improvement Framework) address Health and Wellbeing for pupils, including mental health and wellbeing.
- 4.2 More schools are taking steps towards specifically improving mental health and wellbeing outcomes for of pupils by accessing training, resources and encouraging greater use of Pupil Surveys
- 4.3 A Young People's Mental Health Survey is available for schools to use and they are encouraged to do so
- 4.4 Cool, Calm and Connected and Think Good Feel Good mental health resources are used effectively in most schools
- 4.5 There is an identified adult in each school who children and young people can talk to and a space for these conversations to take place.
- 4.6 A self-referral process is available that pupils can use at point of need.
- 4.7 A legacy of the Year of Young People is a Children's Conference which this year includes mental health and wellbeing and may become an annual conference with themes chosen by young people

5. Financial impact

- 5.1 All activity described within this report is contained within service budgets and/or external funding and is delivered through effective partnership working.

6. Risk, policy, compliance and governance impact

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

7. Equalities impact

- 7.1 The report has been considered in relation to equalities and human rights and no negative impacts have been identified.

8. Sustainability impact

- 8.1 The recommendations of this report are focussed on ensuring sustainability for Edinburgh's young people, particularly regarding their emotional and mental health and wellbeing.
- 8.2 There are no adverse economic, social or environmental impacts resulting from these areas of activity.

9. Consultation and engagement

- 9.1 Consultation has taken place with and by the Lifelong Learning Strategic Youth Work team, Young Edinburgh in Action, Parent and Carer Support, Health & Wellbeing Team, Schools, Educational Psychologists and Additional Support for Learning, Inclusion and Quality Improvement Teams, Scottish Youth Parliament and NHS.

10. Background reading/external references

- 10.1 Mental Health Statistics
<https://www.mentalhealth.org.uk/file/1750/download?token=TGrdFSpM>
- 10.2 Scottish Youth Parliament Findings
http://www.syp.org.uk/our_generations_epidemic
- 10.3 Supporting Children & Young People Guides
http://www.edinburgh.gov.uk/downloads/download/721/guides_on_supporting_children_and_young_people
- 10.4 What Children Tell Childline - <https://www.theguardian.com/nspcc-childrens-services/2017/nov/20/childline-nspcc-empowerment-listening-annual-review-children>
- 10.5 All research and evaluation on questionnaires, reports, programmes, resources, and training delivered in Edinburgh mentioned above are available on request.

Alistair Gaw

Executive Director for Communities and Families

Contact: Pattie Santelices, Lifelong Learning Strategic Officer, Health and Wellbeing

E-mail: patricia.santelices@edinburgh.gov.uk | Tel: 0131 469 3201

11. Appendices

None.

Education, Children and Families Committee

10am, Tuesday, 6 March 2018

Anti-Bullying

Item number	7.12
Report number	
Executive/routine	
Wards	
Council Commitments	34

Executive Summary

Respect for All national guidance has recently been published which highlights the impact bullying can have on confidence, resilience, participation and attainment, both in the short term and long term.

Embedding positive relationships and behaviour approaches can prevent bullying. Almost all of our schools make very good use of resources such as the Resilience Pack and Creating Confident Kids, both of which are designed to develop positive attributes in children.

The authority has been gathering information on bullying for many years which suggests that it is an enduring problem.

Recent information has been shared which also suggests that certain groups may be reluctant to discuss or disclose bullying.

A short life working group has been remitted to review new national guidance with the existing guidance and to ensure that all groups are represented.

This working group will consist of all stakeholders and be reflective of minority groups. The working group will launch the revised guidance in September 2018 at the Young People's Conference

Anti-Bullying

1. Recommendations

- 1.1 It is recommended that the committee:
 - 1.1.1 Notes the current statistics regarding bullying in schools
 - 1.1.2 Asks for a subsequent report in six months once the current policy and procedures have been reviewed

2. Background

- 2.1 Seven years ago the first National Approach to Anti-Bullying for Scotland's Children and Young People was published.
- 2.2 Since then Scotland has seen huge legislative and policy change; such as the Children and Young People (Scotland) Act 2014, Education (Scotland) Act 2016 as well as equality legislation put in place by the UK Government including the Equality Act 2010.
- 2.3 These changes have put greater focus on health and wellbeing and have raised awareness of the impact bullying can have on confidence, resilience, participation and attainment, both in the short term and long term.
- 2.4 In December 2017, revised national guidance, 'Respect for All' was published with the aim of ensuring those working with children embed positive relationships and behaviour approaches to prevent bullying in and across learning communities and clubs and organisations.
- 2.5 The Year of Young People provides a clear platform from which to base all work for young people. Actively listening to views, ensuring that all views are represented and that decisions for young people are made by young people are key principles under which this policy will be revised.

3. Main report

- 3.1 Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online." (respectme, 2015)

- 3.2 The local authority has an anti bullying policy in place. This is entitled “Policy on preventing and responding to bullying and prejudice among children and young people” (Nov. 2013) and is supported by “Procedures to prevent and respond to bullying and prejudice among children and young people” and by “Procedures to prevent and respond to bullying and prejudice among children and young people in social work establishments”.
- 3.3 These documents will be reviewed in light of “Respect for All: The National Approach to Anti-Bullying for Scotland’s Children and Young People”. The national guidance was launched by the Depute First Minister, Mr Swinney, in November 2017 and is being supported by national training events which are taking place in February and March 2018. Education officers and educational psychologists from the City of Edinburgh are attending the training event in Edinburgh on 23 February 2018.
- 3.4 The authority’s policy “Better Relationships, Better Learning, Better Behaviour Policy” (Oct. 2015) makes the following statements: “The key principles to create a caring, learning environment in establishments include: promoting equalities, self-esteem, responsibility and positive relationships based on mutual respect.”
- 3.5 Schools which have a caring, positive school ethos are recognised as having fewer incidents of bullying; practices to prevent bullying are more effective than practices to modify bullying behaviour once it has occurred.
- 3.6 City of Edinburgh resources such as Creating Confident Kids and the Resilience Pack provide clear guidance for teachers to develop positive relationships and are used extensively in schools.

Current Situation

- 3.7 Pupil surveys are held every two years. The most recent was in 2016/17. 4,441 secondary pupils and 16,002 primary pupils took part across Edinburgh.
- 3.8 In response to questions about bullying, the results for secondary pupils were as follows:
 - 3.8.1 49% agreed that: ‘Staff are good at dealing with bullying behaviour’
 - 3.8.2 31% neither agreed nor disagreed and 20% disagreed
 - 3.8.3 81% agreed that: ‘I would know who to go to if I was being bullied’
 - 3.8.4 13% neither agreed nor disagreed and 7% disagreed
 - 3.8.5 35% agreed that: ‘There seems to be a lot of bullying in the school’
 - 3.8.6 43% neither agreed nor disagreed and 22% disagreed
- 3.9 In response to questions about bullying, the results for primary pupils were as follows:
 - 3.9.1 82% agreed that: ‘Adults in our school are good at dealing with bullying’
 - 3.9.2 19% disagreed

3.9.3 88% agreed that: 'I would know who to go to if I was being bullied'

3.9.4 12% disagreed

3.9.5 29% agreed that: 'There seems to be a lot of bullying in the school'

3.9.6 71% disagreed

3.10 Other relevant findings indicated the following:

Secondary school pupil survey:

75% of pupils agreed that: '*I feel safe in school*'

15% neither agreed nor disagreed and

10% disagreed

Primary school pupil survey:

88% of pupils agreed that: '*I feel safe in school*'

12% disagreed

3.11 Parent/carers surveys are undertaken every two years, alternating with the pupil surveys. Results for the 2017/18 survey are still being collated and will be available in April 2018.

3.12 The parent/carers survey at present has no specific questions about bullying. The pertinent statements are: "my child feels safe at school" and "my child is treated fairly at school".

Incidences of bullying and discrimination

3.13 Schools are required to collate all incidences of bullying and discrimination and submit this annually to the authority who then collate the city-wide picture.

3.14 Incidences recorded by primary schools are as follows:

Year	Bullying (non-specific)	Racist	Homo-phobic	Disability	Gender	Faith	Trans-gender	Other	Total
2008-2009	148	149	10	9	5	1	-	-	322
2009-2010	139	142	6	8	2	8	-	-	305
2010-2011	225	127	46	9	10	6	-	-	462
2011-2012	295	152	60	13	13	8	-	-	541

2012-2013	322	161	26	7	17	8	0	0	541
2013-2014	384	183	33	18	8	9	0	0	633
2014-2015	268	136	25	5	6	4	2	0	446

3.15 Incidences recorded by secondary schools are as follows:

Year	Bullying (non-specific)	Racist	Homo-phobic	Disability	Gender	Faith	Trans-gender	Other	Total
2008-2009	124	43	8	3	6	0	-	-	184
2009-2010	63	47	5	4	1	5	-	-	117
2010-2011	167	46	7	3	8	3	-	-	234
2011-2012	189	68	9	8	5	2	-	-	281
2012-2013	175	66	23	4	5	0	-	-	273
2013-2014	147	57	19	9	6	3	0	0	241
2014-2015	188	78	20	8	12	5	2	0	313

3.16 Incidences recorded by special schools are as follows:

Year	Bullying (non-specific)	Racist	Homo-phobic	Disability	Gender	Faith	Trans-gender	Other	Total
2013-2014	32	12	0	1	0	1	0	0	46
2014-2015	38	3	1	3	0	0	0	0	45

- 3.17 It is acknowledged that these figures may not be representative of the true picture as many children and young people may feel unable or unsupported to discuss bullying using the means currently available.
- 3.18 In addition to bullying, the Muslim community raised concerns about children and young people's experience of hate-crime. Issues relating to Islamophobia were described by several children and young people in a recent report by Sameena Dean.
- 3.19 The report highlighted that some children and young people felt that the processes currently in place to tackle racist incidents or hate crime were not effective. The report also raised the impact of terrorism and anti-terrorism approaches on children, with several examples of the "psychological pressures Muslim children face whilst carrying out normal day to day activities such as going to school."
- 3.20 For this reason different approaches will be taken using focus groups to elicit and explore bullying and hate crime, and the mechanisms for reporting it. This has been remitted to the forthcoming short life working group who are reviewing the current policy and procedures.

Working Group

- 3.21 This working group comprising members from schools, lifelong learning, the Third Sector and young people will review national guidance in relation to the current CEC Anti-Bullying Policy. They will agree recommendations based on prevention, identification and recording. The group will agree a plan for raising awareness of the revised policies with all school and establishment heads, and with relevant depute headteacher and subject leader networks. They will ensure that all opportunities to gather views are maximised.
- 3.22 The working group will draw on work already underway. For example, the Royal High school's piloting of the Charter Mark for Cultural Proficiency. This is in line with the Scottish Government's "Creating a Fairer Future" and the Scottish Government's "Race Equality Action Plan".
- 3.23 The group will try to source funding for earlier intervention activities and prepare a programme of activities and group work which would be bespoke to Edinburgh.
- 3.24 The group will ensure clear and explicit links are made with Child Friendly Edinburgh and Year of Young People to strengthen pupil participation, policy creation and implementation.

4. Measures of success

- 4.1 A school which is successful at dealing with anti-bullying is acknowledged to be a school which is successful at developing a positive, supportive, caring ethos.
- 4.2 Schools will be deemed to be successful

- 4.2.1 using HMI grades of 4 or higher for Quality Indicator 3.1 (Wellbeing and Inclusion).
- 4.2.2 where they have achieved Rights Respecting Schools status of bronze or above.
- 4.2.3 where they have low levels of reported bullying as per submissions to the authority.
- 4.2.4 where they have high levels of pupil satisfaction as per the Pupil Questionnaires.

5. Financial impact

- 5.1 This policy has no financial implications.

6. Risk, policy, compliance and governance impact

- 6.1 The local authority must ensure compliance with the revised guidance from Scottish Government.

7. Equalities impact

- 7.1 The guidance must ensure compliance with Equalities Act.

8. Sustainability impact

- 8.1 None.

9. Consultation and engagement

- 9.1 The revisions to the guidance will be based on significant consultation and engagement.

10. Background reading/external references

- 10.1 <http://www.gov.scot/Publications/2017/11/6766/1> (Respect for All)
- 10.2 http://www.sacc.org.uk/sacc/resources/iphobia_schools_web.pdf (Islamophobia)

Alistair Gaw

Executive Director for Communities and Families

Contact: Lorna Sweeney, Service Manager, Schools and Lifelong Learning

E-mail: lorna.sweeney@edinburgh.gov.uk | Tel: 0131 469 3138

11. Appendices

11.1 None

Education, Children & Families' Committee

10am, Tuesday, 6 March 2018

South East Improvement Collaborative

Item number	7.13
Report number	
Executive/routine	
Wards	
Council Commitments	33 and 34

Executive Summary

Scottish Government policy to improve education and life chances for all is detailed through each of the four national improvement priorities and updated annually in the National Improvement Framework (NIF).

The Education Governance: Next Steps Document proposes empowering head teachers and communities to make more localised decisions on learning and teaching, and the curriculum to meet the needs of their pupils. In addition, the document stated the intention to introduce legislation, which will place a duty on local authorities to collaborate to support schools to improve.

Collaboration currently exists between and across City of Edinburgh's neighbouring authorities. Formal arrangements such as the City Deal and informal arrangements such as curriculum leaders' collaboration reflect a commitment and positive attitude to sharing best practice to meet needs.

The South East Improvement Collaborative Plan is built on extensive collection of data, analysis of current areas of improvement, risk management and consultation with Headteachers.

South East Improvement Collaborative

1. Recommendations

- 1.1 It is recommended that the committee
 - 1.1.1 Approves the collaboration between City of Edinburgh Schools and Lifelong Learning Service to work within the South East Improvement Collaborative

2. Background

- 2.1 In July 2017, the UK and Scottish Governments and the six local authorities of Edinburgh, Fife, Borders, East Lothian, Midlothian and East Lothian announced funding of £300m to support the regional economic strategy, or City Deal, with the expected boost to jobs and skills for these authorities.
- 2.2 Skills and educational attainment is an important theme of the regional economic strategy.
- 2.3 For many years, formal and informal partnerships have existed within and across authorities in central, east and south Scotland.
- 2.4 The expansion of 1140 Hours, the Teacher Education Partnership at Moray House, One Plus Two Languages and other aspects of the curriculum have all benefited from the commitment to collaboration which has been a strong feature of Edinburgh's and its neighbouring authorities' practice.
- 2.5 The Scottish Government published its response to the education governance review in June 2017. The 'Next Steps' paper focussed on empowering head teachers and communities to make more localised decisions on learning and teaching, and the curriculum to meet the needs of their pupils. In addition, the document stated the intention to introduce legislation, which will place a duty on local authorities to collaborate to support schools to improve. This extended the opportunities for collaboration that were in existence, to bring about excellence and equity across the region.
- 2.6 Work is ongoing on a national basis to agree guiding principles for the establishment of Regional Improvement Collaboratives (RIC).

3. Main report

- 3.1 In November 2017 the C&F Committee approved the interim actions to collaborate with authorities in Borders, East Lothian, Fife and Midlothian.
- 3.2 The Integrated Regional Employability and Skills (IRES) Programme of the Edinburgh and South-East Scotland City Region Deal aims to take an integrated, collaborative approach to public investment that will give disadvantaged individuals better opportunities and skills, and will enrich the labour market. The South East Improvement Collaborative will support IRES in its work to improve life chances of the region's most disadvantaged and vulnerable young people.
- 3.3 The South East Improvement Collaborative's shared vision is:
"to improve outcomes for all learners within the context of GIRFEC, ensuring excellence and equity in our schools and increasing life chances through the skills agenda."
- 3.4 The South East Improvement Collaborative has agreed to ensure a collaborative approach that has the function to:
- Raise attainment and achievement
 - Help to deliver excellence and equity
 - Develop work related to GIRFEC and tackling attainment inequity
 - Share expertise across the Collaborative to effect change
 - Maintain local democratic accountability
 - Contribute to the growth of the regional economy
 - Contribute to relevant Edinburgh City Deal outcomes
- 3.5 The South East Improvement Collaborative Plan is based on robust analysis of available data leading to prioritisation of two areas of focus:
- 3.5.1 Improving attainment and achievement, including closing the attainment gap;
- 3.5.2 Quality Improvement in schools and early years' settings.
- 3.6 Work on these priorities is underpinned by further work to improve the implementation of GIRFEC across the Collaborative.
- 3.7 Approaches to collaborative practice in schools have been developing markedly over recent years. Headteachers are encouraged to look 'outward' and 'forward' (HGIOS4) to ensure that their planning for improvement takes account of changes in society.
- 3.8 Across any system, national or local, strengths and areas for development emerge from which collaboration can better facilitate change. Research states that this happens best when cultures value collaboration and are committed to share as well as to learn.

- 3.9 The pre-existing organic collaborations, which have documented progress in recent times, include Middle Leadership at University of Edinburgh, SEAL Maths and One Plus Two Languages.
- 3.10 To ensure that the RICs support the principle of 'bottom-up' self-improvement, the first SEIC Plan is based on an extensive survey of Headteachers and scrutiny of the current School Improvement Plans from across the system.
- 3.11 This data demonstrated that, in the current academic session, most Headteachers were planning to improve learning and teaching, with fewer planning to improve parental engagement. It also gave credence to continuing to develop areas such as expansion of 1140 hours and a strong commitment to partnership working to improve curricular areas such as mathematics.
- 3.12 The National Improvement Framework (NIF) sets clear milestones and actions for local authorities and schools. These include actions for each of the NIF drivers: assessment, leadership, teacher professionalism, parental engagement, school improvement, use of data.
- 3.13 Within this context, the Regional Improvement Collaborative will consult, identify good practice, work in partnership with Education Scotland, third sector and others, and ultimately benefit learners in the classroom.
- 3.14 Tackling bureaucracy remains a commitment and all work is being undertaken is reviewed to ensure that the Regional Improvement Collaboratives do not result in additional bureaucracy.
- 3.15 Accountability and governance will remain with each Local Authority, and current structures are being reviewed to ensure that local democratic accountability is clearly indicated in the reporting mechanisms for the work of the Schools and Lifelong Learning Service.

4. Measures of success

- 4.1 There will be various measures of short, medium and long term success embedded within each Work stream of the RIC plan.
- 4.2 Self-evaluation and HMI reports will indicate success in quality improvement and outcomes for learners.
- 4.3 SQA and CfE data will indicate successes in attainment.
- 4.4 Analysing which factors have led to improvement will be an ongoing focus for each work stream.

5. Financial impact

- 5.1 The recommendations in this report have been assessed in relation to financial impact. Further guidance and statutory requirements may impact on some of the actions as officers dedicate more time to collaborative activity

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.

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 that Headteachers' and other stakeholders' views reflect the work streams and improvement planning.

10. Background reading/external references

NIF 2018 <http://www.gov.scot/Resource/0052/00528872.pdf>

Education Governance: <http://www.gov.scot/Resource/0052/00521038.pdf>

Alistair Gaw

Executive Director for Communities and Families

Contact: Lorna Sweeney, Service Manager, Schools and Lifelong Learning

E-mail: lorna.sweeney@edinburgh.gov.uk | Tel: 0131 469 3138

11. Appendices

Appendix 1 - South East Improvement Collaborative Plan

South East Improvement Collaborative Regional Improvement Plan



Contents

1. Introduction	4
Our Vision for the South East Region	4
How we will achieve our vision	5
2. The National Context	8
Children and Young People (Scotland) Act 2014	8
Governance Review	8
The Establishment of Regional Improvement Collaboratives	8
3. Our Local Context	11
City of Edinburgh	11
East Lothian	12
Fife	13
Midlothian	14
Scottish Borders	16
4. Our Regional Improvement Plan	17
5. Current Strategic Priorities	19
6. Current School Priorities	21
7. Current Performance.....	22
Analysis Undertaken.....	22
Review of Current Outcomes – high level messages for the South East Region	22
Next Steps.....	23
8. Stakeholders' Views.....	24
The Views of Our Staff	24
The Views of Other Stakeholders	24
9. Our Planned Actions	26
Improving Attainment and Achievement, including closing the attainment gap	26
Quality Improvement in Schools and Early Years settings	26
Embedding GIRFEC in Schools and Early Years Settings.....	26
10. A Workforce Plan to Support Delivery	33
11. Risk Assessment.....	35
Risk Register for South East Improvement Collaborative.....	35
12. Implementing Our Improvement Plan	36
Managing the Implementation of the Plan.....	36
Evaluating the Impact of the Plan	37
13. Next Steps	38
Learning from Phase 1	38
Phase 2 – SEIC Plan.....	38
Appendix 1. Current strategic priorities – evidence	40

Note:

- When using the term 'school' throughout this document we are referring to schools and early learning and childcare settings.
- When using the term 'parent' throughout this document we are referring to parents and carers.

Please note:

This plan has been created at pace for this first phase in order to be completed by end of January 2018.

To fully meet the guiding principles, as outlined in the steering group paper, further work is required in phase 2 to ensure that we clearly add value across our 5 local authorities and allow for both regional and local accountability for outcomes.

The SEIC plan is an iterative plan that currently takes account of existing legislation and guidance. The SEIC plan will evolve according to further analysis of data, plans, staff views and the views of partners and any further agreed guidance or legislation.

1. Introduction

Our Vision for the South East Region

The South East Improvement Collaborative is the term being used to describe the collaboration between City of Edinburgh, East Lothian, Fife, Midlothian and Scottish Borders to improve schools, early learning settings and other services for children and young people.

Geographically, the South East of Scotland is a large and diverse area. Overall, the geography of the South East Region broadly resembles that of Scotland as a whole, with similar proportions living in rural areas, small towns and urban areas.

However, there are significant variations within the region, as the table below shows.



Local Authority	Rural areas <i>settlements of <1,000 people</i>	Small towns etc <i>settlements of 1,000-10,000</i>	Urban areas <i>settlements of >10,000 people</i>
East Lothian	11.0%	35.2%	53.7%
Edinburgh (City of)	0.4%	0.0%	99.6%
Fife	7.1%	21.3%	71.6%
Midlothian	7.0%	3.3%	89.7%
Scottish Borders	32.2%	40.0%	27.8%
SEIC	7.2%	14.2%	78.7%
Scotland	10.8%	14.3%	74.9%

The labour market in South East Scotland shows a similar degree of variety. Although the region as a whole enjoys lower unemployment than the national average, there are communities within the region that face significant problems of high and persistent concentrations of worklessness and unemployment. These issues are a particular challenge for the regions most disadvantaged and vulnerable individuals, for whom access to good jobs is effectively closed off.

The region's low supply and high demand labour market is also driving growing skill shortages that could have a significant and adverse impact on the regional economy, if unaddressed.

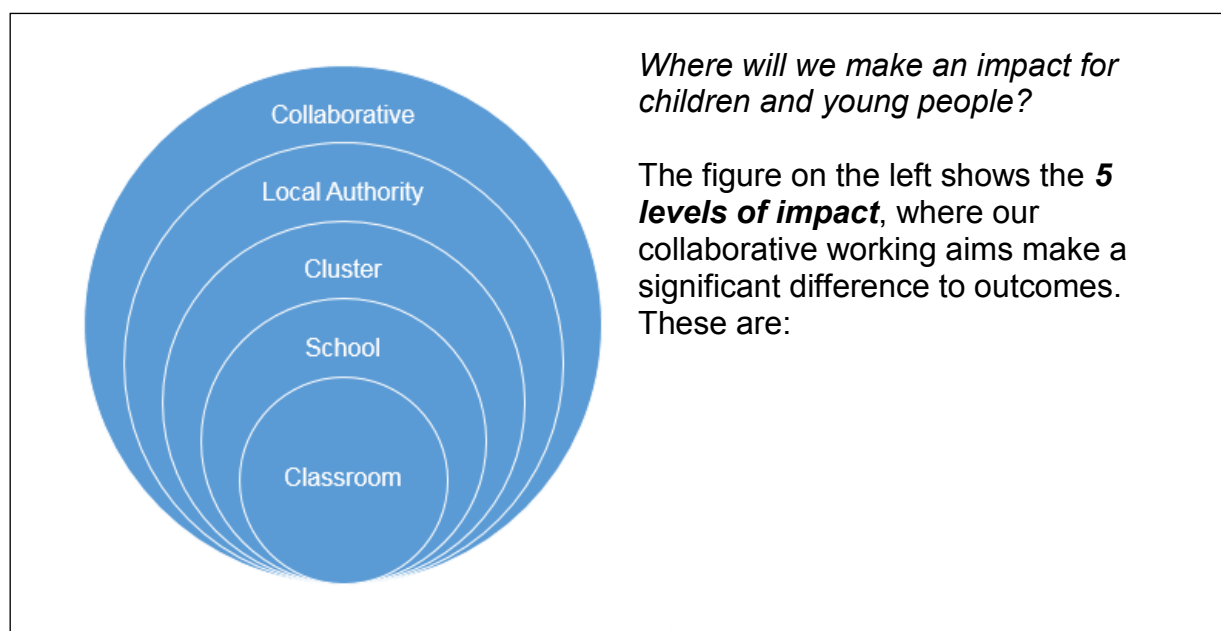
There is need to take a more integrated and collaborative approach to public investment that will give disadvantaged individuals better career prospects and real power in the labour market, while helping businesses to find talented workers more easily and have the desire and confidence to invest in them over the long term. The Integrated Regional Employability and Skills (IRES) Programme of the Edinburgh and South-East Scotland City Region Deal aims to address both of these challenges by supporting work across the private, public and third sectors to enhance opportunities for the region's most disadvantaged communities and vulnerable individuals. The South East Improvement Collaborative will support IRES in its work to improve life chances of the region's most disadvantaged and vulnerable young people.

By working collaboratively, the partners within the South East Improvement Collaborative, will achieve ***our shared vision:***

“to improve outcomes for all learners within the context of GIRFEC, ensuring excellence and equity in our schools and increasing life chances through the skills agenda.”

How we will achieve our vision

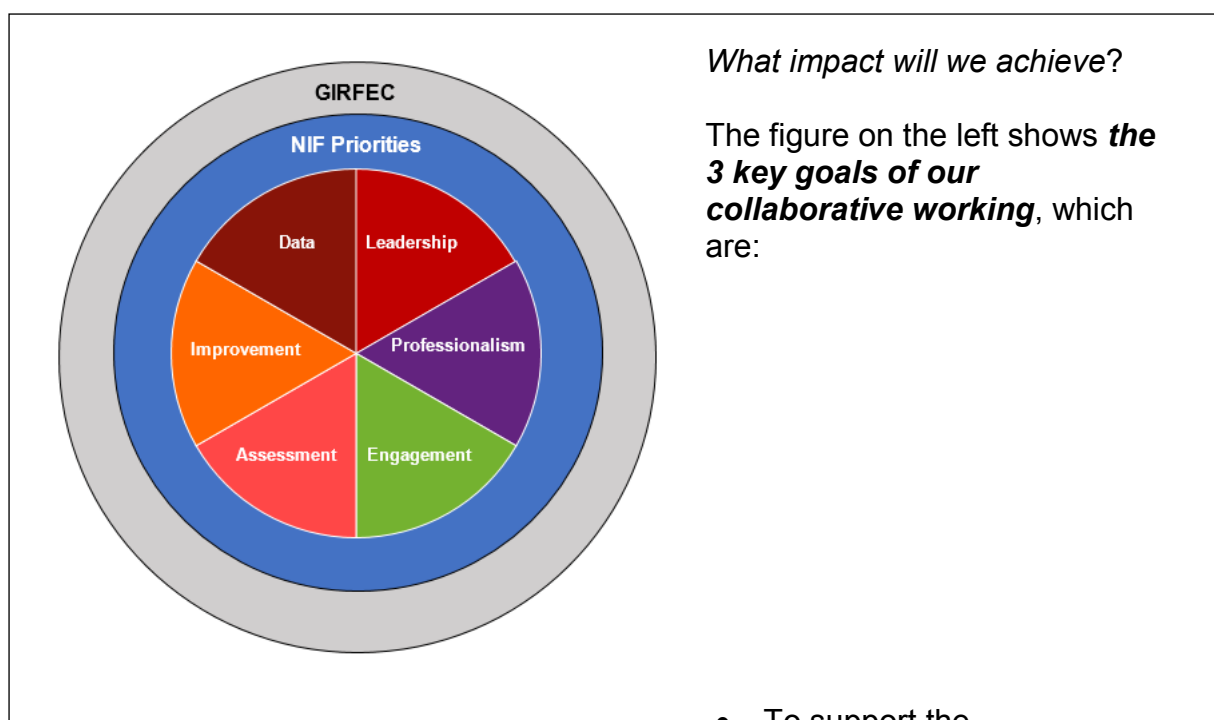
As a South East Improvement Collaborative we see our work taking account of how we improve outcomes and close the attainment gap by looking at how we can add value and have impact at 5 levels.



- At classroom level.
- At school level.
- At cluster level.

- At local authority level.
- At the level of the Regional Improvement Collaborative itself.

The South East Improvement Collaborative Plan is built on the National Improvement Framework set firmly in the context of GIRFEC.



- To support the implementation of *GIRFEC*.
- To deliver the National Improvement Framework Priority Outcomes (i.e. the *Key Priorities of the NIF*).
- To develop the six *Drivers for Improvement* of schools and local authorities within the Collaborative.

The South East Improvement Collaborative is a new grouping and is committed to getting to know each other's contexts through a thorough analysis of our data and through building trusting and respectful relationships as we develop our vision and focus going forward.

This South East Improvement Collaborative Plan outlines how we have started to develop our shared vision and agreed activities in phase 1. The plan also provides an overview of work to be undertaken in phase 2 – during which further analysis will be undertaken to inform a review of the Collaborative's Improvement Plan, with more specific actions and SMART measures to track the Collaborative's progress in improving outcomes.

Our plan has a focus on the key areas that we have identified from our initial analysis of Children's Services Plans, local authority education plans, school plans, a data set built on the National Improvement Framework outcomes and what our staff are telling us.

The two areas of our focus are described as:

1. Improving attainment and achievement, including closing the attainment gap;
2. Quality Improvement in schools and early years' settings.

Both are set within the context of GIRFEC.

2. The National Context

Children and Young People (Scotland) Act 2014

The Children and Young People (Scotland) Act 2014 is a key part of the Scottish Government's strategy for making Scotland the best place to grow up. It is underpinned by the Scottish Government's continued commitment to the UN Convention on the Rights of the Child and the GIRFEC approach.

The Act aims to ensure that the planning and delivery of services is: integrated across partners; focused on securing quality and value; based on a preventative approach; and dedicated to promoting, supporting and safeguarding children's wellbeing. In order to achieve this, the Children and Young People (Scotland) Act 2014 requires:

- The publication of a three-year strategic Children's Services Plan in each area of Scotland, in April 2017, setting out how outcomes are to be improved for children and young people.
- The publication of an annual report on progress towards improving outcomes for children and young people, achieved through delivery of the Children's Services Plan.
- The publication of a report every three years to describe the steps taken to better secure, or give further effect to, rights of children and young people.

Governance Review

In June 2017 the Deputy First Minister, John Swinney, announced how the Scottish Government intends to take forward its review of Education Governance. The Next Steps paper has a clear message that headteachers and teachers should have more power over decisions on learning and teaching, staff selection and management structures. The Next Steps paper also outlined a move towards Regional Improvement Collaboratives, comprised of local authority staff from the regional grouping and staff from Education Scotland.

The Establishment of Regional Improvement Collaboratives

The idea of the Regional Improvement Collaborative was first introduced in the Education Governance: Next Steps document published in June 2017. More detail was provided in the steering group paper Education Governance: Improvement Collaboratives agreed by COSLA, SOLACE, ADES and the Scottish Government on the functions to be undertaken by each Improvement Collaborative.

Six Regional Improvement Collaboratives have been established across Scotland. Our Regional Improvement Collaborative covers City of Edinburgh, East Lothian, Fife, Midlothian and Scottish Borders. The functions of the Regional Improvement Collaborative must support and directly contribute to nationally and locally identified priorities with the overall objective of empowering our teachers, parents, partners and communities to deliver excellence and equity for all our children and young people.

The Regional Improvement Collaborative is expected to provide excellent educational improvement support for headteachers, teachers and practitioners drawing on Education Scotland staff, local authority staff and partners. It is also expected to provide a coherent focus for all partners across the region through a Regional Collaborative Improvement Plan, aligned to the National Improvement Framework. The Regional Improvement Collaborative will facilitate collaborative working across the region, including sharing best practice, supporting collaborative networks and pursuing partnership approaches.

A plan to describe the work of the Regional Improvement Collaborative will take account of the following functions over time;

- reflect the full range of functions agreed by the Local Government/Scottish Government Steering Group;
- be based on a detailed analysis of all available evidence on educational performance within the region;
- draw on data and information from other key sources such as health, justice and local community planning information;
- make clear how schools will access the support for improvement they require;
- make clear to headteachers what is being provided by the RIC, what is being provided by their individual local authority, and where to go for specialist advice;
- support continuous improvement in curriculum design and development, including literacy and numeracy and other national priorities, such as STEM, 1 + 2 languages, DYW and the Learner Journey;
- be underpinned by a clearly understood approach to improvement/theory of change/change model;
- include clear information about how the RIC will go about measuring progress/the impact of the plan;
- be designed in a 'bottom-up' manner, based on the needs and improvement priorities of schools;
- outline clearly how key partners such as parents, communities, third sector and young people have contributed to the development of the plan;
- include how priorities will be delivered and outline the professional learning offer from the collaborative;
- include subject specific support and advice across all eight curriculum areas, for example through networks of teachers.

The initial Regional Improvement Plans are to be developed by 30 January 2018 and should set out regional priorities for improvement. These regional priorities will be informed by existing school and local authority priorities as well as the National Improvement Framework. In the first phase of the plan there should also be an indication of how the Regional Improvement Collaborative will take forward work to develop the plan further through additional analysis, consultation and engagement. A further iteration of the Regional Improvement Plan will be produced by Autumn 2018.

The consultation on the forthcoming Education Bill may require amendments to the plan in the future but due to being in the consultation phase has not been considered in the current SEIC Plan.

3. Our Local Context

City of Edinburgh



Geography

- Population: 498,810 (9.3% of Scotland)
- Area: 102 square miles

Social Context

- Poverty: 17.0% of children living in poverty (17th highest level in Scotland)
- SIMD: 20.5% of school pupils live in SIMD deciles 1 & 2
- FMR P4-P7: 13.1% (19th highest rate in Scotland)
- FMR Secondary: 10.2% (20th highest rate in Scotland)

Early Learning & Childcare

- 8,895 Funded registrations for ELC

Schools

- Pupils: 49,637 (7% of Scotland)
- Schools: 123 schools
- Teachers: 3,281 (6% of Scotland)

City of Edinburgh is one of the fastest growing local authorities in the UK with a rate of population growth exceeding 12% over the last 10 years which is more than double the national rate.

Driven by a birth rate and increased investment in housing, one of the main contributors to this growth has been a child (0-15) population which has expanded by 11.4% since 2006. This has attributed to increased demand for Early Years provision and school places across the city.

The local authority maintains a unique partnership with the large number of independent sector where almost a quarter of young people of secondary age attend independent schools. However, there remains significant pressure on the Secondary sector with the 12-17 aged population projected to grow by around 23% by 2024. With one dedicated Gaelic primary school in the city already popularity for GME at both primary and secondary levels continues to increase.

Although Edinburgh attracts significant investment and is home to the most successful and vibrant economy in Scotland, the map of poverty demonstrates 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. Some 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 pockets of poverty and deprivation are as severe as those recorded in any part of Scotland.

Geography

- Population: 103,050 (1.9% of Scotland)
- Area: 262.2 square miles

Social context

- Poverty: 14.1% of children living in poverty (22nd highest in Scotland)
- SIMD: 4.1% of school pupils live in SIMD deciles 1 & 2
- FMR P4-P7: 9.9% (25th highest rate in Scotland)
- FMR Secondary: 8.1% (25th highest rate in Scotland)

Early Learning & Childcare

- 1,885 Funded registrations for ELC

Schools

- Pupils: 14,104 pupils (2% of Scotland)
- Schools: 41 schools
- Teachers: 935 (2% of Scotland)

East Lothian is the 21st largest area out of Scotland's 32 local authorities in terms of population. Western areas of East Lothian tend to have a higher proportion of 0-15 year olds. Rural and coastal areas are more likely to include a higher proportion of pensionable age. East Lothian's population is projected to grow by about 1% a year over the next 20 years from just over 100,000 to over 125,000 by 2037. Significant growth is projected across all age groups but particularly among children and older people: the 0-16 year age group is projected to grow by almost a third.

The SIMD data shows the persistently high levels of income related benefits in parts of East Lothian but does not show the full picture of the impact of the recession and changes to welfare benefits over the last six years. *Reducing inequalities within and across our communities* continues to be the overarching objective of the Council's Plan.

East Lothian is divided into 6 clusters each with a secondary school and varying numbers of associated primary schools. In total there are 6 secondary schools and 35 primary schools. Specialist provision in enhanced learning centres is provided within 5 mainstream primary schools and 3 mainstream secondary schools.

Overall, there is high level out-commuting to employment and lower local jobs density. A higher proportion of the population is employed in professional and managerial occupations than the Scottish average.

Key facts

- Population: 368,080 (6.9% of Scotland)
- Area: 512 square miles

Social Context

- Poverty: 19.8% of children living in poverty (9th highest in Scotland)
- SIMD: 22.6% of school pupils live in SIMD deciles 1 & 2
- FMR P4-P7: 20.7% (7th highest rate in Scotland)
- FMR Secondary: 17% (7th highest rate in Scotland)

Early Learning & Childcare

- 6,866 Funded registrations for ELC

Schools

- Pupils: 49,155 (7% of Scotland)
- Schools: 162 schools
- Teachers: 3,498 (7% of Scotland)

Fife's population is distributed through a diverse range of communities and – in terms of its mix of urban areas, small towns and rural areas – Fife broadly resembles Scotland as a whole.

Beyond the major towns of Kirkcaldy, Dunfermline, and Glenrothes there are rural communities founded on agriculture and settlements in former mining areas. The range of coastal communities owe their existence to tourism or, to a lesser degree now, fishing. While Glenrothes is an established product of the “New Town” approach, St Andrew's is one of Scotland's oldest settlements underpinned by an ancient University.

Fife has 18 clusters, each with a high school and a number of associated primary schools (16 non-denominational and 2 Roman Catholic). There are 5 special schools in Fife and a range of Fife-wide services for the most vulnerable and those with significant support needs, including: the Pupil Support Service (supporting vulnerable young people) and the Supporting Learners Service (for those with additional support needs).

Across a range of measures, child poverty is relatively high in Fife compared with the national average and has been generally increasing over recent years.

The Education and Children's Services Directorate in Fife comprises early learning and childcare, primary schools, secondary schools, special schools, Supporting Learners Service, Pupil Support Service, Educational Psychology Service, Out of School provision, Children and Families Social Work and Criminal Justice.

Midlothian



Geography

- Population: 88,610 (1.6% of Scotland)
- Area: 136.6 square miles

Social Context

- Poverty: 18.7% of children living in poverty (12th highest in Scotland)
- SIMD: 10.9% of school pupils live in SIMD deciles 1 & 2
- FMR P4-P7: 16.2% (16th highest rate in Scotland)
- FMR Secondary: 12.9% (13th highest rate in Scotland)

Early Learning & Childcare

- 2,040 Funded registrations for ELC

Schools

- Pupils: 12,378 (2% of Scotland)
- Schools: 40 schools
- Teachers: 892 (2% of Scotland)

Midlothian, covering an area to the south of the City of Edinburgh bounded by the Pentland hills on one side and the Moorfoot hills on the other, bisected by the valleys of the north and South Esk rivers which join at Dalkeith before flowing into the Forth Estuary. Midlothian's population (2017) is 88,610, an increase of 5,423 on the Census 2011 estimate of 83,187. Midlothian's population is growing very rapidly. The most recent population projection predicts a population of 99,090 by 2027 but planned housing development means this is likely to be an underestimate. Midlothian's current population can be characterised by a population swell between the ages of 30 and 59 and the 0-15 year age bands. The area was formerly the home of heavy industries, chiefly mills and mines, but has experienced significant redevelopment in the past 30 years to become an attractive rural setting for small commuter towns serving the City of Edinburgh, and home to major innovation centres of animal science and biotechnology at the Midlothian Science Zone adjacent to Penicuik, food manufacturing excellence at the Bilston Glen industrial park, including McSween's haggis makers and Stewarts Brewers. Tourism centres have developed at the National mining museum of Scotland in Newtongrange, Roslin Chapel, Penicuik and Arniston Houses. Situated on the City bypass and with a new railway line crossing the east of the County, the area has rapid transport links to nearby Edinburgh Airport, Rosyth ferry port and main trunk routes south to England along the A1, A7, A68 and A702.

For catchment purposes, Midlothian is divided into 6 learning communities each with a secondary school and varying numbers of associated primary schools. In total there are 6 secondary schools, 32 primary schools and 1 special school. There are 7 Roman Catholic primary schools and 1 Roman Catholic secondary school. The Education service manages early learning and childcare, primary schools, secondary schools, special schools, Additional Support Needs, After School Provision,

Educational Psychology Service, Arts and Culture, Digital Learning, Lifelong Learning and Employability and the Resources service.

Geography

- Population: 114,030 (2.1% of Scotland)
- Area: 1,827 square miles

Social context

- Poverty: 14.4% children living in poverty (19th highest in Scotland)
- SIMD: 7.4% of school pupils live in SIMD deciles 1 & 2
- FMR P4-P7: 11.9% (23rd highest rate in Scotland)
- FMR Secondary: 10.2% (20th highest rate in Scotland)

Early Learning & Childcare

- 1,926 Funded registrations for ELC

Schools

- Pupils: 14,563 (2% of Scotland)
- Schools: 72 schools
- Teachers: 1,055 (2% of Scotland)

Scottish Borders is a rural local authority where 30% of the population lives in settlements of under 500 people or in isolated hamlets. The largest town is Hawick followed by Galashiels. The only other towns with a population of over 5,000 people are Peebles, Kelso and Selkirk. Almost half the population in Scottish Borders have been resident in their locality for over 10 years, which is higher than the Scottish average.

For catchment purposes, Scottish Borders is divided into 9 clusters each with a secondary school and varying numbers of associated primary schools. In total there are 9 secondary schools and 64 primary schools. There are 4 Roman Catholic schools situated in Peebles, Galashiels, Selkirk and Hawick. There is a primary and secondary Inclusion and Wellbeing Service and 1 special primary school which is designed to cater for children with autism. In addition there are 4 primary and 4 secondary enhanced provisions which meet the needs of young people with severe and complex additional needs. These provisions cover all areas of Scottish Borders.

Despite interventions by partners since the Scottish Index of Multiple Deprivation (SIMD) was first published, the same areas within the Scottish Borders are still showing as some of the most deprived in Scotland.

Overall there is a well-educated and skilled workforce in the Scottish Borders with a lower proportion of people of working age with low or no qualifications compared to Scotland.

4. Our Regional Improvement Plan

As the South East Improvement Collaborative we have agreed to ensure a collaborative approach that has the function to:

- Raise attainment and achievement
- Help to deliver excellence and equity
- Develop work related to GIRFEC and tackling attainment inequity
- Share expertise across the Collaborative to effect change
- Maintain local democratic accountability
- Contribute to the growth of the regional economy
- Contribute to relevant Edinburgh City Deal outcomes

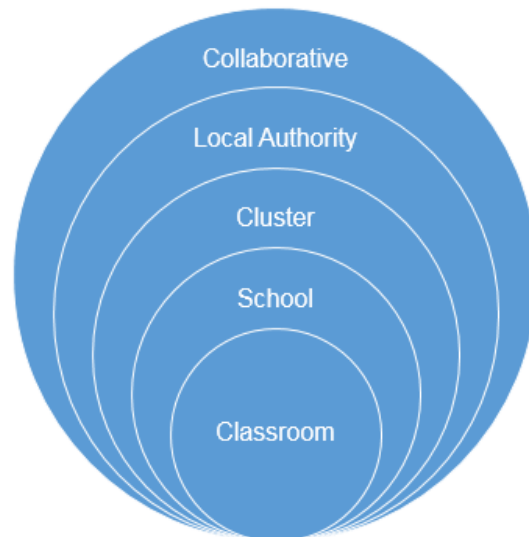
The South East Improvement Collaborative Plan is based on robust analysis of available data leading to prioritisation of our initial two areas of focus:

1. Improving attainment and achievement, including closing the attainment gap;
2. Quality Improvement in schools and early years' settings.

Work on these priorities is underpinned by further work to improve the implementation of GIRFEC across the Collaborative.

The South East Improvement Collaborative Improvement Plan has been informed by evidence from across *the 5 levels of impact*, including:

- Current *local authority* strategic priorities for improvement (as described section 5).
- Current priorities for *schools* and *clusters* across the collaborative region (as described in section 6).
- A review of the current performance of *schools* and *local authorities* within the region and of the *collaborative* itself (as described in section 7).
- The views of *classroom* stakeholders, including staff, children and young people (as described in section 8).



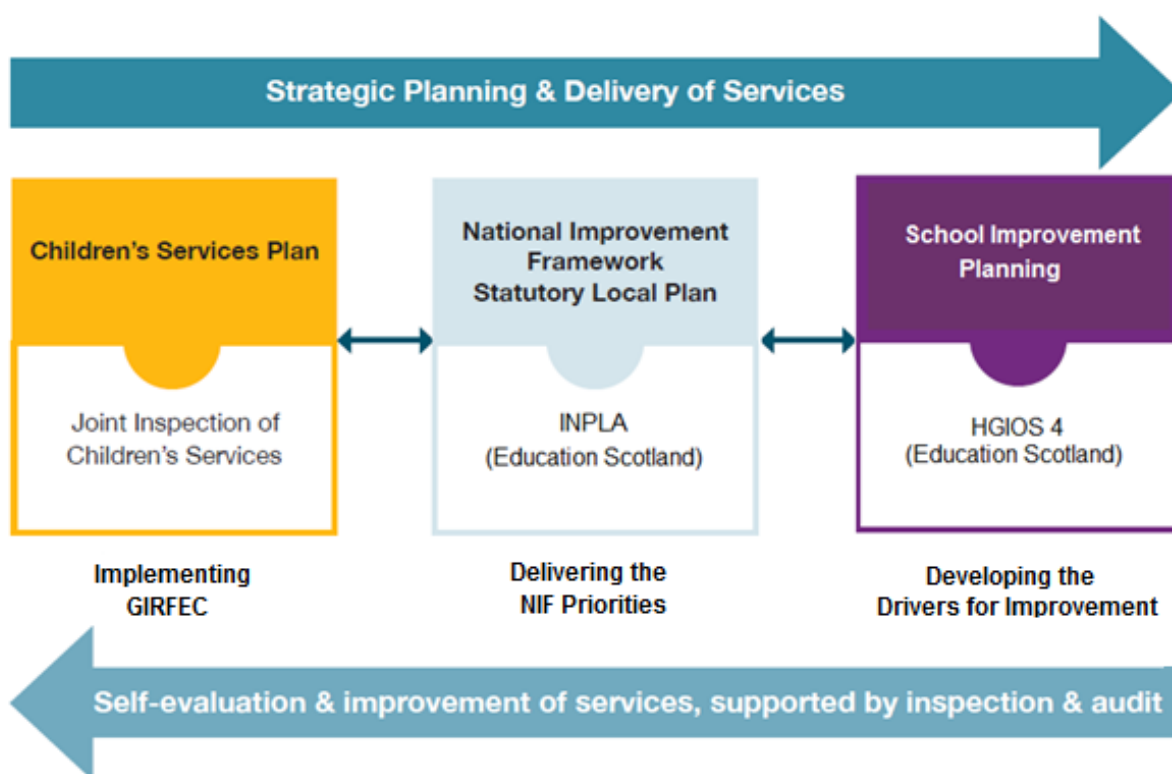
This initial plan outlines:

- The actions that will be taken in the first phase of our plan (section 9).
- A workforce plan for delivering phase 1 and developing phase 2 of our collaborative workplan (section 10).
- The risk assessment that we have undertaken in developing the plan (section 11).
- How we will manage the implementation of the Regional Improvement Plan and how we will evaluate its impact (section 12).

The plan also details how we will undertake additional analysis and consultation to develop a further iteration of our plan by Autumn 2018 (as described in section 13).

This Regional Improvement Plan will help the South East Improvement Collaborative to improve outcomes for children, young people and families. It will also fulfil a range of duties and legislative responsibilities, including:

- Leading local authority contributions to the implementation of GIRFEC and the delivery of Children's Services Plans.
- Delivering the National Improvement Framework, to help ensure a continued improvement in attainment and a further closing of the attainment gap.
- Supporting local systems for school improvement planning.
- Enabling the ongoing self-evaluation and improvement of schools and wider children's services, supported by inspection by Education Scotland and other national agencies and scrutiny bodies.



5. Current Strategic Priorities

An analysis has been undertaken of the key strategic priorities (appendix 1) within each of the strategic plans for education of the five local authorities within the South East Region. The analysis was done under the key headings from the National Improvement Framework – equity, literacy and numeracy, wellbeing and employability. The analysis showed a high level of synergy across a number of key topic areas, but also highlighted a number of areas that are a particular focus across the 5 local authorities at this time.

In terms of the national priority outcomes, aspects of the following were identified by all five authorities as a focus for improvement:

- Improving attainment, including literacy and numeracy
- Closing the attainment gap
- Improving employability and delivering the *Developing the Young Workforce* agenda.

Whilst there was a strong focus on Health and Wellbeing, generally, there was a particular focus on Mental Health and Emotional Wellbeing in each of the five authorities.

All of the five authorities also placed a strong emphasis on:

- Embedding GIRFEC approaches.

- The role of family engagement and support for parenting skills, to enable successful prevention and early intervention.
- Improving outcomes for our most vulnerable children and those with the most significant needs (including Looked After Children, those on the child protection register and those with significant Additional Support Needs).

In terms of the key drivers for improvement, there was a strong focus across the five authorities on the importance of effective self-evaluation and evidence-based approaches to improvement. This was supported by a strong focus, generally, on the effective use of data to support improvement and the importance of leadership.

The analysis has allowed us to explore the further analysis of data relating to the areas identified. This has helped to identify and confirm the focus for our initial workstreams (as described in section 9) and other collaborative activity across the South East Alliance.

It also gives us an opportunity to explore work in phase 2 that would allow identification of evidence based best practice to share across the South East Improvement Collaborative.

6. Current School Priorities

Work has been undertaken to identify the current key priorities of schools across the South East Region, as identified within current School Improvement Plans and by headteachers at engagement events. The figure and table below show the results of schools' key priorities.

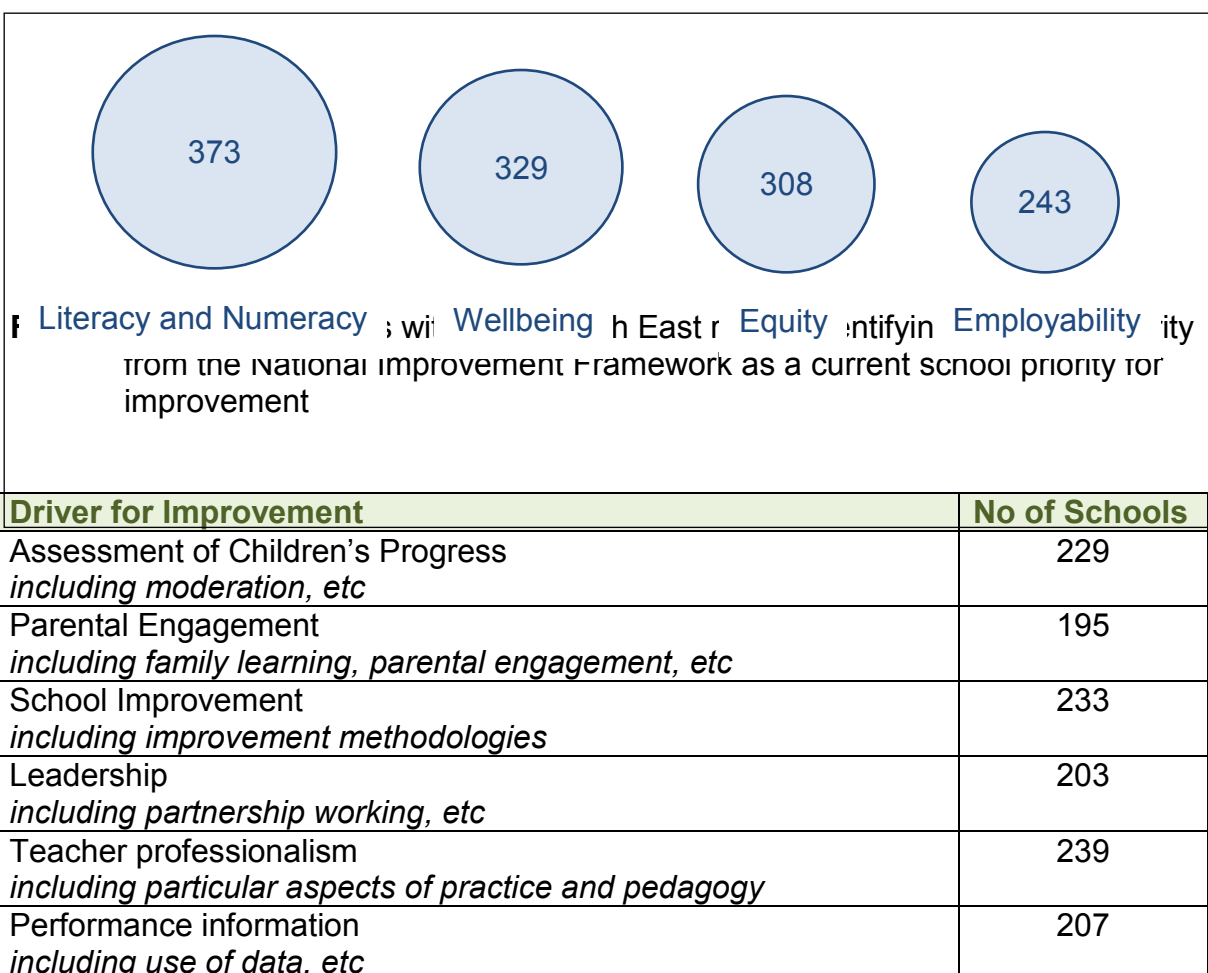


Table. Number of schools within the South East region identifying each Driver of Improvement as a current school priority for improvement

Schools across the South East region have a range of improvement priorities, covering all of the key priorities and drivers for improvement within the National Improvement Framework.

In phase 2 of the South East Improvement Collaborative plan it is our intention to take account of schools' new priorities for 2018/19.

7. Current Performance

Analysis Undertaken

An initial review of current performance within the South East Improvement Collaborative has been undertaken during the preparation of the initial Improvement Plan, as part of the work within the Data and Analysis workstream.

This workstream has looked at data for schools within the collaborative, the five SEIC local authorities and the collaborative itself. Where appropriate, outcomes have been benchmarked against national performance, performance across all 32 local authorities in Scotland and the virtual comparator (for senior phase outcomes).

The analysis has included a review of data across a wide range of outcomes for children and young people, including:

- Participation of young people aged 16-19 years old
- Positive destinations from school
- SQA and other attainment of school leavers, including literacy, numeracy and measures of wider attainment
- Achievement of CfE levels for reading, writing, listening & talking and numeracy across the Broad General Education
- Early years outcomes (27 – 30 month review)
- Other measures of wellbeing, including P1 healthy weight
- Attendance, absence and exclusion

The measures that have been reviewed provide an overview of outcomes against the *key priorities* within the National Improvement Framework. In addition, analysis has been undertaken of available data for the *drivers of improvement* – in particular:

- Outcomes from school inspections for 2016-17

Review of Current Outcomes – high level messages for the South East Region

School leavers

- The proportion of school leavers entering a positive destination on leaving school is similar in the SEIC region to the rest of Scotland.
- A key challenge for the Collaborative is to understand and support the skills base needed by the regional economy. This is a key element of the City Deal.

Senior phase attainment

- The attainment of the highest attaining school leavers is relatively strong. This is reflected in the relatively strong performance in Advanced Highers of all SEIC authorities, in comparison with the rest of Scotland.
- The attainment of middle to lower attaining school leavers shows a more varied picture. A lower proportion of school leavers have achieved awards at SCQF levels 5 and 6 or better than in the rest of Scotland. Outcomes for literacy and (particularly) numeracy at SCQF level 5 are also, generally, an area for improvement for SEIC local authorities.

- Outcomes for the lowest attaining pupils are broadly in line with the rest of Scotland. The proportion of school leavers achieving awards at SCQF level 4 or better is broadly similar to the rest of Scotland. Outcomes for literacy and numeracy at SCQF 4 are also broadly similar to the rest of Scotland.

Attainment in the Broad General Education

- Data published on Achievement of Curriculum for Excellence (CfE) levels in Scotland are classified as experimental statistics. This reflects the fact that support for moderation of a common national standard (e.g. the introduction of a Scottish National Standardised Assessment) is still developing.
- Further work will be undertaken within the Data and Analysis workstream to develop the potential of cross-collaborative data to support improved moderation across the region.

Early Years

- Generally, the proportion of children within the SEIC region receiving a 27-30 month review is slightly lower than in the rest of Scotland. Across the region there are high levels of concerns for speech, language and communication, relative to the rest of Scotland.

Attendance

- Levels of attendance across the Collaborative region as a whole are broadly in line with those seen nationally. However, there is significant variation in attendance across the region.

Next Steps

Analysis of available data on current performance within the South East region is continuing within the Data and Analysis workstream. Work during phase 2 will focus on:

- Validating the key strengths and areas for improvement within the region – at regional, local authority and school levels.
- Identifying the key cohorts within the region for which outcomes particularly need improved.
- Assuring the quality of data available (particularly at school level).
- Investigating the potential of additional, local data sources (e.g. local authority stakeholder surveys of children and young people, parents and staff and local data on aspects of wellbeing)
- Agreeing an appropriate range of high-level measures to provide a strategic overview of the Collaborative's progress in achieving excellence and equity for the region's schools and early learning and childcare settings.
- Developing a performance pack, to support Collaborative leadership groups in better understanding current performance and improvement trends across the region.
- A baseline of measures for each of the workstreams will be developed to identify success and inform further planning.

8. Stakeholders' Views

The Views of Our Staff

A staff survey has been undertaken across the Collaborative to help establish staff views on:

- The support that schools require in order to secure improved outcomes for children and young people;
- SEIC's proposed approach to supporting schools across the Collaborative region in their improvement journey.

The survey was made available to all school and support staff and was conducted via Survey Monkey during December 2017. In total, more than 1,300 responses were received from across the five Collaborative authorities.

The results of the survey suggest that:

- The Collaborative's schools have development needs across a broad range of curricular areas and aspects of professional learning.
- There is a significant demand for support in the curricular areas of health and wellbeing, numeracy, literacy, sciences and technology.
- The workstreams proposed as a priority for initial action by SEIC (as described in section 7) are appropriate.
- Schools recognise the importance of, and value, an approach that reflects the wider principles of GIRFEC. They would be strongly supportive of an approach that incorporates a focus on the early years, family engagement and inclusion.
- Responses would indicate a request from schools for support to improve work relating to individual child level needs in the classroom setting.

The 5 local authorities involved in the South East Improvement Collaborative each establish feedback from staff as part of their established planning processes. This feedback comes from a range of formal and informal sources (e.g. staff surveys, consultations, regular meetings with key staff groups, etc). This feedback has been used to inform the development of the local strategic plans and priorities described in section 4.

The strategic priorities identified through this local planning process (as outlined in appendix 1) are also in line with the survey feedback, as summarised above.

The Views of Other Stakeholders

Each of the 5 local authorities who are partners in SEIC already gather feedback from a range of other stakeholders, including:

- *Parents and carers.* Feedback is gathered through a range of formal and informal sources (including parent surveys, consultations, etc). Evidence on the views of parents and carers is also available from the questionnaires gathered by Education Scotland as part of their school inspection process.

- *Children and Young People*. Again, feedback is gathered through a range of formal and informal sources (including pupil surveys, forums, consultations, etc). Evidence on the views of children and young people is also available from the questionnaires gathered by Education Scotland as part of their school inspection process. In addition, children's services partnerships for each area gather a range of evidence about the views of children and young people as part of the statutory planning process for children's services.
- *Children's services partners*. Each children's services partnership supports approaches to joint working, including feedback on the development of strategic plans by individual partners.

These sources of feedback have informed the development of the local strategic priorities identified in appendix 1, which have been used to help shape this initial action plan.

A more detailed analysis of the feedback from these stakeholders will be undertaken during phase 2 of the action plan. This will help to inform an updated version of the Collaborative's action plan.

Work will also be undertaken to scope the approaches needed by SEIC to gather feedback from all key stakeholders over the medium to long term.

9. Our Planned Actions

The Action Plan is structured in line with the National Improvement Framework with 2 key themes identified:

- Improving Attainment and Achievement, including closing the attainment gap – supporting a focus on **Key Priorities within the National Improvement Framework**
- Quality Improvement in Schools and Early Years settings – supporting a focus on the six **Drivers for improvement**

Work that had already begun to support the embedding of GIRFEC across the Regional Improvement Collaborative will be included in phase 2 of the plan.

Improving Attainment and Achievement, including closing the attainment gap

Two initial workstreams have been identified within this key theme. They are:

- *Mathematics and Numeracy*
- *Using the Pupil Equity Fund to close the attainment gap*

Quality Improvement in Schools and Early Years settings

Three initial workstreams have been identified within this key theme. They are:

- *Quality Improvement Approaches*
- *Data and Analysis*
- *Professional Learning / Leadership*

Embedding GIRFEC in Schools and Early Years Settings

Two further workstreams have already been developed, to support the embedding of GIRFEC. They are:

- *Early Learning and Childcare*
- *Additional Support Needs*

The following pages provide an overview of these seven initial workstreams, including a summary of:

- The **context**: why this workstream has been identified as an initial priority for working across the Collaborative, including the objectives of the work involved.
- The **aims** of the work: the expected outcomes from the workstream, including measures of success.
- The **actions** planned: a summary of key activity planned over the short, medium and longer term, with timescales for progressing this work.
- The **measures of success**: how the impact of the work will be identified and evaluated.

Key theme: Improving Attainment and Achievement, including closing the attainment gap
Workstream: Mathematics and Numeracy

Context

Improvement in attainment in numeracy is a key priority in the National Improvement Framework. All 5 collaborative authorities have identified raising attainment in numeracy within their local service plans and have a history of working collaboratively on Mathematics and Numeracy through the national numeracy hub, shared staff development opportunities and work on moderation through the QAMSO network. There is scope to build on this practice with a strategic focus through the collaborative on strategies to address the attainment gap, improving attainment for school leavers and building capacity through staff development and moderation.

Aims

- To raise attainment in mathematics and numeracy 3-18.
- To promote packages for achievement in numeracy to ensure meaningful qualifications for all and to improve attainment in numeracy for school leavers.
- Continue to improve pedagogical approaches to mathematics and numeracy through increased access to high quality staff development across all 5 LAs, building capacity and ensuring greater consistency.
- Build confidence and expertise in assessment and moderation of mathematics.
- To share and develop targeted strategies to support schools to address the poverty related attainment gap.

Actions

Short term (February – June)

- Identify leads from each authority to develop a network of practitioners to promote and support best practice in improving attainment in numeracy for school leavers
- Share professional learning materials on National Numeracy & Mathematics Hub tile for SERC.
- Identify representatives from each authority to meet to share practice in moderation and to take forward this aspect of the workstream.
- Work with the data and analysis SEIC workstream and individual LA MIS teams to share identified gaps within and across LAs in relation to numeracy and mathematics.
- Identify good practice where schools and LAs are successfully closing the gap.

Medium term (during 2018-19)

- Identify and share effective practice in delivering courses and tracking pupil progress.
- Share/create resources and training as required, including online materials.
- Build opportunities for shared staff development opportunities into collegiate calendars.
- Moderation of assessment evidence from each authority/all levels of numeracy and of mathematics.
- Develop and share materials for moderation through the development of a support pack for each authority
- Plan and develop shared approaches to targeted support with a focus on closing the attainment gap.

Longer term (2018-19 onwards)

- Analyse data to track progress and identify improvements and areas for further development.
- Evaluate the effectiveness of staff development approaches
- Continue to review and develop shared moderation opportunities
- Use learning to continue to plan and develop approaches 2019-20.
- Looking at ways to promote teaching of mathematics as positive career pathway.

Measures of success

- Increase in mathematics attainment
- Closing of the gap in numeracy

Key theme: Improving Attainment and Achievement, including closing the attainment gap
Workstream: Improve the outcomes for children living in poverty

Context

Nationally and locally, there is a much greater understanding of the impact of poverty on attainment.

The introduction of the Pupil Equity Fund has been largely successful in raising awareness across the profession of the need to target resources to improve outcomes for children in poverty.

The use of data to target and measure the effectiveness of interventions is developing very well, particularly in those schools which have experience of the SAC (PEF Roundtable Discussion).

There is significant research available to support staff on which interventions are most appropriate.

While schools are creative about how best to deploy funds and resources, support for headteachers is essential to ensure that their capacity is maximised, not diminished.

Aims

- To provide clear strategic guidance for headteachers on ensuring equity and raising attainment for all, in line with national frameworks and improvement advice.
- To develop professional learning opportunities on the use of QI 3.1 to determine the impact in each school on chosen cohort.
- To share good practice of effective strategies and the way we measure impact.

Actions

Short term (February – June)

- Draft Action Plan & KPIs to develop Equity Theme: Families and Communities
- Identification schools/projects demonstrating impact in delivery of service/intervention to enhance approaches to family learning
- Guidance produced around 6 sub-themes of Involvement (School, Family, Community & Partnerships – SPTC) (pilots ongoing across Collaborative)
- Review of each LA guidance on PEF: production of Collaborative PEF Guidance
- Scoping & Action Planning & KPIs of subsequent themes for Equity:
 - Leadership (PEF)
 - Learning & Teaching (PEF)

Medium term (during 2018-19)

- Professional Learning Networks/Leadership Learning Communities for F&C
- Development of 'Toolkit' to assess and plan for interventions for F&C (or implementation of Education Scotland Toolkit)
- Identification of School Improvement Partnerships to develop approaches: Families and Communities
- Links with other workstreams
 - Data & Analysis
 - Quality Improvement

Longer term (2018-19 onwards)

- Development of 'Toolkit' to assess and plan for interventions for:
 - Leadership (PEF)
 - Learning & Teaching (PEF) (or implementation/revision of E Scotland toolkit)

Measures of success

- Use of effective strategies to close attainment gap
- Improved confidence in measuring the impact of PEF

Key theme: Quality Improvement in Schools and Early Years settings

Workstream: Data and Analysis

Context

Effective use of data and analysis are key to identifying the right outcomes for improvement and enabling the drivers for improvement.

At present, data and analysis processes vary widely across the 5 Collaborative authorities, as do approaches to performance reporting at school level.

However, the key education datasets are common across the authorities, as is use of the SEEMIS management information system.

There is significant scope for the Collaborative authorities to improve the impact of their data and analysis on school improvement.

Aims

- To improve the recognition of strengths and areas for improvement across the collaborative (identifying the right focus on outcomes for improvement).
- To improve the quality assurance (QA) of data and to improve its capacity to support more effective moderation (enabling key drivers for improvement to have a greater impact).

Actions

Short term (February – June 2018)

- Completion of analysis to support the delivery and ongoing development of the Collaborative's action plan, based on data for the 2016/17 leaver cohort.
- Identification of cohorts for targeted interventions.
- Quality assurance of school level data (e.g. comparing NIF QI data/ACEL with social context, etc) to help inform moderation processes and to better identify strengths and areas for improvement at school and Collaborative level

Medium term (during 2018-19)

- Development of quality assurance processes across the Collaborative (e.g. to support moderation of teacher judgements)

Longer term (2018-19 onwards)

- Development of performance reporting that provides useful information for assessing the impact of interventions (e.g. linking ACEL/Insight outcomes measures and other summary measures of performance to individual pupils)
- Development of value-added reporting to support improved learning journeys / pathways (e.g. linking social context and SNSA prior attainment data to attainment and destination outcomes, better understanding how the participation measure reflects pathways to improved life opportunities across the regional economy)
- Investigating the potential opportunities to achieve a more unified approach to managing, analysing and using data across the Collaborative.
- Develop comparator school groupings across SEIC in conjunction with the BGE dashboard to be able to make contact and learn from each other.

Measures of success

- An improved evidence-base for decision making at authority and school levels (assessed by self-evaluation); greater confidence in conclusions reached (assessed by staff feedback); evidence of improved attainment for low attaining groups.
- Development of a cross-collaborative approach to the quality assurance of data to support and inform moderation in schools; improved consistency in teacher judgement.

Key theme: Quality Improvement in Schools and Early Years settings

Workstream: Professional Learning / Leadership

Context

The Scottish Government's National Improvement Framework identifies School Leadership and Teacher Professionalism as key drivers of improvement and key factors in improving children's learning and the outcomes that they achieve.

School leadership is second only to classroom teaching as an influence on pupil learning. The OECD report on CfE emphasises the importance of developing the skills and knowledge of middle leaders in particular in order to bring about sustained change for positive outcomes in learning for our young people.

The Regional Improvement Collaborative recognises the need to develop and maintain the professional skills and competences of all staff and the impact of this on children's progress and achievement. Leadership is recognised as one of the most important aspects of the success of any organisation and is key to ensuring the highest standards and expectations are delivered across the Regional Improvement Collaborative's services and schools to achieve excellence for all.

Aims

- To create a collaborative culture throughout our learning communities and build collaborative networks across the regional collaborative
- To improve the quality and impact of leadership at all levels
- Recruitment and retention of quality leadership staff
- To develop leadership capacity and develop a collaborative leadership pathway

Actions

Short term (February – June)

- Analysis of stakeholder feedback on current and future professional learning opportunities
- Audit of existing professional learning opportunities and collation of CLPL opportunities across the collaborative
- Evaluation of leadership programmes and further development of leadership programmes
- Delivery of the Leadership Matters course for experienced deputy headteachers

Medium term (during 2018-19)

- Development of professional learning opportunities and leadership programmes across the collaborative
- Build a comprehensive leadership pathway using GTCS Standard for Leadership and Management and the SCEL Framework for Educational Leadership

Longer term (2018-19 onwards)

- Development of CLPL calendar of activities and specialist support directory

Measures of success

- Increase in number of schools evaluated as good or better QI Leadership of change
- Increase in number of teachers completing leadership programmes, including Into Headship
- Regional Improvement Collaborative stakeholder survey responses indicate staff can access high-quality professional learning and leadership development opportunities ensuring staff have the range of skills to do their current and future jobs as effectively as possible.

These workstream descriptions require further work for phase 2 of the South East Improvement Collaborative Plan but groups are already meeting and working together.

Key theme: Quality Improvement in Schools and Early Years settings

Workstream: Quality Improvement Approaches

Key theme: Embedding GIRFEC in Schools and Early Years Settings

Workstream: Additional Support Needs

ASN remains a key priority in every LA, with policies and development of existing policies it is vital that the Alliance work together. Shared values around inclusion and exclusion policies will help in staff movement between LAs. It has been recognised that a collaborative approach may also help enhance policy development and that there may be significant benefits in shared commissioning of services which each LA already use e.g. Mediation, SLT, MH.

To provide clear strategic guidance for headteachers on ensuring equity of provision for all, in line with national legislation and government updates. Develop core principles for policies, and work together to write and update following on from legislation changes.

Key theme: Embedding GIRFEC in Schools and Early Years Settings

Workstream: Early Learning & Childcare

The South East Early Years group was established at the beginning of 2017 and meets regularly to discuss key issues within the early years' sector.

The main focus for the group has been the expansion of funded early learning and childcare from 600 hours to 1140 hours by 2020. The group has explored key aspects of the expansion plan including sharing learning from the 1140 trials in Edinburgh and Scottish Borders. Other aspects of this collaboration have enabled the local authorities to share approaches to working in partnership with private providers and childminders as well as solutions to addressing the challenges of implementing the increased hours e.g. delivering lunches to large numbers of children.

Following submission of the expansion plans, the South East Early Years group is exploring opportunities to address workforce related matters including combined training for existing staff and implementation of the Additional Graduate programme.

10. A Workforce Plan to Support Delivery

Section 9 outlined the seven initial workstreams that are being developed, to support school improvement across the South East Improvement Collaborative region. The following staff have been identified to develop this work:

Workstream Title	Workstream Participants
Improving Attainment and Achievement, including closing the attainment gap	
Improve the outcomes for children living in poverty	<p>Edinburgh: Service Manager East Lothian: Service Manager (ASN) Fife: Education Officer Midlothian: School Group Manager Borders: Attainment Officer</p> <p><i>NB: Additional support will be provided by the Principal Educational Psychologists, Improvement Advisors and Attainment Advisers for the local authorities within the Collaborative</i></p>
Mathematics and Numeracy	<p>Edinburgh: Quality Improvement Officer East Lothian: Quality Improvement Officer Fife: Development Officer Midlothian: Education Support Officer Borders: Quality Improvement Officer</p>
Quality Improvement in Schools and Early Years settings	
Quality Improvement Approaches	<p>Edinburgh: Quality Improvement Manager East Lothian: Quality Improvement Manager Fife: Head of Education & Children's Services Midlothian: Senior Education Manager Borders: Quality Improvement Manager</p>
Data and Analysis	<p>Edinburgh: Quality Improvement Officer East Lothian: Principal Officer Fife: Executive Support Officer Midlothian: Performance Group Leader Borders: Business Services Officer</p> <p><i>NB: Additional support will be provided by the Attainment Advisers for the local authorities within the Collaborative, as appropriate.</i></p>
Professional Learning / Development & Leadership	<p>Edinburgh: Quality Improvement Manager East Lothian: Principal Officer Fife: Education Officer Midlothian: School Group Manager Borders: Quality Improvement Officer</p>

Embedding GIRFEC in Schools and Early Years Settings	
Additional Support Needs	Edinburgh: Quality Improvement Manager East Lothian: Service Manager Fife: Education Officer (ASN) Midlothian: School Group Manager (ASN) Borders: Quality Improvement Manager
Early Learning and Childcare	Edinburgh: Senior Education Manager East Lothian: 1140 Hours Lead Officer Quality Improvement Manager Fife: Acting Education Officer Midlothian: School Group Manager (Early Years) Borders: Quality Improvement Officer

Interim workstream leads have been established to set up the initial workstreams. This will be reviewed in phase 2.

A more detailed workforce plan will be developed during phase 2 of the Improvement Plan.

11. Risk Assessment

Risk Register for South East Improvement Collaborative

The South East Improvement Collaborative is developing its functions and will continue to work collaboratively when looking at risk. To be aware of the key challenges allows a focus on mitigation and therefore managing effectively any risks posed.

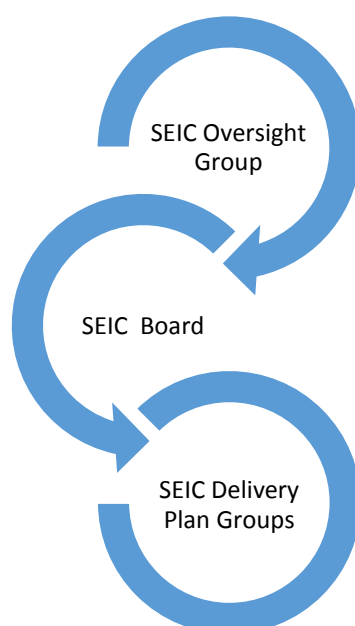
Key Risks	Mitigating Actions
<ul style="list-style-type: none">• Differing political views and understanding of SEIC at local level	<ul style="list-style-type: none">• Ensuring effective communication• Input locally and regionally for elected members
<ul style="list-style-type: none">• Sharing data sets	<ul style="list-style-type: none">• Data sharing agreement• Use of data already publicly available
<ul style="list-style-type: none">• Data on CfE still experimental	<ul style="list-style-type: none">• Moderation exercises to have confidence in CfE declarations
<ul style="list-style-type: none">• Capacity of workforce across SEIC to deliver actions in SEIC Plan	<ul style="list-style-type: none">• Agree equitable resource allocation relative to scale of local authority• Ensure clarity of roles and responsibilities
<ul style="list-style-type: none">• Trade Union agreements – LNCT/SNCT and working time agreements	<ul style="list-style-type: none">• Develop an agreed way of working across SEIC
<ul style="list-style-type: none">• Further legislative changes through the Education Act	<ul style="list-style-type: none">• Flexibility in SEIC plan to allow for any required changes• Clarity on communication regarding changes required
<ul style="list-style-type: none">• Accountability at local authority and SEIC levels	<ul style="list-style-type: none">• Clear governance structures agreed for SEIC• Clear reporting mechanisms in place at a local level

12. Implementing Our Improvement Plan

Managing the Implementation of the Plan

The governance arrangements for the SEIC Improvement Plan have been designed to support local democratic accountability whilst at the same time bringing together the key representatives involved in decision-making across the SEIC.

In order to achieve this, three groups have been established to provide the relevant staff to drive improvement across the South East region and to provide accountability for the work of SEIC.



The **SEIC Oversight Group** is comprised of Education Conveners/portfolio holders and CEOs from the five SEIC local authorities. The group oversees the work of SEIC and provides political accountability for the Collaborative's work.

The **SEIC Board** is formed of Directors of Education or Chief Education Officers from each of the five SEIC local authorities, a headteacher representative from each SEIC authority and representatives of key national stakeholders (including Education Scotland, Skills Development Scotland, and regional colleges). The SEIC Board appoints a Chair to lead its work. The SEIC Board meets quarterly. It approves the Improvement Plan and oversees the progress of the plan and its impact. It acts as the key officer leadership group, agreeing priority areas for collaboration, commissioning workstreams and receiving reports from workstream leads. The first meeting in each new financial year considers progress with previous work and sets new priorities for the coming academic session, as well as overseeing the formulation of the SEIC Plan.

SEIC Delivery Plan Groups accept commissions from the SEIC Board. Officers, headteachers and teachers collaborate to undertake specific tasks, with Heads of

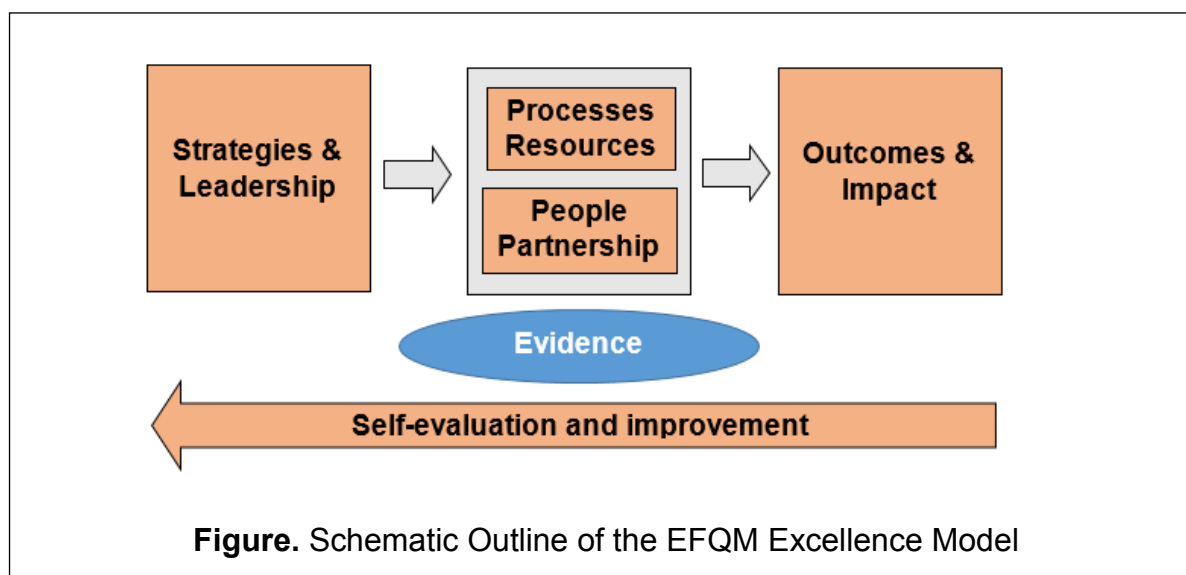
Service, senior officers or headteachers taking the lead as appropriate to levels of expertise and need.

Evaluating the Impact of the Plan

The *Framework for Evaluating the Quality of Services and Organisations* is the basis for the models of self-evaluation and improvement used for education and children's services in Scotland.

These underpin the approaches to inspection taken by national agencies, including: How Good is Our Early Learning & Childcare (HGIOELC), How Good is Our School (HGIOS 4), How Good is the Learning and Development in Our Community (HGILDIOC), How Well are We Improving Learning, Raising Attainment and Closing the Poverty Related Attainment Gap (INPLA), and How Well are We Improving the Lives of Children, Young People and Families (Joint Inspection of Children's Services).

The Framework is based on the EFQM Excellence Model, an internationally recognised and widely used framework for improving organisational performance.



During phase 2 of the SEIC Plan, work will be undertaken to develop a framework for evaluating the work of the Collaborative. This will enable SEIC to:

- Evaluate the impact of its work and the progress that is being made against the objectives of the Improvement Plan.
- Support improved self-evaluation and improvement within each local authority area.
- Better meet the demands of the inspection frameworks for education and wider children's services that support schools and local authorities within the South East region.

13. Next Steps

Learning from Phase 1

As a new Regional Improvement Collaborative we will continue to build relationships across our local authorities and learn from the feedback on phase 1 of our plan. All learning from phase 1 will help to inform phase 2 of our plan not just from our SEIC plan but the learning from across the other 5 Regional Collaboratives.

Phase 2 – SEIC Plan

Consultation / Engagement

The timeframe for phase 1 allowed an element of time for consultation and engagement with elected members, staff and other relevant stakeholders. However, in phase 1, we as a Collaborative felt we needed time to consult more widely with our key stakeholders. This further engagement will take place prior to the next iteration of the plan and will take account of views of the following groups:

- Children and Young People;
- Parents;
- Staff / Schools;
- City Deal Consultation;
- Politicians;
- Other relevant stakeholders.

Some of this will include looking at the outcomes of consultations already carried out but will also include new engagement with key groups.

Analysis of Data, Plans and Consultation

In phase 1 there was an analysis at a high level of our plans, data and consultation outcomes. It is our intention in phase 2 of the SEIC plans to spend time through the data workstream to undertake more detailed analysis of the following:

- CfE and SQA data to identify cohorts requiring intervention/support
- New school priorities 2018/2019
- New local authority plans 2018/2019
- Existing local authority / Community Planning Partnership surveys
- NIF evaluations at school level
- Education Scotland reports on local authority performance

A high level performance report card will be developed as a way to measure impact.

Workforce Plan

Further scoping work is required beyond the staff roles identified in each workstream for phase 1 of the SEIC plan.

Areas of Expertise

The South East Improvement Collaborative local authorities are aware that each local authority has its own areas of expertise. It is our intention to work on identifying expertise and evidence based good practice to be able to be communicated to schools and partners as part of phase 2.

In partnership with our University colleagues we would hope to be able to identify evidence based good practice.

Inclusion of Further Partners

In phase 1 preliminary discussions have taken place regarding the inclusion of the City Deal 'skills and innovation' workstream to develop this work within the context of the SEIC. Similarly early discussions with our CLD colleagues have identified a desire for us to see how we include CLD in our SEIC Plan. Currently our CLD groupings do not match the Regional Improvement Collaborative groupings. Phase 2 will detail work in this area.

Communication

The pace of the development of the plan did not allow for as much consultation and engagement as we would have liked. We recognise a need for better communication about the developing work of the SEIC and in phase 2 we intend to work with our schools and partners to help us create the best ways to communicate the work of the SEIC.



Appendix 1. Current strategic priorities – evidence

The tables below and on the following page map the current local priorities to the NIF.

Local Authority	Literacy / Numeracy	Health & Wellbeing	Equity
City of Edinburgh	<ul style="list-style-type: none"> Analysis of Data Tracking & Monitoring Literacy Strategy Close vocabulary gap Numeracy Strategy 	<ul style="list-style-type: none"> Mental health and wellbeing interventions Training on ACEs Anti-bullying 	<ul style="list-style-type: none"> Use of data to provide equity of access Attendance Pilot of 1140hrs Poverty proof the school day Engaging parents in Learning Review Exclusion policy Equity strategy
East Lothian	<ul style="list-style-type: none"> Improve attainment and achievement Implement curriculum frameworks Continue to improve tracking and monitoring 	<ul style="list-style-type: none"> Continue to improve inclusion Implement H&WB Framework P1 obesity Mental Health Child's Planning 	<ul style="list-style-type: none"> Improve attendance and reduce exclusions Inclusion policy and support for children with ASN Readiness to learn Closing attainment gap
Fife	<ul style="list-style-type: none"> Effective learning & teaching Quality of learning environment Professional Learning matched to need Using evidence based approaches to L&T 	<ul style="list-style-type: none"> Supporting families Child's Plan Improving physical health and reducing obesity Opportunities for play and physical activity Our Minds Matter – emotional wellbeing Framework 	<ul style="list-style-type: none"> Closing the gap in the BGE Responding to families in need Pupil and Parental Participation Supporting Learners Strategy Use of PEF/SAC Greater equity in health outcomes Improve attendance
Midlothian	<ul style="list-style-type: none"> Improve attainment EY focus on L&N Planning, tracking, monitoring Work of QAMSOs Data analysis, measure with meaning 	<ul style="list-style-type: none"> Improvement in H&WB Inclusion review Teenage pregnancy Mental health & wellbeing Promote Healthy Lifestyles 	<ul style="list-style-type: none"> Closing gap Family Learning Models SAC / PEF monitoring
Scottish Borders	<ul style="list-style-type: none"> Improving attainment CfE, National Qualifications Improved L&T 	<ul style="list-style-type: none"> Improve inclusive practices Mental wellbeing strategy Parenting programmes CP/neglect 	<ul style="list-style-type: none"> Closing gap School engagement Included & engaged
Universal themes across all SEIC authority plans (5)	<ul style="list-style-type: none"> Improving attainment, including literacy & numeracy 	<ul style="list-style-type: none"> Mental health and emotional wellbeing 	<ul style="list-style-type: none"> Attendance / exclusion / inclusive approaches Closing the gap
Common themes across most SEIC plans (3-4)		<ul style="list-style-type: none"> Physical health and activity 	

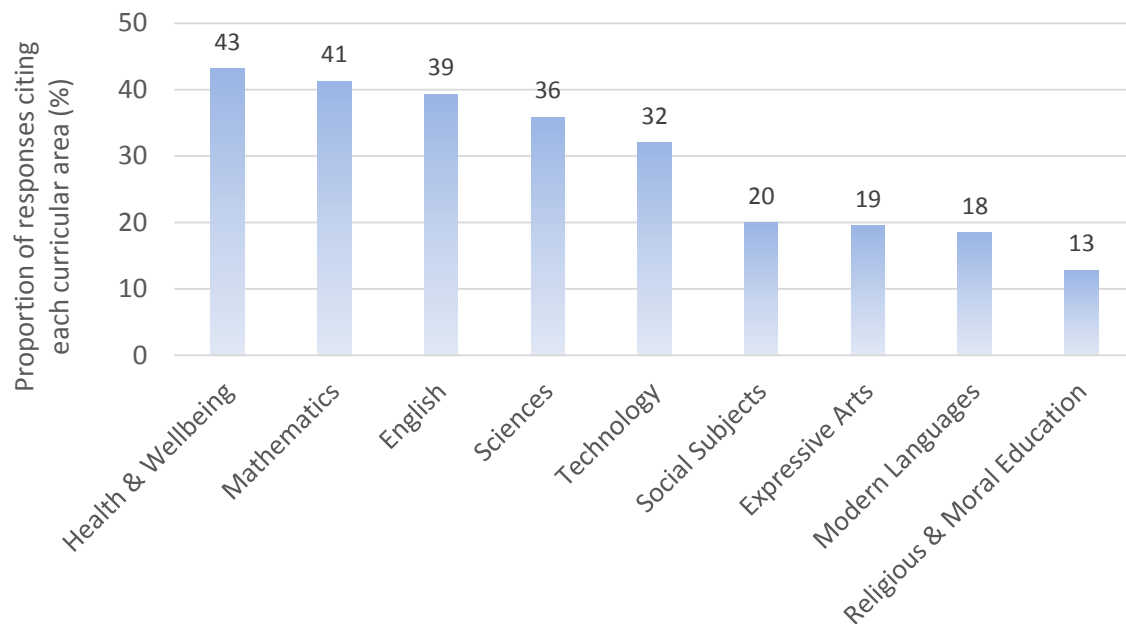
Local Authority	Employability	NIF Drivers	GIRFEC	Other
City of Edinburgh	<ul style="list-style-type: none"> • STEM • Digital Learning • Audit Careers progression • Deliver DYW Plan • Career pathways for ELC 	<ul style="list-style-type: none"> • Teaching & Learning Strategy • Self-evaluation/VSE • Leadership • Review assessment policy 	<ul style="list-style-type: none"> • LAC Plan • Corporate Parenting Plan • Parental engagement strategy 	<ul style="list-style-type: none"> • Needs of Syrian refugees • Gaelic Medium education
East Lothian	<ul style="list-style-type: none"> • Access to vocational qualifications • Improving employability skills 	<ul style="list-style-type: none"> • Leadership • Moderation • School Reviews and VSE • Family Learning 	<ul style="list-style-type: none"> • Family Learning 	<ul style="list-style-type: none"> • School Estate Resources
Fife	<ul style="list-style-type: none"> • Senior phase attainment • DYW Strategy • Key worker for those at risk of negative destinations • School leaver destinations • Increasing attainment of key qualification sets • Improve school leaver destinations 	<ul style="list-style-type: none"> • Self-evaluation • Progression across nursery/P1 • Increase pupil and parental participation • Improve assessments 	<ul style="list-style-type: none"> • 1140hrs ELC • GIRFEC • Prevention & early intervention • ACEs • Better parenting skills through family engagement 	<ul style="list-style-type: none"> • Person-centred & collaborative services
Midlothian	<ul style="list-style-type: none"> • Improvement in employability skills and PSD • Promote Midlothian employability skills • DYW 9 priorities • Centres of Excellence 	<ul style="list-style-type: none"> • Transitions • Moderation 	<ul style="list-style-type: none"> • Referral Processes • Focus on 3.1 	<ul style="list-style-type: none"> • Visible learning
Scottish Borders	<ul style="list-style-type: none"> • Embrace DYW • Improve positive destinations • Increased partnership working 	<ul style="list-style-type: none"> • Leadership • Partnership with families 	<ul style="list-style-type: none"> • Partnership with families 	
Universal themes across all SEIC authority plans (5)	<ul style="list-style-type: none"> • DYW / employability 	<ul style="list-style-type: none"> • Self-evaluation and evidence-based approaches to quality improvement 	<ul style="list-style-type: none"> • Family engagement / parenting skills • Vulnerable children / children with needs 	
Common themes across most SEIC plans (3-4)		<ul style="list-style-type: none"> • Effective use of data and evidence to inform improvement • Leadership 	<ul style="list-style-type: none"> • Early intervention & prevention 	

Appendix 2. The views of our staff

This appendix provides a summary overview of the results from the SEIC staff survey.

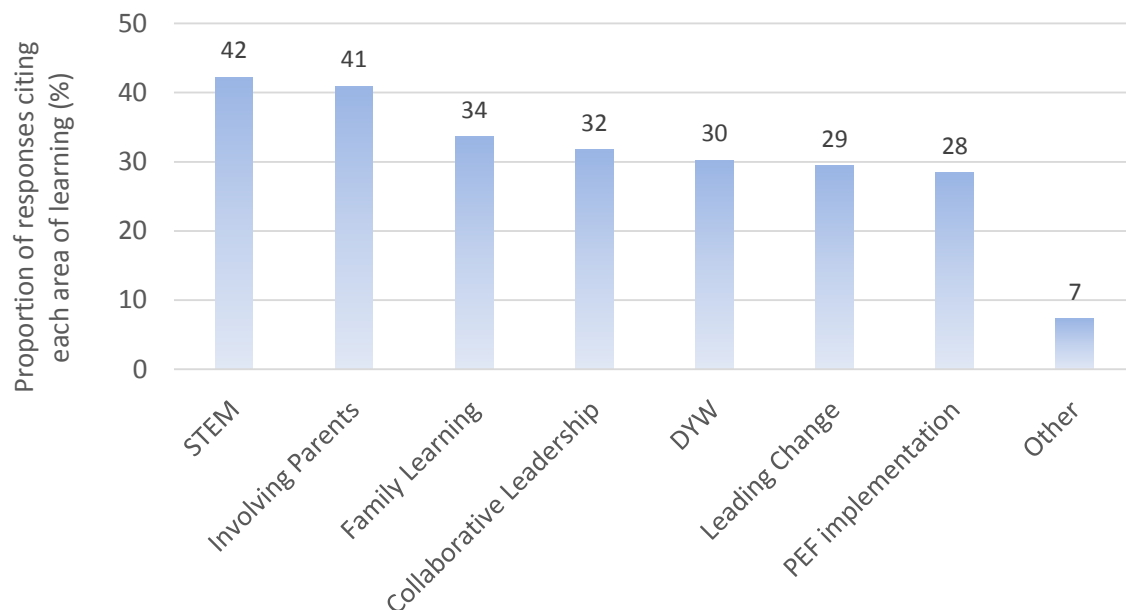
Responses to question 1

What curricular area(s) would you hope to access support for from the South East Improvement Collaborative?



Responses to question 2

Please indicate the areas of professional learning that you would hope to seek support for from the South East Improvement Collaborative.



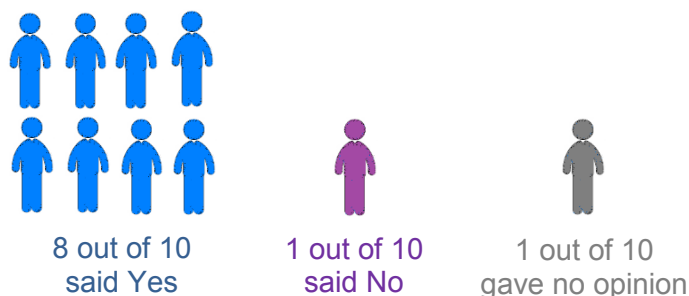
A range of suggestions for other areas of professional learning that required support were also made. These included a number of responses in each of the following areas:

- Early years
- Inclusion / inclusive practice / nurturing approaches
- Support for learners with particular needs (e.g. autism, dyslexia, complex ASN, etc)
- Mental health awareness and support
- Curriculum design and IDL

Responses to question 3

The initial 4 workstreams identified are looking to focus on Maths, Pupil Equity Fund, Use of Data and Quality Improvement approaches.

Do these seem an appropriate focus to start planning our work?

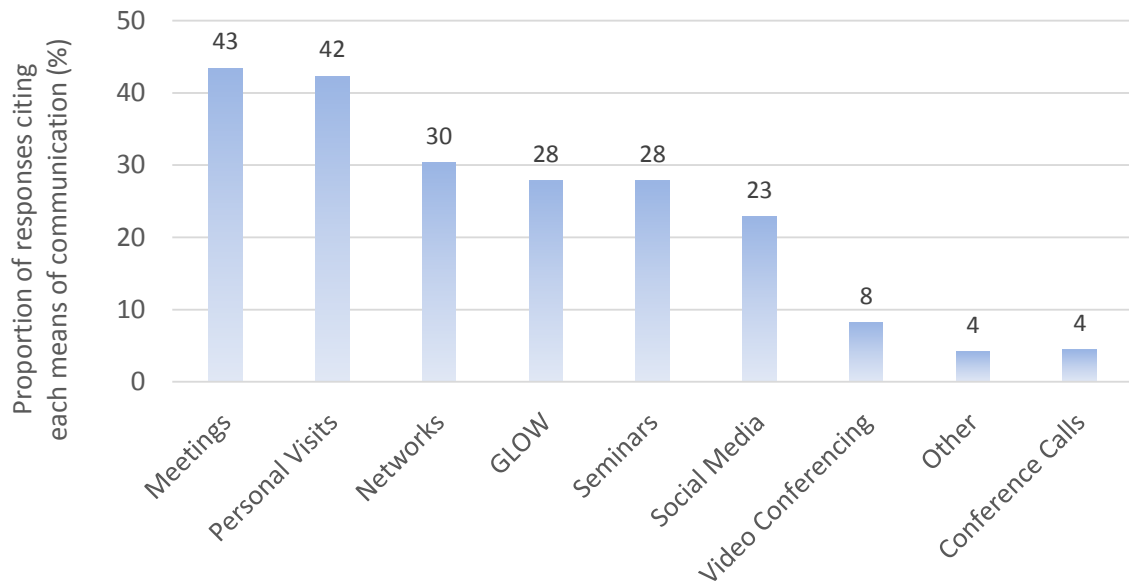


Comments received highlighted the need to ensure that the following aspects were not neglected:

- Health and wellbeing
- Literacy
- Early years
- Family learning and family engagement
- STEM

Responses to question 4

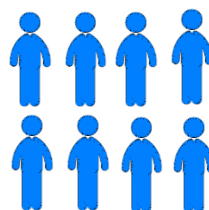
What would be your preferred means of communication to engage with to communicate with other schools and staff across the South East Improvement Collaborative?



Comments under the category of “other” highlighted the importance of online communication (e.g. email) and training delivery (e.g. webinars).

Responses to question 5

Should early learning and childcare be included in the work we develop across the South East Improvement Collaborative?



8 out of 10
said Yes



1 out of 10
said No

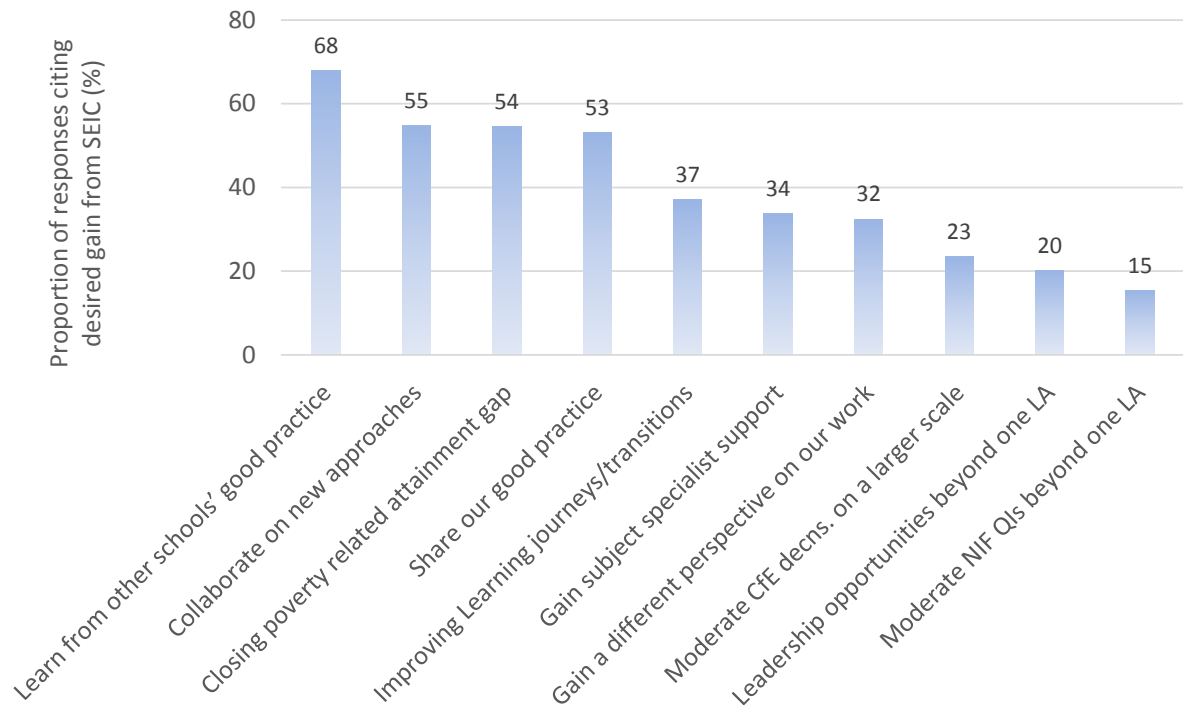


1 out of 10
gave no opinion

The overwhelming majority of comments offered on this question were strongly supportive of the inclusion of early learning and childcare within the work of SEIC. For example, typical comments highlighted: the 3-18 nature of the curriculum, the importance of the early years as a foundation for later educational and life outcomes, the need for early intervention to improve outcomes, etc.

Responses to question 6

What would you want your school to gain from being part of the South East Improvement Collaborative?



Education, Children and Families Committee

10.00am, Tuesday, 6 March 2018

Revenue Monitoring 2017/18 – month eight position

Item number	7.14
Report number	
Executive/routine	
Wards	
Council Commitments	

Executive Summary

The report sets out the projected eight month revenue monitoring position for the Communities and Families Directorate, based on actual expenditure and income to the end of November 2017 and expenditure and income projections for the remainder of the financial year.

The report advises that the Executive Director of Communities and Families is committed to delivering a £1m underspend in 2017/18. This is to assist the delivery of a balanced budget position for the Council overall, given projected overspends in other service areas. Attainment of this position is, however, dependent upon the management of a number of demand led pressures, including a marked recent increase in the use of out of Council residential placements.

At month eight the total service specific budget pressures are projected to be £5.8m. Mitigating management action totalling £5.3m has been identified to date, resulting in a net residual budget pressure of £0.5m. However £1.5m of further actions are required to deliver the £1m corporate underspend by year end.

Further mitigations are being explored, including continue tracking of savings from employee vacancies, tight controls around discretionary spend and the use of reserves. However, as the financial year end approaches and given the increase in demand led services, there may now be a risk to the Service's scope to deliver the full corporate underspend required.

Revenue Monitoring 2017/18 – month eight position

1. Recommendations

- 1.1 Members of the Education, Children and Families Committee are asked to:
 - 1.1.1 note the net residual service specific budget pressure of £0.5m which remains at month eight;
 - 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 continues to seek further savings to delivery a £1m underspend to support the Council's overall revenue position. However due to internal services pressures there is a risk to the delivery of the full underspend.

2. Background

- 2.1 The total 2017-18 revised net budget for Communities and Families is £341.081m.
- 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 eight data.

3. Main report

Overall Position

- 3.1 As at month eight, the Communities and Families Directorate is projecting to deliver a £1m underspend. This position is, however, dependent on management of a number of demand led service pressures.

Unfunded Budget Pressures - £5.8m

- 3.2 To date projected unfunded budget pressures of £5.8m 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, residential care and Home to School transport. Management action of £5.3m has been identified, including projected savings within the Early Years, fostering and day care service areas, and

application of funding from Home Office towards the cost of UASC. This leaves a net residual budget pressure of £0.5m. 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.

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 projects a £1m underspend for 2017/18. 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. In 2017/18 the target reflects a commitment to delivery of a £1m underspend. 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

Contact: Jane Brown, Principal Accountant

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

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	3.4	Projection based on case by case assessment and expected movements
Residential Care	0.5	Projected staff cost pressures
Home to School Transport	0.5	Based costs to date
Other forecast pressures across a range of service areas	1.4	Reflects projected pressures of £0.2m or less, across a range of service areas
Total Gross Pressure	5.8	
Early Years	(2.0)	Staff vacancies
One off additional investment	(0.7)	Uncommitted funding in 2017-18
Sports & Lifelong Learning	(0.4)	Projected underspends in Arts & Learning, and CLD budgets
UASC	(0.3)	Home Office funding for UASC
Fostering and Day Care	(0.3)	Projected savings from lower than budgeted use
ASL and Special School Classes	(0.3)	Lower than budgeted capacity
Other forecast savings/management action	(1.3)	Reflects forecast savings, inclusive of discretionary spend, across a range of service areas
Total Management Action	(5.3)	
Net Residual Pressure	0.5	