

Notice of meeting and agenda

Education, Children and Families Committee

10:00am, Tuesday 14 August 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.

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1. Order of business

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

2. Declaration of interests

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

3. Deputations

- 3.1 If any.

4. Minutes

- 4.1 Education, Children and Families Committee 22 May 2018 (circulated) - submitted for approval as a correct record
- 4.2 Education, Children and Families Committee (Additional Meeting) 21 June 2018 (circulated) - submitted for approval as a correct record

5. Forward planning

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

6. Business bulletin

- 6.1 Business Bulletin (circulated)

7. Executive decisions

- 7.1 The Edinburgh Children's Partnership – Annual Report 2017-18 for the Children's Services Plan 2017-2020 – report by the Executive Director for Communities and Families (circulated)
- 7.2 Appointments to Sub-Committees on Standards for Children and Families, Consultative Committee with Parents and Working Groups 2018/2019 – report by the Chief Executive (circulated)
- 7.3 Expansion of Early Learning and Childcare from 600-1140 hours by 2020. Current Progress and Next Steps - report by the Executive Director for Communities and Families (circulated)
- 7.4 Communities and Families Assurance Framework Report - report by the Executive Director for Communities and Families (circulated)
- 7.5 Daylight Impact Assessment Central Library – report by the Executive Director for Communities and Families (circulated)
- 7.6 Looked After Children: Transformation Programme Progress Report – report by the Executive Director for Communities and Families (circulated)

- 7.7 Accounts Commission – Local Government in Scotland – Challenges and Performance 2018 - referral from the Governance, Risk and Best Value Committee (circulated)
- 7.8 Play Schemes for Children with Disabilities Progress Report – report by the Executive Director for Communities and Families (circulated)
- 7.9 Sport and Outdoor Learning – report by the Executive Director for Communities and Families (circulated)
- 7.10 Revenue Monitoring 2018/19 – Month Three Position – report by the Executive Director for Communities and Families (circulated)
- 7.11 Edinburgh Community Learning and Development Partnership Plan 2018-21 – report by the Executive Director for Communities (circulated)

8. Motions

- 8.1 By Councillor Mary Campbell – Towerbank Primary School – On-Site Cooking of School Meals

“Committee notes Towerbank Primary school is one of the largest primary schools in the City of Edinburgh’s school estate, with a roll of over 600. Situated on a very limited site, it recently had a large extension added which allowed more pupils to eat school lunches at once, but did not include an on-site kitchen/preparation function.

Committee notes that Towerbank Parent Council have been working with council staff to make any improvements they can to the quality of school meals. They are concerned about the level of waste and the number of pupils rejecting school meals that are often overcooked or under-heated given the limitations of delivering food ‘ready to serve’. They are therefore interested to see if there is capacity at Towerbank to pilot increasing the amount of food that is cooked on-site.

Committee calls for a report in one cycle looking at the feasibility of a hybrid model of food production at Towerbank, whereby dishes are still largely prepared off-site but are cooked/assembled on site to improve quality and uptake of school meals.

The report should cover:

- Physical resource requirements (an examination of different models/methods e.g. oven, grills, microwave)
- Staff resource requirements to include training requirements for current employees
- Costs
- Potential timescale for implementation.”

Laurence Rockey

Head of Strategy and Insight

Committee Members

Councillors Perry (Convener), Dickie (Vice-Convener), Bird, Mary Campbell, Corbett, Griffiths, 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.

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Education, Children and Families Committee

10.00am, Tuesday 22 May 2018

Present:

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

Religions Representatives

Rabbi David Rose and Dr Rita Welsh

Parent Representative

Alexander Ramage (non-voting)

1. Update on the Informal Consultation in West/South West Schools - Deputations

(a) Deputation - Clovenstone Primary Parent Council

The deputation stated they felt they had not been given the opportunity to be properly represented at the earlier stage of the informal consultation process. They felt the status quo was not the best way forward and their preference was for Alternative Option 2. This would create a new school and allow access to the latest facilities and equipment, with a large staff team, which would be beneficial to all children as well as those with additional needs. They did not think that Alternative Option 1 was satisfactory as the WHEC building would stay the same, and that Alternative Option 3 would create difficulties for those travelling by bus.

(b) Deputation - Canal View Primary Parents Committee

The deputation indicated that there had been a low turnout for the first workshop. There was widespread support for Alternative Option 2 which would provide safe travel and provide a new school building. Some families had commented that Option 3 might be beneficial through the socially mixed catchment. However, overall the view was that Alternative Option 2 would provide the stability and the best opportunity for success in their children's future education.

(c) Deputation - Joint deputation from Currie Community High School, WHEC Parent Council and Woodlands School Parents Council.

The deputation indicated that they were shocked at the proposals to close their local school and were grateful for the alternative options presented. They believed that Alternative Option 1 with investment in new and refurbished buildings for all the local community high schools would provide the best education for their children and would best meet travel, environmental and community needs.

With respect to Alternative Option 2, families from Currie had indicated that they did not want the catchment divided, which was not educationally beneficial and would cause problems with travel

They deputation felt that Alternative Option 1 provided the best opportunity to achieve a positive outcome for their communities and would provide education locally and ensure the safety of pupils

(d) Deputation - Educational Institute of Scotland

The deputation indicated that since the last consultation, there had been concerns expressed by members about the limited scope of the informal consultation and an inability to consider the various options and the way in which success was measured.

Concerns were expressed about the radical changes which would be involved with Options 2 and 3, the failure to acknowledge the strengths of certain schools and the big improvements which had been made. There was also a need to challenge the continuing stigma of certain schools, to close the attainment gap and to carefully consider the issue of the size of schools and the issue of mental health.

The deputation supported Alternative Option 1 as the way forward.

(e) Deputation - Councillor Susan Webber

Councillor Webber reminded the Committee of the huge support for Alternative Option 1, which had been expressed by deputations at the Committee on 29 March 2018. Concerns had also been expressed about the failure to hear the views of the parents of Canal View. Most people wanted their schools to stay in their communities, the constant delays were causing uncertainty and the issue of addressing special needs had to be addressed.

She urged Committee to take cognisance of the views of the communities when making their decision.

2. Schools WiFi - Deputation from James Gillespie's High School Parent Council

The deputation indicated that all Local Authorities were committed to enable all pupils to access Wi-Fi in schools and this was achievable, but there were issues to be addressed. There were issues about security, but young people had to make informed choices about digital technology to facilitate learning and not let the Council decide for them. They spent considerable time on their phones and knew about the dangers. Poverty should not affect young people's learning, however, lack of access to Wi-Fi for some pupils was having that effect.

To promote equity there could be certain measures such as having a "one to one" policy, whereby devices were loaned out to pupils and having a "bring your own device" policy. Significant savings could be made on text books and moving to on-line learning, within a sensible timeframe.

The deputation asked the Committee to agree to commit to "bring your own device" policy at least for the next decade and to look at a citywide policy of a one to one pilot project and eventually a full policy in about 10 years' time.

3. Outcome of the Informal Consultation on the Future of Gaelic Medium - Deputation from Comann Nam Pàrant (Dun Eideann)

The Committee heard a deputation from Comann Nam Parent (Dun Eideann) the representative organisation for families with children in all stages of Gaelic Medium Education (GME) in Edinburgh.

The deputation indicated that they supported the recommendations in the interim report and hoped there would be all party agreement to ensure implementation of these recommendations. The deputation highlighted, in particular, recommendation 1.3 of the report to prepare a strategic plan for the whole journey of Gaelic Medium Education growth and development from Early Years to Secondary and asked for a clear commitment from the Committee to support this recommendation and to recognise the urgency of providing a plan which gave certainty for GME families.

The primary focus of GME families remained the quality of education and the entitlement to emersion in GME. They therefore welcomed commitments in the report to maintain and improve the quality of GME, examine the work force recruitment strategy and increase the curriculum offer at James Gillespie's High School. They looked forward to the publication of the strategic plan for the growth and development of GME, enabling the entire school community to work together to build a sustainable future for GME in Edinburgh.

4. Trialling the Use of Technology to Stream Live Data from Classroom to Pupil Unable to Attend School - Deputation from NLRP12

The Committee heard a deputation from NLRP12 in respect of Trialling the Use of Technology to Stream Live Data from Classroom to a Pupil Unable to Attend School.

The deputation indicated that they were disappointed about the lack of implementation of the technology to allow a child who was the only one in the UK with a rare disease to attend school. 25 such units operated in schools throughout the UK and Edinburgh lagged behind Europe in this respect. The Equality Act of 2010 stated that there were limited circumstances in which provision of a particular reasonable adjustment for a disabled pupil would disadvantage other pupils.

The deputation stated that people living with rare diseases faced significant challenges in education, employment, leisure, transport and mobility. They were also subject to moral suffering and reduced quality of life. Finally, it was stated that some of the facts in the report were incorrect.

5. Update on the Informal Consultation in West/South West Schools

Following an extensive informal consultation on the future of school infrastructure in the West and South West of Edinburgh, Committee was provided with three options for consideration of which one should be progressed to a statutory consultation.

A detailed Outcomes of the Informal Consultation report had also been considered at a Special Meeting of the Education, Children and Families Committee on 29 March 2018.

Motion

- 1) To agree to continue consideration of the report to the Additional Meeting of the Education, Children and Families Committee on 21 June 2018, in order to investigate the issues that had arisen both during and since the special meeting held on 29 March 2018, as part of the consultations and further deputations heard at this meeting.
- 2) In relation to the school sites and catchment areas, to agree:
 - (a) To investigate alternative school sites for the proposed New West Edinburgh High School which would include Kirkliston and Hillwood primary catchment areas, and depending on the preferred site, may also include Maybury. Suitable sites should reflect the fact that Kirkliston would be the largest feeder school and the associated transport implications.
 - (b) To agree to review the catchment boundaries in Kirkliston, Hillwood, Maybury and the East Milburn Tower cluster/s.

- 3) In relation to Option 2, to investigate alternative school sites in the Clovenstone, Canal View and Juniper Green Primary School area and in light of community feedback, to consider an alternative boundary that would see Juniper Green Primary School continue to align to the Currie catchment.
 - 4) In relation to Option 3:
 - (a) To agree to present option 3 as two separate options - options 3 and 4 - and to assess the potential of the separate sites.
 - (b) To address issues in developing new option 4 in light of recent planning committee decisions.
 - 5) In relation to educational issues, to instruct officers to report back on the following educational issues raised in recent written submissions to members of the Committee, as part of the overall consultation, particularly in relation to options 3 and 4:
 - What was the minimum size of school that would provide an acceptable curriculum choice.
 - What work/research was there to determine whether there was a disproportionate negative impact on pupils with additional learning needs attending larger schools.
- moved by Councillor Perry, seconded by Councillor Dickie

Amendment

- 1) To note that option 1 - which built on the existing community schools - had many strengths, having emerged with significant support from the informal consultation and offered the clearest pathway to delivery, being based on existing sites, and the opportunity to build on longstanding school communities in Wester Hailes and Currie; and therefore to support Option 1 to be taken forward to statutory consultation.
- 2) To recognise views expressed by some staff and parents and staff within Wester Hailes Education Centre feeder primaries about the importance of maximising the educational and other opportunities for young people in the Wester Hailes area.
- 3) To note that any statutory consultation could not start until August 2018 at the earliest.
- 4) Therefore to request that a working group be set up to take account of the views expressed in point 2) above and to develop a long term plan for education in the Wester Hailes community, including but not limited to:
 - Research to understand the decisions parents and young people make about placing choices
 - Dealing with reputation and communication issues
 - Strengthening the curriculum offer

- Strengthening the partnership with feeder primaries and nearby high schools
- 5) To request an update on and full remit for setting up the working group to be reported to the Committee in June 2018.
- 6) To recognise that the overwhelming feedback to the informal consultation had been to move forward with Option 1: Status Quo. Refurbished Balerno High School and WHEC (existing community facilities retained). Replacement Currie High School. New high school/s in West Edinburgh, as the option to be taken forward to statutory consultation.
- 7) To note that this was the majority view of the parent councils from Balerno High School, Currie Community High School, Woodlands School and Wester Hailes Education Centre as well as all primary schools with the exception of Clovenstone Primary and Canal View Primary – although committee noted the majority of parents consulted at Canal View expressed a preference for Option 1.
- 8) To note the particular needs of children attending Woodlands School and the strong preference expressed by learners, parents and staff to retain the school in its current site and the significant impact any move could have on the health and wellbeing of these vulnerable young people.
- 9) To note that Option 1 had also been noted as the preferred option by the EIS which had stated “members of the EIS believe these could best be achieved by developing and evolving the existing provision, rather than by undertaking a radical reorganisation. Key to this was the desire to retain both Currie Community High School (CCHS) and Wester Hailes Educational Centre (WHEC) at the heart of their respective communities, and to keep the strong links between CCHS and Woodlands School.”
- 10) To note that Option 1 was the second most cost effective option.
- 11) In relation to the school sites and catchment areas, to agree:
 - (a) To investigate alternative school sites for the proposed New West Edinburgh High School which would include Kirkliston and Hillwood primary catchment areas, and depending on the preferred site, might also include Maybury. Suitable sites should reflect the fact that Kirkliston would be the largest feeder school and the associated transport implications.
 - (b) To agree to review the catchment boundaries in Kirkliston, Hillwood, Maybury and the East Milburn Tower cluster/s
- moved by Councillor Mary Campbell, seconded by Councillor Corbett

Voting

For the motion: 6 votes

For the amendment: 5 votes

(For the motion - Councillors Bird, Dickie, Griffiths, Howie, Perry and Young.

For the amendment - Councillors Mary Campbell, Corbett, Laidlaw, Rust and Smith)

Decision

- 1) To agree to continue consideration of the report to the Additional Meeting of the Education, Children and Families Committee on 21 June 2018, in order to investigate the issues that had arisen both during and since the special meeting held on 29 March 2018, as part of the consultations and further deputations heard at this meeting.
- 2) In relation to the school sites and catchment areas, to agree:
 - (a) To investigate alternative school sites for the proposed New West Edinburgh High School which would include Kirkliston and Hillwood primary catchment areas, and depending on the preferred site, may also include Maybury. Suitable sites should reflect the fact that Kirkliston would be the largest feeder school and the associated transport implications.
 - (b) To agree to review the catchment boundaries in Kirkliston, Hillwood, Maybury and the East Milburn Tower cluster/s
- 3) In relation to Option 2, to investigate alternative school sites in the Clovenstone, Canal View and Juniper Green Primary School area and in light of community feedback, to consider an alternative boundary that would see Juniper Green Primary School continue to align to the Currie catchment.
- 4) In relation to Option 3:
 - (a) To agree to present option 3 as two separate options - options 3 and 4 - and to assess the potential of the separate sites.
 - (b) To address issues in developing new option 4 in light of recent planning committee decisions.
- 5) In relation to educational issues, to instruct officers to report back on the following educational issues raised in recent written submissions to members of the Committee, as part of the overall consultation, particularly in relation to options 3 and 4:
 - What was the minimum size of school that would provide an acceptable curriculum choice.
 - What work/research was there to determine whether there was a disproportionate negative impact on pupils with additional learning needs attending larger schools.

(References – Education, Children and Families Committee, 29 March 2018 (item 1); report by the Executive Director for Communities and Families, submitted)

Declaration of Interests

Councillor Young declared a non-financial interest in the above item as she was the parent of a child in a primary school affected by the proposals

Dr Rita Welsh declared a non-financial interest in the above item as she was a member of the ministry team at WHEC, was a resident in Currie and had a grandchild in a primary school affected by the proposals

6. Business Bulletin

The Education, Children and Families Committee Business Bulletin for 22 May 2018 was presented.

Decision

- 1) To note the Business Bulletin.
- 2) To note that the pilot study for James Gillespie's High School WiFi would be in place for the start of the next academic session (August 2018).
- 3) To agree that all future communications to JGHS parents and families about the pilot should be issued through the office of the Head Teacher.

(Reference – Business Bulletin, submitted)

7. Outcome of the Informal Consultation on the Future of Gaelic Medium Education (GME)

On 12 December 2017, the Committee approved that an informal consultation should be progressed to consider the future of Gaelic Medium Education (GME). An update was provided on the outcomes of the informal consultation process.

Decision

- 1) To approve the establishment of a rising rolls working group for James Gillespie's High School.
- 2) To approve the preparation of a strategic plan for the whole journey of Gaelic Medium Education growth and development from Early Years to Secondary.
- 3) To approve the establishment of a short term working group to oversee the development of the strategic growth plan for Gaelic Medium Education which addressed increasing the supply of GME teachers, expansion of curriculum opportunities and long term accommodation requirements.
- 4) To note that the GME strategic growth plan would be prepared for consideration by stakeholders in August with a final plan submitted to this Committee in October 2018.
- 5) To request officers to ensure that the Gaelic perspective was taken account of and incorporated in future reporting across the Council.

(References – Education, Children and Families Committee 12 December 2017 (item 6); report by the Executive Director for Communities and Families, submitted)

8. Trialling the Use of Technology to Stream Data Live from the Classroom to Pupil Unable to Attend School

The Council wished to trial technical solutions which could be used within schools to assist children who were physically unable to attend school but could otherwise positively engage in learning.

Details were provided of the general conditions for a trial of such technology and then on one specific trial and the issues that arose surrounding the use of such technology.

Motion

- 1) To note the proposal to trial use of AV1 technology in St John's RC Primary School from October to December 2018.
 - 2) To agree that consultation with the school community (teachers, parents, children) should take place in advance of this trial.
 - 3) To agree that the views of the school community should be taken into account when deciding on whether use of the technology represented a reasonable adjustment for a child's disability.
 - 4) To agree that the decision to proceed with any such trial should be taken by a *senior manager* within Communities and Families.
 - 5) To agree that evaluation of a trial should consider whether the technology enhanced the child's learning without impacting on attendance and that the impact on the wellbeing of the child and on other children and wider stakeholder groups should also be evaluated.
- moved by Councillor Perry, seconded by Councillor Dickie

Amendment

- 1) To approve paragraphs 1), 3 and 4 of the motion by Councillor Perry.
- 2) Delete paragraph 2) of the motion by Councillor Perry and replace with:
"To note the impact of the Equalities Act and the feedback from the Equalities and Human Rights Commission and the Equality Advisory Support Service which presumed that if this technology was required by the affected child that it should not be dependent on other parents approval and added: "but parental objections to the principle should not automatically prevent a practical trial."
- 3) Delete paragraph 5) of the motion by Councillor Perry and replace with:
"To note that evaluation of a tool to enable 'children unable to attend school' should not have a success metric based whether it impacted on attendance, as it should be a given that children using the system could not attend. Committee therefore removes "without impacting on attendance."
- 4) **Background**
To add: "Issue was first raised to officers in July 2017."

5) **Main Report**

Para 3.2 Replace “The straightforward way” to “One way”

Para 3.4 Replace “can be controlled remotely to move around the school” to “can be controlled remotely to move the camera to follow the teacher’s voice.” Removes last sentence “As lessons are live-streamed they would not be recorded.” As this suggests the AV1 is recorded when in fact it also live-streams

Para 3.6 Add as a first sentence “AV1 was used in 450 schools across Europe, including 25 in the UK across 12 local authorities.”

- moved by Councillor Laidlaw, seconded by Councillor Rust

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

Decision

To approve the following adjusted motion by Councillor Perry:

- 1) To note the proposal to trial use of AV1 technology in St John’s RC Primary School from October to December 2018.
- 2) To note the impact of the Equalities Act and the feedback from the Equalities and Human Rights Commission and the Equality Advisory Support Service which presumed that if this technology was required by the affected child that it should not be dependent on other parents approval and added: “but parental objections to the principle should not automatically prevent a practical trial.”
- 3) To agree that the views of the school community should be taken into account when deciding on whether use of the technology represented a reasonable adjustment for a child’s disability.
- 4) To agree that the decision to proceed with any such trial should be taken by a *senior manager* within Communities and Families.
- 5) To note that evaluation of a tool to enable ‘children unable to attend school’ should not have a success metric based whether it impacted on attendance, as it should be a given that children using the system could not attend. Committee therefore removes “without impacting on attendance.”

6) **Background**

To add: “Issue was first raised to officers in July 2017.”

7) **Main Report**

Para 3.2 Replace “The straightforward way” to “One way”

Para 3.4 Replace “can be controlled remotely to move around the school” to “can be controlled remotely to move the camera to follow the teacher’s voice.” Removes last sentence “As lessons are live-streamed they would not be recorded.” As this suggests the AV1 is recorded when in fact it also live-streams

Para 3.6 Add as a first sentence “AV1 was used in 450 schools across Europe, including 25 in the UK across 12 local authorities.”

(References – Minute of the Education, Children and Families Committee 10 October 2017 (item 1); report by the Executive Director for Communities and Families, submitted)

9. Minute

Decision

- 1) To approve the minute of the Education, Children and Families Committee of 6 March 2018 as a correct record.
- 2) To approve the minute of the Additional Meeting of the Education, Children and Families Committee of 29 March 2018 as a correct record.

10. 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)

11. Rolling Actions Log

The Education, Children and Families Committee Rolling Actions Log for May 2018 was presented.

Decision

- 1) To update the rolling actions log to reflect decisions taken at this meeting.
- 2) To otherwise note the remaining outstanding actions.

(Reference – Rolling Actions Log 22 May 2018, submitted)

12. Update on Wave 4 Education Infrastructure Investment

The Committee had requested the Executive Director for Communities and Families to prepare a report setting out the next steps for developing a Business Case and detailed design work for three investment options relating to Trinity Academy.

Details were provided of the information requested within the context of the wider infrastructure investment requirements throughout the secondary school estate in Edinburgh.

Motion

- 1) To note the report by the Executive Director for Communities and Families.
 - 2) To note the motion of the last Education, Children and Families Committee agreed “To recognise the unacceptable suitability of the built facilities at Trinity Academy and the adverse building condition reports for Trinity Academy and Trinity Primary. Accordingly asked officers for a report in one cycle setting out the next steps in terms of a Business Case and detailed design work.
 - 3) To note paragraph 3.6 which stated “had already determined the best approach to investment would be development of new sports facilities (including a swimming pool) for a 1200 capacity school on the current site of the Bangholm Recreation Centre in order to create the opportunity for further investment on the main site. The level of investment on the main site would ultimately depend on the budget available. However, as a minimum the Victorian school building and the more modern home economics and science building, which were situated at opposite ends of the site, are likely to be retained.”
 - 4) To agree to move forward with detailed design process to consider the best overall investment option for Trinity Academy, recognising that the status quo could not be maintained and that the motion of the previous Committee agreed to recognise Trinity Academy as a particular case, separate of the broader prioritisation programme.
- moved by Councillor Laidlaw, seconded by Councillor Perry

Amendment

- 1) To note the report by the Executive Director for Communities and Families.
 - 2) To recognise that irrespective of the final conclusion, all options for Trinity involved developing the facilities at Bangholm, and therefore Committee agreed to progress the planning and financial work required to allow work on Bangholm sports facilities to support a secondary school with a roll of approximately 1200.
- moved by Councillor Mary Campbell, seconded by Councillor Corbett

In terms of Standing Order 20 (7), the amendment was accepted as an addendums to the motion.

Decision

- 1) To note the report by the Executive Director for Communities and Families.
- 2) To note the motion of the last Education, Children and Families Committee agreed “To recognise the unacceptable suitability of the built facilities at Trinity Academy and the adverse building condition reports for Trinity Academy and Trinity Primary. Accordingly asked officers for a report in one cycle setting out the next steps in terms of a Business Case and detailed design work.
- 3) To note paragraph 3.6 which stated “had already determined the best approach to investment would be development of new sports facilities (including a swimming pool) for a 1200 capacity school on the current site of the Bangholm

Recreation Centre in order to create the opportunity for further investment on the main site. The level of investment on the main site would ultimately depend on the budget available. However, as a minimum the Victorian school building and the more modern home economics and science building, which were situated at opposite ends of the site, are likely to be retained.”

- 4) To agree to move forward with detailed design process to consider the best overall investment option for Trinity Academy, recognising that the status quo could not be maintained and that the motion of the previous Committee agreed to recognise Trinity Academy as a particular case, separate of the broader prioritisation programme.
- 5) To recognise that irrespective of the final conclusion, all options for Trinity involved developing the facilities at Bangholm, and therefore Committee agreed to progress the planning and financial work required to allow work on Bangholm sports facilities to support a secondary school with a roll of approximately 1200.

(References – Minute of the Education, Children and Families Committee 6 March 2018 (item 4); report by the Executive Director for Communities and Families, submitted)

13. Teacher Recruitment Update

An update was provided on the progress being made in general recruitment approaches since the last meeting of the Committee.

Information was also given on the successful opt-in Supply Teacher talent pool for longer-term vacancies allowing the Council the opportunity to make sure that all qualified participants were being made aware of vacancies.

Decision

To note the report and specifically the progress on the medium to longer-term strategic approaches being taken to tackling teacher recruitment issues.

(References – Education, Children and Families Committee 12 December 2017 (item 15); Education, Children and Families Committee 6 March 2018 (item 15); report by the Executive Director for Communities and Families, submitted)

14. Edinburgh Catering Services – Update on School Meals and the Use of Plastic in Schools

An update was given on the school meals service; progress on Food for Life Silver; transporting school meals; reducing plastics and packaging throughout the school estate together with information on menu feedback opportunities.

Motion

- 1) To note the report.
 - 2) To note the continued successful retention of Food for Life (FFL) Bronze catering mark across the school estate, Silver catering mark in two school and the intention to increase the Silver accreditation to a further two schools.
 - 3) To note the current challenges with regards to school meal transport and the intention to incrementally open more production kitchens.
 - 4) To note the current actions being taken to reduce the use of plastics across the catering service.
 - 5) To note the options available for feedback on school menu design.
- moved by Councillor Perry, seconded by Councillor Dickie

Amendment

- 1) To amend recommendation 1.1.5 to read - "To recommend that both a parent survey and pupil comment cards were rolled out across the school estate, to encourage wider feedback on school meals. To request that the annual update on school meals provided to Committee included the results of these feedback mechanisms."
 - 2) To add an additional recommendation "To note that there had been significant feedback in regards to the quality of school meals, and to recommend that work continued to improve satisfaction with the service for those schools remaining at Bronze level."
 - 3) To refer the report to the Transport and Environment Committee.
- moved by Councillor Mary Campbell, seconded by Councillor Corbett.

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

Decision

- 1) To note the report.
- 2) To note the continued successful retention of Food for Life (FFL) Bronze catering mark across the school estate, Silver catering mark in two school and the intention to increase the Silver accreditation to a further two schools;
- 3) To note the current challenges with regards to school meal transport and the intention to incrementally open more production kitchens;
- 4) To note the current actions being taken to reduce the use of plastics across the catering service.
- 5) To recommend that both a parent survey and pupil comment cards were rolled out across the school estate, to encourage wider feedback on school meals. To request that the annual update on school meals provided to Committee included the results of these feedback mechanisms.

- 6) To note that there has been significant feedback in regards to the quality of school meals, and recommended that work continued to improve satisfaction with the service for those schools remaining at Bronze level.
- 7) To refer the report to the Transport and Environment Committee.

(References – Education, Children and Families Committee 12 December 2017 (item 5); report by the Executive Director of Resources, submitted)

15. Additional Support for Learning and Special Schools – Inclusion and Engagement of Children, Young People and Families

Details were provided of progress in relation to development of an inclusive practice policy for City of Edinburgh schools. This included the recent contract award to a consortium providing additional support for learning services; plans for engaging children and young people in its implementation; and other steps in place to increase the participation and engagement of children, young people and families in the development of inclusive practice in Edinburgh.

Decision

- 1) To note the contents of this report and the key areas of challenge for schools.
- 2) To welcome progress towards developing an inclusive practice policy for Edinburgh Schools.
- 3) To note the award by the Finance and Resources Committee on 27 March 2018 of a contract to the ASL Consortium to enhance support for children, young people and families and note the proposals for engaging children and young people as active partners in its implementation.
- 4) To welcome proposals to engage children and young people in targeted Improvement activity addressing Council's priorities for Additional Support for Learning and Special Schools.
- 5) To commend the work of the CIRCLE Collaboration and congratulate all who had contributed to its success.
- 6) To welcome proposals for the dissemination of Edinburgh's CIRCLE inclusive practice framework to support professional learning throughout Scotland.
- 7) To note that a further update on progress would be provided in December 2018.

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

16. Educational Attainment in Primary and Secondary Schools 2017

A summary was provided of the analysis of attainment in City of Edinburgh's schools for the year 2016-17.

Details were provided of measures undertaken for the Broad General Education (ages 3-15), levels from early to fourth and for the Senior Phase (S4-S6).

Decision

- 1) To note the progress and areas for improvement in educational attainment in Edinburgh schools.
- 2) To note the attainment gap and ongoing actions to address this.
- 3) To agree to receive further annual reports on attainment/improvements in Performance.
- 4) To note the continued hard work of pupils, staff and parents to support the successful delivery of national qualifications, in particular in the light of the changes made by the Scottish Qualifications Authority (SQA) to assessments at National 5 level.

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

17. Child Protection Performance

Details were provided of progress made by the Council's children's social work services in relation to key performance indicators; quality assurance work conducted in 2013-2017 and management of risk in child protection work.

Decision

To note the report.

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

18. Choose Youth Work – Participatory Budgeting

In year 2 of the Choose Youth Work (CYW) programme, £166k of funding for youth work had been distributed via participatory budgeting (PB).

The Committee had previously requested the Executive Director for Communities and Families to evaluate year 2 and report the outcomes of that evaluation to Committee prior to any decision being made about year 3 funding.

Details were provided of the outcome of this process.

Motion

- 1) To reverse the decision (from the Education, Children and Families Committee in December 2016) to distribute the entire universal youth work budget (£590k) in year 3 (2019/20) via Participatory Budgeting.

- 2) To approve that grant funding of £424k should be rolled over from year 2 (2018/19) into year 3 (2019/20) at the same levels for the same organisations as in year 2 (see Appendix 2 of the report by the Executive Director of Communities and Families). This was consistent with the recommendation made in the main revenue grants report.
 - 3) To approve that the remaining £166k (as in year 2) be available as a grant fund distributed via a participatory mechanism based on close engagement with young people (for example Youth Talk, a Youth Panel or PB) for work with children and young people.
 - 4) To approve that Schools and Lifelong Learning worked with Procurement, Localities, young people and the Third Sector to co-produce a more strategic and sustainable model of funding for open-access, universal youth work to come into effect in 2020/2021. This work would be incorporated within the overall planned review of grants and reported back to the October meeting of the Committee.
 - 5) To note the awards for 2018/19 in Appendix 1 of the report.
- moved by Councillor Perry, seconded by Councillor Dickie.

Amendment

- 1) To replace paragraph 1) of the motion by Councillor Perry with the following:
 “To recognise the existing council commitment to become a leading Council in Scotland for community engagement, with 1% of the Council's discretionary budget to be allocated through participatory budgeting.”
 - 2) To replace paragraph 2) and 3) of the motion by Councillor Perry with the following:
 “To bring a report to the August Committee that recommended an increased level of funding in excess of £166k to be distributed through participatory budgeting, that reflected the ambitions of the December 2016 Committee, and also recommended a level of funding to be distributed through a participatory mechanism based on close engagement with young people (for example Youth Talk, a Youth Panel or PB) for work with children and young people.”
- moved by Councillor Mary Campbell, seconded by Councillor Corbett

Voting

For the motion: 8 votes

For the amendment: 2 votes

(For the motion - Councillors Bird, Dickie, Griffiths, Howie, Perry, Rust, Smith and Young.

For the amendment - Councillors Mary Campbell and Corbett.)

Decision

- 1) To reverse the decision by the Education, Children and Families Committee in December 2016 to distribute the entire universal youth work budget (£590k) in year 3 (2019/20) via Participatory Budgeting.
- 2) To approve that grant funding of £424k should be rolled over from year 2 (2018/19) into year 3 (2019/20) at the same levels for the same organisations as in year 2 (see Appendix 2 of the report by the Executive Director of Communities and Families). This was consistent with the recommendation made in the main revenue grants report.
- 3) To approve that the remaining £166k (as in year 2) be available as a grant fund distributed via a participatory mechanism based on close engagement with young people (for example Youth Talk, a Youth Panel or PB) for work with children and young people.
- 4) To approve that Schools and Lifelong Learning worked with Procurement, Localities, young people and the Third Sector to co-produce a more strategic and sustainable model of funding for open-access, universal youth work to come into effect in 2020/2021. This work would be incorporated within the overall planned review of grants and reported back to the October meeting of the Committee.
- 5) To note the awards for 2018/19 in Appendix 1 of the report.

(References – Education, Children and Families Committee, 13 December 2016 (item 9); report by the Executive Director for Communities and Families, submitted)

19. City of Edinburgh Education Improvement Plan

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

The City of Edinburgh Education Improvement Plan was submitted.

Decision

To approve the Education Improvement Plan contained in Appendix 1 of the report by the Executive Director for Communities and Families.

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

20. Expansion of Early Learning and Childcare from 600 hours by 2020. Current Progress and Next Steps

An update was provided on 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 the authority worked with the Scottish Government in terms of funding allocations

Decision

- 1) To note the progress made towards 1140 hours.
- 2) To approve the increase in the hourly rate paid to partner providers from £3.70 to £3.80 from August 2018 to enable them to continue to sustain the delivery of early learning and childcare to approximately 40% of Edinburgh's children.
- 3) To approve the increase in the hourly rate from £3.70 to £5.31 for a small number of partner providers (up to 100 children) to allow them to pilot the 1140 provision.
- 4) To note that the proposed capital investment plan as outlined in this report was subject to the availability of funding from the Scottish Government.
- 5) To note the intention to progress design and investigation work for new ELC Facilities.
- 6) To note intention to progress informal consultation with affected communities.
- 7) To refer the report to the Finance and Resources Committee for information.
- 8) To note the risks as outlined in Section 6 of the report by the Executive Director of Communities and Families, in particular the significant challenges in the Council's ability to deliver the expansion from 2020.
- 9) To note the intention to return a report on the finalised plan to Education, Children and Families Committee in August 2018 following the recent announcement of the multi-year revenue and capital funding by the Scottish Government.

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

21. Family Support Volunteer Service to Safe Families for Children

Approval was sought to award a contract for the provision of a Family Support Volunteer Service to Safe Families for Children.

Details were provided of the contract duration, options for extension, the start date and the estimated value to the Council.

Decision

- 1) To approve the award of a contracts to: Safe Families for Children Scotland for the provision of Lot 2 Family Support Volunteer Service from 1 May 2018 for a period of 36 months, with options to extend for a maximum of two 12-month periods at an estimated value of £744,000.
- 2) To refer the report to the Finance and Resources Committee for approval of the award of contract.

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

22. Communities and Families Grants to Third Parties 2019-22

Approval was sought for a one year extension of award to all Communities and Families Main Grant award holders which would enable redesign work to be completed on a new grants programme for 2020-21 onwards.

Decision

- 1) To approve the extension of all Main Grant awards by one year (to March 2020).
- 2) To note that this extension period would be used to review the current programme and set priorities for a new programme.
- 3) To note that a report would be prepared for Committee in March 2019 outlining arrangements for 2020-21 onwards.

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

23. One Year Awards 2018-19

Details were provided of one year awards agreed by the Executive Director of Communities and Families, in consultation with the Convenor and Vice-Convenor and the Committee was requested to note these and the work that the organisations would undertake to develop plans for financial sustainability.

Decision

To note the awards to organisations outlined in Appendix 1 of the report by the Executive Director for Communities and Families.

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

24. Daylight Impact Assessment Central Library

An independent daylight impact assessment had been carried out at the Central Library to provide information on the potential daylight levels impact on the Library of the Cowgate development.

Decision

To continue consideration of the report to the next meeting of the Committee on 14 August 2018.

(References – Education, Children and Families Committee 6 March 2018 (item 5); report by the Executive Director for Communities and Families, submitted)

25. Framework for Excellence in Health and Wellbeing

The City of Edinburgh strategy for Raising Attainment contained six Frameworks for Learning. The Framework for Excellence in Health and Wellbeing contained the strategic guidance Head Teachers needed to ensure they had considered all necessary aspects to provide appropriate, high quality provision for learners.

Decision

To approve the Raising Attainment Strategy Framework for Excellence in Health and Wellbeing.

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

26. Implementing the Programme for the Capital: Coalition Commitments

Details were provided of progress made in the performance framework development, with the definition of measurable actions and performance indicators.

The refined set of indicators had been submitted to the Corporate, Policy and Strategy Committee on 27 February 2018 for further scrutiny. The set was agreed on the understanding that the final set of indicators would be submitted to the relevant Executive Committee.

Motion

To note the set of indicators in Appendix 1 of the report by the Executive Director for Communities and Families.

- moved by Councillor Perry, seconded by Councillor Dickie

Amendment

Following approval of the indicators to ask officers to report within one cycle on the performance of the Council against these indicators over the course of the first year of the Coalition Administration

- moved by Councillor Rust, seconded by Councillor Smith.

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

Decision

- 1) To note the set of indicators in Appendix 1 of the report by the Executive Director of Communities and Families.
- 2) Following approval of the indicators to ask officers to report within one cycle on the performance of the Council against these indicators over the course of the first year of the Coalition Administration.

(References – Act of Council No 7 of 23 November 2017; Corporate, Policy and Strategy Committee on 27 February 2018 (item 9); report by the Executive Director for Communities and Families, submitted)

27. Child Poverty – School Uniform Grant

The Committee had previously agreed to streamline the criteria for entitlement to a clothing grant by aligning it with eligibility for free school meals, ensuring that primary school pupil entitlement was the same as the secondary school entitlement and increased the school clothing grant for an estimated 6400 pupils to at least £70.

Details were provided of the financial options and costs for increasing the School Clothing Grant and information on the range of costs of school uniforms from outlets within the City of Edinburgh area.

Motion

- 1) To note the financial options and costs for increasing the School Clothing Grant to meet the higher figure recently recommended by the Scottish Government of £100.
 - 2) To note the financial options and costs for increasing the School Clothing Grant to meet the higher figure recently recommended Child Poverty Action Group of £129.50.
 - 3) To note the information on the range of costs of school uniforms from outlets within the City of Edinburgh area.
- moved by Councillor Perry, seconded by Councillor Dickie

Amendment

- 1) To approve paragraphs 1, 2 and 3 of the motion by Councillor Perry.
- 2) To agree that the cost of school uniform was an increasing concern for pupils and families, and therefore recommended that Option 4 was progressed for the budget framework proposals for 2019/20.

- moved by Councillor Mary Campbell, seconded by Councillor Corbett

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

Decision

- 1) To note the financial options and costs for increasing the School Clothing Grant to meet the higher figure recently recommended by the Scottish Government of £100.
- 2) To note the financial options and costs for increasing the School Clothing Grant to meet the higher figure recently recommended Child Poverty Action Group of £129.50.
- 3) To note the information on the range of costs of school uniforms from outlets within the City of Edinburgh area.
- 4) To agree that the cost of school uniform was an increasing concern for pupils and families, and therefore recommended that Option 4 was progressed for the budget framework proposals for 2019/20.

(References – Education, Children and Families Committee 6 March 2018 (item 6); report by the Executive Director for Communities and Families, submitted)

Education, Children and Families Committee (Additional Meeting)

10.00am, Thursday 21 June 2018

Present for Item 1

Councillors Perry (Convener), Dickie (Vice-Convener), Bird, Mary Campbell, Child (substituting for Councillor Griffiths – item 3), Corbett, Howie, Mowat (substituting for Councillor Laidlaw), Neil Ross (substituting for Councillor Young – item 1), Smith, Webber (substituting for Councillor Rust), Watt (substituting for Councillor Griffiths – item 1) and Young.

Religious Representatives

Dr Rita Welsh

Parent Representative

Alexander Ramage (non-voting)

1. Update on the Informal Consultation on West/South West Schools

(a) Deputation – Juniper Green Primary School Parent Council

Kirsty Cumming and Maria Hargreaves spoke on behalf of Juniper Green Primary Parent Council.

The parent and community councils had been working together and the deputation focussed on the educational aspects of the proposals and also on issues more specific to Juniper Green Primary School. The preference was option 1 to retain all four schools on their existing sites and they urged the Committee to approve this as the way forward to statutory consultation.

The full presentation can be viewed via the link below:

https://edinburgh.public-i.tv/core/portal/webcast_interactive/358138

(b) Deputation – Juniper Green and Baberton Community Council

Aonghas McIntosh spoke on behalf of Juniper Green Community Council. Option 1 was the preferred choice of the community. He referred to catchment issues and the possible negative impact there would be on pupils, on transport and on greenspace and wildlife if any of the other options were taken forward.

The full presentation can be viewed via the link below:

https://edinburgh.public-i.tv/core/portal/webcast_interactive/358138

(c) Deputation – Woodlands School Parent Council

Julia Main and Fiona Clarke were heard on behalf of Woodlands School parent council. They welcomed the engagement which had taken place with the parent council and outlined some of the issues affecting Woodlands School pupils and families. Option 1 was the preferred choice to be taken forward.

The full presentation can be viewed via the link below:

https://edinburgh.public-i.tv/core/portal/webcast_interactive/358138

(d) Deputation – Wester Hailes Education Centre Parent Council

Amanda Campbell and Emily Bunt spoke on behalf of Wester Hailes Education Centre parent council. Amongst other issues, it was emphasised that in Wester Hailes pupils had developed strong relationships with their peers and teachers they knew and were familiar with. It would be detrimental to pupils for them to move to a school which was much larger and less personal. . Option 1 was the preferred choice to be taken forward.

The full presentation can be viewed via the link below:

https://edinburgh.public-i.tv/core/portal/webcast_interactive/358138

(e) Deputation – Currie Community High School Parent Council

Naomi Barton spoke on behalf of Currie Community High School parent council. Option 1 with investment in new and refurbished buildings for all local community high schools would provide the best education for pupils and would best meet travel, environmental and community needs.

The full presentation can be viewed via the link below:

https://edinburgh.public-i.tv/core/portal/webcast_interactive/358138

(f) Deputation – Currie Primary School Parent Council

Lisa Syme and Dr Helen Wright spoke on behalf of Currie Primary School parent council. The deputation referred to the impact of the proposals on catchments and pupil numbers and the need to minimise disruption for pupils.

Concerns were expressed about the impact on attainment. Option 1 was the preferred choice to be taken forward.

The full presentation can be viewed via the link below:

https://edinburgh.public-i.tv/core/portal/webcast_interactive/358138

(g) Deputation – Joint Deputation from Canal View and Clovenstone Primary Parent Councils

Sam Laidlaw and Ashley McNeill spoke on behalf of Canal View and Clovenstone Primary Schools parent councils. Option 2 was the preferred choice as it was felt this would provide the stability and the best opportunity for success in their children's future education.

The full presentation can be viewed via the link below:

https://edinburgh.public-i.tv/core/portal/webcast_interactive/358138

(h) Deputation – Joint Deputation from Sighthill Primary School Parent Council and Calder's Children's Zone

Michelle Robson and Leah Robertson spoke on behalf of Sighthill Primary School Parent Council and Calder's Children's Zone. The deputation spoke about the difficulties encountered by parents being able to engage with the consultation process as a large number of families had English as a second language. Option 1 was the preferred choice to be taken forward to keep children at the local school within the community.

The full presentation can be viewed via the link below:

https://edinburgh.public-i.tv/core/portal/webcast_interactive/358138

(i) Deputation – Educational Institute of Scotland

Alison Murphy (Local Association Secretary) spoke on behalf of the Educational Institute of Scotland. She indicated that the contributions from parents had been superb, the role of the community was important and school resources were stretched. Option 1 should be supported to ensure that schools were at the heart of the community and that the excellent provision they gave was maintained.

The full presentation can be viewed via the link below

https://edinburgh.public-i.tv/core/portal/webcast_interactive/358138

(j) Report by the Executive Director for Communities and Families

At a special meeting of the Education, Children and Families Committee on 29 March 2018 a report on the Outcomes of the Informal Consultation in West and South West Edinburgh was considered.

The report provided details of the informal consultation process, an assessment of the original proposal for school catchment and infrastructure changes published during the informal consultation and an assessment of three alternative options created as a response to the information received during the informal consultation.

A further update report on the informal consultation was submitted to Committee on 22 May 2018. The Committee agreed to continue consideration of the report to this meeting in order to investigate the issues that had arisen both during and since the special meeting held on 29 March 2018, as part of the consultations and further deputations heard today.

Information was provided on the various issues raised which included school sites and catchment areas and educational issues relating to curriculum choice, optimum school capacity and any impact on pupils with additional learning needs attending a larger school.

Motion

- 1) To agree that determination of locations for new school infrastructure in west Edinburgh (Kirkliston, Hillwood, Maybury and Cammo areas) be progressed through development of a West Edinburgh spatial strategy to be prepared as part of the new Local Development Plan process and that statutory consultations would be progressed when the spatial framework had been completed.
 - 2) To agree that Option 4 would be progressed for statutory consultation.
 - 3) To set up a working group to take account of the views expressed by the deputations and to develop a long term plan for education in the Wester Hailes community, including but not limited to:
 - Research to understand the decisions parents and young people make about placing choices
 - Dealing with reputation and communication issues
 - Strengthening the curriculum offer
 - Strengthening the partnership with feeder primaries and nearby high schools
 - Consideration of options for a 're-brand' of WHEC in response to concerns raised by some of the parents at the feeder schools, and to explore the feasibility of introducing a specialism in its curriculum such as a focus on Digital & IT skills and/or vocational skills, encouraging placement requests to come in, for those wishing to develop these skills for employment or further education.
- moved by Councillor Perry, seconded by Councillor Dickie

Amendment

- 1) To note the report and welcome the additional information provided since the last meeting on 22nd May for the different options presented on the South West Schools.
- 2) To note that Committee was encouraged by the strong connections that had now been forged between schools in the South West and welcomes their intentions to continue with that collaborative relationship moving forward.

- 3) To recognise the work involved by Council officials in the progress towards securing a site for a new West Edinburgh School on the outskirts of Kirkliston which had been welcomed by the community.
- 4) To recognise the extensive period of consultation that had now taken place and the desire of those involved to come to a resolution for all the communities involved.
- 5) To agree to progress with the negotiations for the new West Edinburgh High School off Burnshot Road to the north-east of Kirkliston and to report back to the next Education Committee meeting in August 2018.
- 6) To agree to progress with statutory consultation on the new West Edinburgh site option when practical.
- 7) To note that Option 1 emerged with significant support from the informal consultation and offered the clearest pathway to delivery, being based on existing sites.
- 8) To note that Option 1 was the second most cost-effective option.
- 9) To recognise the impact of the cross-community effort from the Save Our Schools Action Group, the way they had conducted their campaign and their inclusive approach throughout.
- 10) To recommend that Option 1 be taken forward to statutory consultation.
- 11) To note only Option 1 addressed the issues raised by Woodlands, in particular the needs of children attending Woodlands School and the strong preference expressed by learners, parents and staff to retain the school in its current site and the significant impact any move and a significantly larger school roll could have on the health and wellbeing of these vulnerable young people. Option 1 also provided Woodlands children with complex learning needs and autism to access an inclusive educational setting due to the very strong links with Currie Community High School and the local community.
- 12) To note that the Educational Institute for Scotland had supported Option 1 as the best option, stating that “These schools have spent decades developing their educational offer, and building relationships with pupils, families and the communities – relationships that are at the heart of challenging the equity gap and raising attainment.” and had further stated “members of the EIS believe these can best be achieved by developing and evolving the existing provision, rather than by undertaking a radical reorganisation.

Key to this is the desire to retain both Currie Community High School (CCHS) and Wester Hailes Educational Centre (WHEC) at the heart of their respective communities, and to keep the strong links between CCHS and Woodlands School.”
- 13) To recognise the views expressed by some staff and parents and staff within WHEC feeder primaries about the importance of maximising the educational and other opportunities for young people in the Wester Hailes area.

- 14) Therefore, to request that a working group be set up to take account of the views expressed in point 13) above and to develop a long term plan for education in the Wester Hailes community, including but not limited to:
- Research to understand the decisions parents and young people make about placing choices
 - Dealing with reputation and communication issues
 - Strengthening the curriculum offer
 - Strengthening the partnership with feeder primaries and nearby high schools
 - Consideration of options for a “re-brand” of WHEC in response to concerns raised by some of the parents at the feeder schools, and to explore the feasibility of introducing a specialism in its curriculum such as a focus on Digital & IT skills and/or vocational skills, encouraging placement requests to come in, for those wishing to develop these skills for employment or further education.
- 15) To request an update on and full remit for setting up the working group to be reported to the Committee in August 2018.
- moved by Councillor Webber, seconded by Councillor Mary Campbell

Voting

For the motion - 5

For the amendment - 7

(For the motion – Councillors Bird, Dickie, Howie, Perry and Watt)

(For the amendment – Councillors Mary Campbell, Corbett, Mowat, Neil Ross, Smith and Webber; Rev Dr Rita Welsh)

Decision

- 1) To note the report and welcome the additional information provided since the last meeting on 22nd May for the different options presented on the South West Schools.
- 2) To note that Committee was encouraged by the strong connections that had now been forged between schools in the South West and welcomes their intentions to continue with that collaborative relationship moving forward.
- 3) To recognise the work involved by Council officials in the progress towards securing a site for a new West Edinburgh School on the outskirts of Kirkliston which had been welcomed by the community.
- 4) To recognise the extensive period of consultation that had now taken place and the desire of those involved to come to a resolution for all the communities involved.
- 5) To agree to progress with the negotiations for the new West Edinburgh HS off Burnshot Road to the north-east of Kirkliston and to report back to the next Education Committee meeting in August 2018.

- 6) To agree to progress with statutory consultation on the new West Edinburgh site option when practical.
- 7) To note that Option 1 emerged with significant support from the informal consultation and offered the clearest pathway to delivery, being based on existing sites.
- 8) To note that Option 1 was the second most cost-effective option.
- 9) To recognise the impact of the cross-community effort from the Save Our Schools Action Group, the way they had conducted their campaign and their inclusive approach throughout.
- 10) To recommend that Option 1 be taken forward to statutory consultation.
- 11) To note only Option 1 addressed the issues raised by Woodlands, in particular the needs of children attending Woodlands School and the strong preference expressed by learners, parents and staff to retain the school in its current site and the significant impact any move and a significantly larger school roll could have on the health and wellbeing of these vulnerable young people. Option 1 also provided Woodlands children with complex learning needs and autism to access an inclusive educational setting due to the very strong links with Currie Community High School and the local community.
- 12) To note that the Educational Institute for Scotland had supported Option 1 as the best option, stating that “These schools have spent decades developing their educational offer, and building relationships with pupils, families and the communities – relationships that are at the heart of challenging the equity gap and raising attainment.” and had further stated “members of the EIS believe these can best be achieved by developing and evolving the existing provision, rather than by undertaking a radical reorganisation. Key to this is the desire to retain both Currie Community High School (CCHS) and Wester Hailes Educational Centre (WHEC) at the heart of their respective communities, and to keep the strong links between CCHS and Woodlands School.”
- 13) To recognise the views expressed by some staff and parents and staff within WHEC feeder primaries about the importance of maximising the educational and other opportunities for young people in the Wester Hailes area.
- 14) Therefore, to request that a working group be set up to take account of the views expressed in point 13) above and to develop a long term plan for education in the Wester Hailes community, including but not limited to:
 - Research to understand the decisions parents and young people make about placing choices
 - Dealing with reputation and communication issues
 - Strengthening the curriculum offer
 - Strengthening the partnership with feeder primaries and nearby high schools

- Consideration of options for a “re-brand” of WHEC in response to concerns raised by some of the parents at the feeder schools, and to explore the feasibility of introducing a specialism in its curriculum such as a focus on Digital & IT skills and/or vocational skills, encouraging placement requests to come in, for those wishing to develop these skills for employment or further education.

- 15) To request an update on and full remit for setting up the working group to be reported to the Committee in August 2018.

(References – Education, Children and Families Committee, 22 May 2018 (item 1); report by the Executive Director for Communities and Families, submitted)

Declaration of Interests

Dr Rita Welsh declared a non-financial interest in the above item as she was a member of the ministry team at Holy Trinity Church, a resident in Currie and had a grandchild who attended a primary school affected by the proposals.

2. Chair

In the absence of the Convener, Councillor Dickie took the Chair for the following item of business.

3. Wave 4 Education Infrastructure Prioritisation

(a) Deputation – Friends of Castlebrae Community High School

Donna Mason, Brandon Robertson, Charley Reid and Shania Muir spoke on behalf of Castlebrae Community High School. The deputation would welcome a new school building in the community. This would enhance the teaching and learning experience of pupils attending the school. There was already a great community spirit within the school. The deputation asked the Committee to progress with the delivery of the replacement High School for Castlebrae as part of the Wave 4 project.

The full presentation can be viewed via the link below:

https://edinburgh.public-i.tv/core/portal/webcast_interactive/358138

(b) Deputation – Liberton High School Parent Council

Derek McNeill, Marion Hemingway-Brunt and Sarah Hand spoke on behalf of Liberton High School parent council. The deputation advised there had been little or no change of infrastructure within the school for a number of years.

The building urgently required upgrading to improve the learning environment for the students and teachers in the school. The deputation asked the Committee to progress with a new build school for the community in Liberton.

The full presentation can be viewed via the link below:

https://edinburgh.public-i.tv/core/portal/webcast_interactive/358138

(c) Deputation – Ian Murray, MP and Daniel Johnson, MSP

Ian Murray, MP and Daniel Johnson, MSP were heard on the proposals for Liberton High School and the excellent learning and teaching that was delivered to students. Liberton was the only school in the cluster that hadn't had modification or refurbishment. The deputation referred to the large amount of housing development that was planned in the south east wedge area. The deputation asked the Committee to postpone any decision on the matter to allow members to undertake a site visit to the school and to allow further time for members to examine the parent council minutes of meetings on the issue.

The full presentation can be viewed via the link below:

https://edinburgh.public-i.tv/core/portal/webcast_interactive/358138

(d) Report by the Executive Director for Communities and Families

The Committee had previously agreed the criteria which would be used to prioritise secondary school infrastructure investment in the Wave 4 programme.

The outcomes of the prioritisation process were submitted together with recommendations on initial investment opportunities.

Decision

- 1) To note the outcome of the Wave 4 prioritisation process.
- 2) To agree that the current Wave 4 capital allocation of £25m was aligned to delivery of the Castlebrae High School replacement and Bangholm sports facility (Trinity Academy) projects.
- 3) To agree to submit a report to the Finance and Resources Committee to include details of the capital and revenue implications of proceeding with the delivery of the Castlebrae High School replacement and Bangholm sports facility (Trinity Academy) projects.
- 4) To agree that the report to Finance and Resources Committee also include detailed business cases for all of the other projects identified in the report by the Executive Director for Communities and Families so that consideration could be given to how these projects would be funded in the future.
- 5) To note that the report to the Finance and Resources Committee would require to be remitted to a full Council meeting for final approval of the proposed budget changes.
- 6) To approve that the design process for the Castlebrae High School replacement and Bangholm sports facility projects continue so that there was no delay in final delivery of these projects and notes that, if these projects were not ultimately delivered, any design costs would need to be met from existing Communities and Families revenue budgets.

- 7) To acknowledge the response from John Swinney of 15 June 2018 and welcome the announcement for future funding for schools which would be made later this year.
- 8) To agree that, in the meantime and in addition to the verbal confirmation already received, the Convener of the Education, Children and Families Committee would seek written assurance that the Council would be able to bid for Scottish Government funding retrospectively for the work undertaken on Castlebrae and Trinity.

(References – Education, Children & Families Committee 22 May 2018 (item 12); report by the Executive Director for Communities and Families, submitted)

Declaration of Interests

Councillor Perry declared a non-financial interest in the above item as his partner was employed at Liberton High School, left the meeting room and took no part in the consideration of and decision on the item.

Alex Ramage declared a non-financial interest in the above item as a member of Liberton High School parent council.

Rolling Actions Log

Item 5.1

Education, Children and Families Committee

14 August 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	June 2017	Considered at Finance and Resources Committee on 12 June 2018	Update report to Committee on 11 October 2016. Recommended for closure
	11-10-16	Duncan Place/ Leith Primary School	To note that a further progress report be submitted to Committee in 2017.	Executive Director for Communities and Families	May 2018	Considered at Finance and Resources Committee on 12 June 2018	Recommended for closure

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

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
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	TBC		
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	August 2018		Included in Communities and Families Assurance Framework Report 2017/18 (see agenda item 7.4)
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	TBC		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
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	October 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 Communities and Families			The project progressed without the need to use any land on the India Quay site. Recommended for closure
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	May 2018	Recommended for closure

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	Arts and Creative Learning Update	Agree to receive a further report in October 2018.	Executive Director for Communities and Families	October 2018		
11	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 Executive Director for Place	December 2018		This will be reported on jointly by Locality Managers (Place) and the Strategic Manager, CLD & Libraries (Communities and Families)

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
12	12-12-17	Schools and Lifelong Learning Estate Strategic Review – Update on Informal Consultation	(See Appendix)	Executive Director for Communities and Families	March 2018	June 2018	Update reported to Committee on 22 May 2018 Decision made at the Committee meeting on 21 June 2018. Recommended for closure
13	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		
14	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	March 2018	August 2018	Update reported to Committee on 6 March 2018 Update reported to Committee on 22 May 2018

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			Note the intention to return a report on the finalised plan to Education, Children and Families Committee in August 2018 following the recent announcement of the multi-year revenue and capital funding by the Scottish Government	Executive Director for Communities and Families	August 2018		Included in Early Years Update (see agenda item 7.3)
15	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	Ongoing.		Ongoing and included in LAC reports

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
16	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.		
17	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		
18	12-12-17	Open Library	That an update report be submitted to Committee in six months.	Executive Director for Communities and Families	December 2018		
19	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		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
20	06-03-18	Digital Learning in Schools	<p>1. To request an update within nine months on the progress of implementation of each of the key strategic actions contained within the Framework.</p> <p>2. To request an update within nine months on the progress as detailed in the scoping document (Appendix 2 of the report).</p> <p>3. To agree that an update report be submitted to the next meeting of the Committee on 22 May 2018 on progress with desktops.</p>	Executive Director for Communities and Families	December 2018		
21	06-03-18	Raising Attainment – Framework for Learning	To request reports from the above groups on an annual basis. The reports should look to measure the impact of the working group's activities.	Executive Director for Communities and Families	March 2019		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
22	06-03-18	Year of Young People 2018 and Child Friendly Edinburgh – Young People's Contribution to Decision Making	<p>1. To agree to receive a further report in October 2018, updating the Committee on young people's views, feedback and suggestions.</p> <p>2. To agree that the report to Committee would be authored and presented by young people.</p>	Executive Director for Communities and Families	October 2018		
23	06-03-18	Holiday Activity Programme for Disabled Children and Young People	To ask officers to report on the feasibility and financial implications of meeting the request for a return to 6 weeks holiday provision and inform committee within two cycles as to how this could be implemented for 2019/2020.	Executive Director for Communities and Families	August 2018		Included in Playscheme/ Disability report (see agenda item 7.8)

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
24	06-03-18	Supporting Children and Young People's Mental Health and Wellbeing in School	To agree to receive a further report in March 2019.	Executive Director for Communities and Families	March 2019		
25	06-03-18	Anti-Bullying	<p>1) To ask for a subsequent report in six months once the current policy and procedures had been reviewed.</p> <p>2) To ask for the subsequent report to highlight resources available for schools that helped with specific forms of bullying, for example ENABLE Scotland's Be The Change Campaign, which provided resources to help tackle bullying of children with a learning disability.</p>	Executive Director for Communities and Families	<p>October 2018</p> <p>March 2019.</p>		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
26	22-05-18	Central Library Daylight Impact Assessment – motion by Councillor Miller	“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.”	Executive Director for Communities and Families	May 2018 August 2018		Continued from 22 May 2018. Report on this agenda (see item 7.5).
27	22-05-18	Additional Support for Learning and Special Schools – Inclusion and Engagement of Children, Young People and Families	To note that a further update on progress will be provided in December 2018.	Executive Director for Communities and Families	December 2018		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
28	22-05-18	Educational Attainment in Primary and Secondary Schools 2017	To agree to receive further annual reports on attainment/improvements in performance.	Executive Director for Communities and Families	May 2019		

Education, Children and Families Committee 14 August 2018

Item	Key decisions	Expected date of decision	Wards affected	Director and lead officer	Council Commitments
1	Playgrounds	9 October 2018	All	Executive Director for Communities and Families Lead Officer: Crawford McGhie 0131 469 3149 crawford.mcghie@edinburgh.gov.uk	
2	Anti-Bullying	9 October 2018	All	Executive Director for Communities and Families Lead Officer: Lorna Sweeney 0131 469 3138 lorna.sweeney@edinburgh.gov.uk	

Item	Key decisions	Expected date of decision	Wards affected	Director and lead officer	Council Commitments
3	Year of Young People 2018 and Child Friendly Edinburgh - Young People's Contribution to Decision Making	9 October 2018	All	Executive Director for Communities and Families Lead Officer: Linda Lees 0131 469 3956 linda.lees@edinburgh.gov.uk	
4	Arts and Creative Learning Update	9 October 2018	All	Executive Director for Communities and Families Lead Officer: 0131	
5	GME Strategic Growth Plan	9 October 2018	All	Executive Director for Communities and Families Lead Officer: 0131	
6	Edinburgh Learns: Teaching and Learning	9 October 2018	All	Executive Director for Communities and Families Lead Officer: 0131	



Item	Key decisions	Expected date of decision	Wards affected	Director and lead officer	Council Commitments
7	Edinburgh Learns: Parental Engagement	9 October 2018	All	Executive Director for Communities and Families Lead Officer: 0131	
8	Schools and Lifelong Learning - Standards and Quality Report	9 October 2018	All	Executive Director for Communities and Families Lead Officer: 0131	
9	Broughton High School - Lessons Learned	9 October 2018	All	Executive Director for Communities and Families Lead Officer: Crawford McGhie 0131 469 3149 crawford.mcghie@edinburgh.gov.uk	
10	Attainment Report - Broad General Education	9 October 2018	All	Executive Director for Communities and Families Lead Officer: Lorna Sweeney 0131 469 3138 lorna.sweeney@edinburgh.gov.uk	

Education, Children and Families Committee

10.00am, Tuesday 14 August 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 Joan Griffiths Councillor Gavin Corbett Councillor Callum Laidlaw Councillor Derek Howie 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>

Successes at the Scottish Education Awards 2018

Digital Learning and Teaching Award - Tynecastle High School

This award recognises early learning and childcare settings and schools that have developed a vibrant and progressive culture and climate of continuous innovation in relation to DLT.

Tynecastle High School is leading the way in using technology to improve outcomes for all learners.

The school motto is Tynecastle Cares - Challenge, Ambition, Respect, Enjoyment and Success - underpinned by the values of 'Whoever and Wherever You Are'. The digital learning programmes and activities are driven by these values and ensure that they continuously work towards improving outcomes for all of the learners, whoever and wherever they are.

The 1:1 digital learning programme began in 2013 and has been fully in place since 2014. All staff, including student support staff, and all students in S3-S6 have an iPad for use in school and at home. Students in S1 and S2 have easy access to technology in computer labs, sets of iPads located around the school and devices available for individual use.

The use of DLT is embedded across every curricular area and subject. Staff use digital technologies to plan, prepare, create, assess, feedback, share, collaborate and enhance learning and teaching. Staff regularly share good practice and promote innovative use of technology with each other, and also outside of school.

Equity, equality, diversity and inclusion are at the heart of the school. They work hard as a community to poverty proof the school, eliminate inequity and ensure that everyone has access to the highest quality learning and teaching. They believe that DLT helps breaks down barriers to learning. The digital learning programme and access to technology is for every student, no matter their circumstance or background.

They use digital technologies to promote the work of the school and the wider school community. For example, we recently celebrated Children's Mental Health Week and Safer Internet Day, using the website and Twitter account to promote opportunities for students, families and the wider community.

By embedding digital learning and teaching throughout the school community they embrace and celebrate new opportunities for personal and shared achievement, curiosity, creativity, collaboration and communication, whoever and wherever you are. They are thrilled to have won this award and have the work in this area recognised nationally.

- *1:1 Digital Learning Programme throughout S3-S6*

- *Student Digital Portfolios throughout S1-S6*
- *Creative use of DLT throughout all curriculum areas and subjects*
- *Innovative digital delivery of curriculum*
- *Digital Learning Week celebrated in school each year*
- *Awarded Apple Distinguished School 2016*
- *Working towards Digital Schools Award Scotland*
- *Equitable access to digital technologies*
- *DLT breaking down barriers to learning*
- *DLT supporting aspirational outcomes and helping address attainment challenge*
- *Technology engaging the wider school community*
- *In-house DLT CLPL building culture of innovation*
- *Apple Regional Training Centre, led by Tynecastle staff, training educators across Edinburgh*
- *DLT helping to raise attainment and exposing students to greater opportunities*

Castlebrae Community High School Wins Employability & Creativity Across Learning Award

Castlebrae Community High School has won the **Employability & Creativity Across Learning Award** at the Scottish Education Awards 2018, in recognition of a three-year partnership with the Edinburgh International Festival and the City of Edinburgh Council. The Scottish Education Awards celebrates successes and recognises achievements taking place within Scottish education. The award specifically recognised the residency partnership's commitment to creating meaningful, personal and lasting experiences for Castlebrae pupils in ways which supported personal and professional skills development.

Running between 2015 – 2018, the partnership set out to increase pupils social and communicative skills, through a series of workshops, one-on-one mentoring sessions and work experience programmes. These highlighted the varied professional skillsets required in the delivery of events such as the International Festival, and included a specially developed Festivals & Events Management module which contributed towards pupils National 5 qualification in 'Creative Industries'.

Alongside professional development opportunities, the pupils created the film '*From Castlebrae with Love*', worked with dancers from Boy Blue Entertainment whose show Project R.E.B.E.L was staged at the school during the 2018 Festival, and created dishes with catering partners Appetite Direct.

The partnership was delivered by the staff at Castlebrae Community High school led by Head Teacher Norma Prentice, in tandem with the International Festival team. Head Teacher at Castlebrae High School Norma Prentice said: Throughout the residency and International Festival involvement with Castlebrae over the last three

years, we have felt the true meaning of partnership working. The vision of both the Festival team and staff at Castlebrae was to ensure the best for the pupils. We are delighted that the partnership has been recognised by Education Scotland' Head of Creative Learning at the International Festival Caroline Donald, added: 'We are delighted that the school has won this award from Education Scotland and would like to thank them for supporting and acknowledging the project and Castlebrae Community High School's achievements. The partnership was game-changing for both the school and the International Festival, and its impact and legacy can be seen in both organisations today, the greatest of which has been its positive impact on pupils, many of whom strengthened their employability and creative skills, and importantly their confidence, during the residency programme.'

For more information about the partnership with Castlebrae Community High School, please visit the International Festival website at eif.co.uk/castlebrae.

No Worries-My Friends and Me

A group of parents from Forthview Primary has recently been involved in writing a children's book based around anxiety. The project was supported by the mental health charity Place2Be and funded by the Pupil Equity Fund.

'No Worries' tells the story of a group of primary school children going to school camp for the first time, each facing and overcoming their own anxieties. Each character's story was developed by an individual parent drawing on their own experiences.



As a group, these parents have experience of the impact of mental health difficulties in their community, their families and their daily lives, and writing the book together was a positive, mutually supportive process.

The book, which was published by Whitewater Publishing, was launched on the 5 February at the National Library of Scotland, an event attended by the Deputy First Minister, John Swinney and the Vice Convener for Children and Families, Alison Dickie. MSP Miles Briggs has tabled a motion of congratulations for Forthview at Holyrood. Copies of the book are available from the school.

Psychological Services – Communities and Families

Psychological Services are now able to offer schools additional assistance with research. They have recently worked with Sighthill Primary to demonstrate significant success the school has had in the teaching of numeracy in P4 and P7. Please contact Martin Gemmell Principal Educational Psychologist martin.gemmell@ea.edin.sch.uk for details.

Young Carers

On 21 June 2018, Young Carers launched the short film '***We Care Do You?***' which reflects their experiences of being young carers and their expectations of the Carers (Scotland) Act 2016. The red-carpet event, hosted in the stunning reference library in Central Library, was attended by over 140 guests including young carers, their families, Elected Members including Cllr. Frank Ross, the Lord Provost, who opened the event, Cllr. Alison Dickie, Vice Convenor of Communities and Families, and Cllr Bird, the Young People's Champion. Also present were representatives from the Scottish Government, partner organisations and Council officers.

Young people hosted the event and provided hugely powerful testimonials about being a young carer. They held the attention of the whole room as they discussed both the difficulties of their role and the positive impact caring can have. Please click the link to view the short five-minute film.

<https://vimeo.com/275768321>

Open Plus

The service is working with colleagues in lifelong learning, asset management and localities to adopt a corporate strategic approach to use of assets. Open Plus will form part of this strategy. An outline of the strategy will be presented to Council Leadership Team.

Nobel Prize Winning Former Pupil Visits to Boroughmuir High School

David Dempster, Head Teacher of Boroughmuir High School was pleased to announce that former pupil Dr Richard Henderson (leaver 1962) and a joint recipient of this year's Nobel prize for Chemistry came to visit his old school on Thursday 7 June.

Dr Henderson toured the new school and then had lunch with the Head teacher and some staff as well as some former pupils from his year group.



He addressed some 240 senior science pupils about his journey to becoming a Nobel Prize winner in Chemistry before conducting a science master class with about 50 Advanced Higher science pupils.

Mr Dempster said "We are extremely proud to have had Dr Henderson visit us on the 7 June. We know our pupils were thrilled and inspired to hear from a former pupil who has received the incredible accolade of a Nobel prize."

Dr Henderson was also a guest of honour at the annual awards ceremony in the evening and as well as making an address to the audience, presented the Molly T Hope award to the Senior School Champion.

Ken Edwards President of Boroughmuir Former Pupils Association said – "The Association is delighted to have worked closely with the school in setting up this visit on 7 June by Richard Henderson. This is an excellent example of a way in which former pupils can support the school. The visit gives many Boroughmuir pupils an exceptional opportunity to hear at first hand about world class scientific research and to interact at close quarters with a Nobel Prize winner in a masterclass session. This will surely supercharge their interest in scientific careers!"

Welcoming Edinburgh to MOMO!

Children's Services have purchased the MOMO app for two years along with training for staff and access to eLearning for foster carers for 12 months. Through the MOMO app young people will be able to send messages directly to children's rights officers, social workers, reviewing officers and the complaints. Professional staff can also use it with young people to gather their views before meetings using the app which will then compile these views into a .pdf file.

Andy Jeffries, Acting Head of Children's Services, said "this is a huge step forward in our

direct work with children and young people and I would like to commend Sean Bell for his perseverance in making it happen. It will be great for young people to communicate quickly and directly with the professionals involved with them and will reduce bureaucracy in how we gather children's views. Great work all round and really exciting!"

Police Box opened as primary school book swap library on Thursday 7 June at Royal Mile Primary School



The Royal Mile Primary School has been working with the community charity group at Citi Bank to turn their Police Box into a Book Swap Library for children and adults as part of their Environmental Health Week. This also coincided with their Global Citizenship Day on 8 June.

The volunteers have been cleaning and painting the box in its original blue and renovating the inside and having shelves put in. They are holding a book drive for children and adults books. The idea is to promote recycling, promote reading and all its benefits for mental health and learning, involve parents etc

There was an opening ceremony, Thursday 7 June at 2pm which was followed by a Book Café in their outdoor classroom. There was a competition to think of a name and the winning class received a healthy playground snack.

'It's Our Party' – A Special Celebration

A special celebration for/by young people took place on Thursday 24 May at Jupiter Artland.

This is a new project involving three Lothian Schools, Woodlands, Oaklands and Saltersgate School, collaborating with Jupiter Artland to celebrate 2018 'Year of the Young Person', Scottish Mental Health Arts Festival and the 10th birthday of both Jupiter Artland and Woodlands School. Plus the opportunity for the learners to show off their work and have a party, 'It's Our Party'.

All schools involved have had a special visit and workshops at Jupiter Artland, and back at school created props, puppets and costumes for a special performance/procession through the woods of Jupiter Artland culminating in a special party, 'It's our Party'. On Thursday 24 May learners returned to Jupiter Artland, for this celebration, parade, procession and 'Party'.



The event was a huge success with a large turnout of happy proud parents, carers and friends watching the young people parade through the magical grounds of Jupiter Artland. Pupils involved had a brilliant time and were eager to tell others about their experience

We hope that this presentation heralds the start of something new and exciting, creating links and opportunities for young people to engage with Expressive Arts within the spectacular resource of Jupiter Artland. An event that can only get bigger and better, in years to come.

SCOTFEST

Davidson's Mains Choir led by class teacher Helen Bassett, won the Frisson Foundation National Glee competition on Sunday 10 June in Perth Concert Hall. The children sang "This is me" from the Greatest Showman and 'Happy' by Pharrell Williams. A power cut mid way during their second song did not faze them and without missing a beat they carried on unaccompanied to the end of the song to a standing ovation by the 1,000 strong audience.

It was made very clear however that they won for their strong singing, slick timing and teamwork rather than their resilience in coping with a power cut! John Swinney commented on the excellence of the competition and on our choir's resilience in adversity as he handed over a 3 foot high trophy. Officially the best Glee choir in Scotland this year, they have been invited to perform at Scot Fest in July at Ingliston.



Year of Young People 2018 event – making Edinburgh a child friendly city

More than 70 people took part in the second Year of Young People event on Tuesday 19 June at the City Art Centre. The event – planned with young people and hosted by them – brought together a range of young people, Council and partnership staff and elected members.

Katrina Lambert and Roseanna Campbell co-hosted the event and Councillor Ellie Bird, the Council's young people's champion, welcomed participants and highlighted the importance of children and young people's participation and rights.

The events aims were to:

- celebrate the work and achievements of young people
- build commitment to the idea of Edinburgh as a children and young people friendly city
- share ideas on how to publicise the idea



The talents and achievements of young people were centre-stage with superb singing and rapping/spoken word performances by Ciara, Sandi and Liam; a film by Screen Education Edinburgh Youth and certificates presented to young youth work volunteers with LAYC.

The main part of the evening was a group discussion, bringing together children, young people and adults and co-facilitated by young people and staff.

The discussion focussed on four questions:

- What would a truly children and young people friendly Edinburgh look, feel and be like?

- What are some of the key words that come to mind?
- What do you think we should call it?
- Can you come up with a strapline?

The feedback will shape the next phase of work towards the child friendly city goal.

Councillor Alison Dickie, Vice-Convenor of Education, Children and Families, closed the event by thanking participants and emphasising her belief in young people and her passion for making sure that their voices are heard.

Edinburgh & Lothian Schools' Film Competition 2018

The nursery and primary screening of Edinburgh & Lothian Schools' Film Competition took place on Thursday 21 June and was buzzing with excitement as pupils waited to see their films on the big screen and applaud winners. The secondary schools award will take place on Wednesday 27 June, but family, friends and the public can get tickets to [free public screenings](#) of both on Saturday 30 June and Sunday 1 July.

Pupils from across Edinburgh and the Lothian's have been entering their own films for the 10 year to this competition; a partnership between [Screen Education Edinburgh](#) (SEE), [Edinburgh International Film Festival](#) (EIFF) and Arts & Creative Learning, City of Edinburgh Council. This competition sees shortlisted films made by pupils share the festival limelight with leading filmmakers from around the world.

The youth jury have the marathon task of watching all the films entered to shortlist for a primary schools screening and a high schools screening held at the Filmhouse. These young people all take media studies at Edinburgh schools, work with SEE and EIFF to learn about short film watching, decide on awards in each category for both screenings and also present the films and awards.

The screening of shortlisted films was funny and entertaining, thought provoking and diverse, inclusive and clever with more than a hint of individuality and humour. Hallmarks of creativity at work and bodes well for the future film makers from Scotland!





ALARM AWARD

Congratulations to colleagues across Communities and Families and Legal and Risk who on 25 June won the prestigious UK wide ALARM award for "Managing the Operational Risks to an Organisation".

Education, Children and Families Committee

10:00, Tuesday 14 August 2018

The Edinburgh Children's Partnership – Annual Report 2017-18 for the Children's Services Plan 2017 – 2020

Item number	7.1
Report number	
Executive/routine	
Wards	
Council Commitments	tbc

Executive Summary

This report seeks approval for the first Annual Report on the Edinburgh Children's Partnership's Children's Services Plan 2017 – 2020.

Report

The Edinburgh Children's Partnership – Annual Report 2017-18 for the Children's Services Plan 2017 – 2020

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 approve the Annual Report for 2017-18 for the Edinburgh Children's Partnership's Children's Services Plan 2017- 2020.

2. Background

- 2.1 The Edinburgh Children's Partnership directs the strategic planning, development and delivery of children and young people's services on behalf of the Edinburgh Partnership. The work of the Partnership is underpinned by a multi-agency, integrated strategic plan which is regularly reviewed.
- 2.2 The Children and Young People's Services Board provides strategic oversight.
- 2.3 The current plan was approved by Committee in August 2017.
- 2.4 Statutory Guidance on Part 3 (Children's Services Planning) of the Children and Young People (Scotland) Act 2014, requires that each local authority and the relevant partner health board publish an annual report demonstrating how children's and related services have been provided in accordance with the aims and objectives we set in our Children's Services Plan.

3. Main report

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

- 3.2 The Children's Partnership vision is that 'Edinburgh's children and young people enjoy their childhood and achieve their potential'. Its ambition is to create a child friendly city where children and young people's rights are respected. There is also a focus on restorative practice, where preventing problems becomes as important as dealing with crisis.
- 3.3 The Children's Services Plan underpins the work of the Partnership and:
- Sets out a shared vision and strategic direction to guide the work of the Edinburgh Children's Partnership over the period 2017-20;
 - Describes the outcomes we aim to achieve together and the improvements we need to deliver;
 - Sets out an integrated approach to implementing our strategy and delivering those improvements.
- 3.4 At the heart of the plan, there are five strategic outcomes, informed by recent engagement activity with children and young people, service managers and community planning partners:
- Every child will have the best start in life.
 - Children and young people's attendance, engagement and achievement will be improved and the poverty related attainment gap will be reduced.
 - Every child and young person will have good wellbeing and achieve the best possible health.
 - Equity amongst children and young people and their families will be advanced.
 - Children and young people, their families and their communities will be empowered to improve their wellbeing.
- 3.5 The Annual Report, attached as Appendix 1, sets out, for each of the strategic outcomes, progress made in the first year of the plan alongside some of the key challenges being faced.
- 3.6 This report seeks approval of the Annual Report which will, following approval by the NHS Lothian Strategic Planning Committee, be submitted to the Scottish Government.

4. Measures of success

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

5. Financial impact

- 5.1 Key financial and other resource matters are referenced in Appendix 3 of the plan. This section provides an overview of budgets allocated to different services in the city, and key areas for service integration, where efficiencies could be realised.
- 5.2 A critical feature of the plan is the requirement to shift more financial resources to prevention and early intervention activities.

6. Risk, policy, compliance and governance impact

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

7. Equalities impact

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

8. Sustainability impact

- 8.1 The contents and commitments of the plan are well aligned with the public sector duties of the Climate Change (Scotland) Act 2009 and Sustainable Edinburgh 2020 strategy.

9. Consultation and engagement

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

10. Background reading/external references

- 10.1 [Children and Young People \(Scotland\) Act 2014](#)
- 10.2 [The Edinburgh Children's Partnership Children's Service Plan 2017-20](#)

Alistair Gaw

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11. Appendices

- 11.1 The Edinburgh Children's Partnership – Annual Report 2017-18 for the Children's Services Plan 2017 – 2020

The Edinburgh Children's Partnership Children's Services Plan

2017 to 2020



Annual Report for Year 1 2017-18

Introduction

This is the first annual report by the Edinburgh Children's Partnership setting out the progress made in delivering the vision and outcomes set out within our three year Children's Services Plan (2017 to 2020).

Statutory Guidance on Part 3 (Children's Services Planning) of the Children and Young People (Scotland) Act 2014, requires that each local authority, here being the City of Edinburgh Council, and the relevant partner health board, here being NHS Lothian, must publish an annual report demonstrating:

- How children's and related services have been provided in accordance with the aims and objectives we set in our Children's Services Plan.
- That our service provision has achieved the five aims of statutory children's services planning (see Appendix 1).

This report contains the following sections.

What we said we are going to do

A summary of the vision, strategic outcomes and objectives and the core principles underpinning the work we do with children, young people, families and communities as set out in the Children's Services Plan 2017-20.

How we will know we are making progress

A description of the governance and reporting arrangements put in place to ensure we are able to monitor and communicate the progress of work within the plan.

The progress we have made in the past year

A description, structured around the five strategic outcomes, of what has been working well for partners and achievements during the first year of the plan alongside some of the key challenges being faced.

The priorities for the next year

A summary of the key priorities for the year ahead emerging from the ongoing work within the plan as well as from the various self-evaluation and engagement activities undertaken by partners.

What we said we are going to do

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

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

The Edinburgh Children's Partnership's vision is:

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

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

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

This plan is built around a set of core principles that guide everything we do as a Partnership. We are committed to ensuring that we:

- Place Children and young people at the centre of practice
- Focus on strengths and building resilience
- Prioritise prevention
- Improve fairness
- Listen to and respond to children and young people

Appendix 2 summarises this vision and the 25 objectives sitting underneath the five strategic outcomes.

How we will know we are making progress

The Edinburgh Children's Partnership is responsible for coordinating delivery of the improvement actions and objectives outlined in our plan. The Partnership, which meets on a bi-monthly basis, comprises representatives from the City of Edinburgh Council, the voluntary sector, NHS Lothian, the Scottish Children's Reporter Administration, Police Scotland and Edinburgh College.

To take forward the delivery of the plan and reporting progress on this, joint strategic leads were identified for each outcome from across the partners. Additionally leads, joint where possible, were identified for each of the 25 objectives.

A schedule of progress briefings across the year was established to allow joint strategic leads to update the Partnership. These briefings included what is working well, what is a key challenge and what are children, young people and the wider community telling us. These briefings were also an opportunity to seek further support from the Partnership if required and to set out the priority actions for the year ahead.

The Partnership meetings also allow for reports relating to any of the objectives, core principles or other wider developments to be presented and discussed.

In addition to the progress briefings and associated papers, the Partnership looked to establish a set of measures that could be used to provide another view of progress across the strategic outcomes and objectives set out in the plan.

As the plan progresses it is expected that these, and other measures where available, will be used to complement the narrative provided through the progress briefings to communicate progress towards achieving the strategic outcomes of the plan.

The set is provided in Appendix 3.

Additionally a Self Evaluation and Improvement Group (SEIG), chaired by the Executive Director of Communities and Families within the council, was established. The purpose of this group being to oversee and co-ordinate ongoing self-evaluation work around the strategic outcomes set out within the plan and to consider wider improvement activity taking place.

The progress we have made in the past year

The following sections set out for each strategic outcome and related objectives what has been working well and what the key challenges are.

Strategic Outcome 1

Every child will have the best start in life

Objectives
Implement the new universal pre-birth to pre-school pathway
Continue to provide high quality early years services across the city whilst implementing the increase in hours to 1140
Improve early years pathways for young disabled children
Improve partnership working in the provision of early years services
Increase the percentage of children across all SIMD quintiles reaching developmental milestones

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

What is working well

The Scottish Government has introduced a new Pathway of care which increases the universal contacts and developmental and wellbeing assessments to all families. In Lothian, women booking from maternity care from October 2016 onwards were in the new pathway model. Babies born from May 2017 commenced the increased home visiting and developmental assessment model. 40% of 0-5 children in Edinburgh are on the new pathway model at March 2018, compared to the baseline of 0% at April 2017 (when the model had not commenced in Lothian). All babies born from May 2017 are on pathway, and babies who turned 13-15 months of age from May 2017 are on the new pathway. Older children remain on the older model and will progress as before.

What the key challenges are

The service redesign of health visiting is a significant transformational change, for both increasing the qualified health visitor workforce numbers and change in model of delivery. Such a change takes a longer period of time, and therefore the challenge continues to be to co-ordinate the growth in delivery of the pathway with growth in workforce. NHS Lothian continues their implementation and anticipates steady progress to full health visitor numbers and pathway implementation.

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

What is working well

The City of Edinburgh Council's Early Years Service currently provides 600 hours of funded Early Learning and Childcare to all 3-4 year olds and eligible 2 year olds. This is approximately 11,000 children. 216 settings provide funded Early Learning and Childcare (ELC). This is made up of 98 local authority and 118 partner provider settings. 17 local authority settings are open all year round and the rest are open term time only. Almost all partner providers are open all year round.

In August 2017, 25 local authority settings started phasing in the increased hours with approximately 1,000 children having access to the expanded service. A further 71 children are accessing the additional hours through a blended model of delivery where they attend nursery for part of the day and a forest kindergarten for the remainder of the session. The phase 1 expansion settings have reviewed progress and evaluated early impact. Overall feedback was positive with settings reporting the increased hours had allowed more time to extend children's learning and provided more opportunities to enhance social skills e.g. lunch time routines. Learning environments have been enhanced across the early year's estate. As well as our ongoing new build programme, we have refurbished many settings to provide high quality environments to support children's learning both indoors and outdoors.

What the key challenges are

Delivering 1140 across all early years settings requires a significant increase in the early year's workforce. Approximately 700 additional staff will need to be recruited for local authority settings. An Edinburgh city 1140 expansion plan was submitted to Scottish Government, which outlines the estimated cost of our model for expansion in Edinburgh. There is a significant funding gap between our local expansion estimates and the allocated SG funding. A potential risk is that we will be less able to provide models of delivery for the 1140 hours to support parents being able to access work. Information on ongoing annual funding from 2020 is limited, which is impacting on building a sustainable infrastructure and workforce.

Improve early years pathways for young disabled children

What is working well

Our Additional Support for Learning Service (ASLS) has established locality based multi-disciplinary early years teams, working closely with allied health professionals to meet the needs of pre-school children including those making the transition to primary 1. The team supports families through the transition service, working with children and parents at home as well as working directly in the early years or school setting. The service provides post-diagnosis training and support for parents whose children are diagnosed with autism, teaching them how best to respond to need, signposting them to relevant services and setting up support networks with parents. Staff working in early years settings are trained by experienced ASLS workers in how best to respond to children with a range of disabilities.

What the key challenges are

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ASLS staff have high caseloads and the level of need is increasing due to population growth and better diagnosis of autism. The service is developing models of advice and consultancy work in order to maximise the effectiveness of staff and the impact of their work on outcomes for families.

Improve partnership working in the provision of early years services

What is working well

We currently have 118 Funded Providers in partnership with the City of Edinburgh Council to deliver funded ELC to approximately 4,000 (40%) of eligible 2-4 year olds.

Edinburgh has 35 voluntary playgroups and 10 are in partnership with the council. All voluntary playgroups can access support and advice from a designated member of the central early year's team and they can apply for a council grant to fund resources and the development of their indoor and outdoor learning environments. 15 Third Sector projects in receipt of 3-year funding until 31st March 2019 have an early year's remit supporting families with children under 5 years. These Early Years projects are located across the City and offer a range of early intervention services.

What the key challenges are

The expansion of early years provision linked to the 1140 hours means that the demand for early year's workforce is higher. To improve partnership working, we must ensure that sector variation in terms and conditions does not have unintended impacts on staffing within partner providers. Training and joint planning, with a phased approach to increasing the 1140 provision is aimed to partially reduce this risk. Approximately 40% of children entitled to funded early learning and childcare attend our partner provider provision. There is a level of uncertainty about future partner provision due to concern about the hourly rate they are paid to deliver an increase in funded ELC.

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

What is working well

We have robust data on the uptake of this assessment for children and the developmental outcomes for children at this point in their early years. We have a data system where we can explore this at area level and explore variations in SIMD, neighbourhoods, and explore areas for increased joint effort e.g. communication development, child healthy weight. The uptake of the 27-30 month assessment in Edinburgh city is 83.1% in 2016/17 and the percentage of children assessed, with no developmental concerns for the same year was 70.2%.

What the key challenges are

The key challenge for 18/19 is to continue to transition from a clinic based assessment by a nursery nurse or staff nurse to an assessment in the home by a health visitor. This will progress more rapidly in the latter quarter of 18/19 when health visitor numbers move into new higher numbers.

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An ongoing key challenge is to increase reach to the families with highest vulnerability who have previously not attended for appointments. This will be aided by the home visiting outreach model and continuity of relationship with their health visitor.

Strategic Outcome 2

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

Objectives
Deliver school improvement plans that are effective across the four areas of the National Improvement Framework
Reduce the poverty-related attainment gap through the Pupil Equity Fund
Improve educational outcomes for disadvantaged groups, including Looked After Children and children with disabilities
Support the Edinburgh College Curriculum Strategy to create the best opportunities for the learner journey
Improve the level of participation in education, employment and training for all 16-19 years and continue to increase positive destinations

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

What is working well

All schools currently plan for improvement to meet the national priorities. These processes have been in place for many years: all schools have well-embedded processes in place. Plans are submitted following self-evaluation and make clear reference to national and local guidance. In many cases the plans make reference to the school Working Time Agreements which underpin the professional actions necessary to deliver improvement actions. Revised guidance will provide greater autonomy for headteachers to prioritise which improvement objectives are to be delivered in which year, over a three-year planning cycle.

Almost all schools identified through the Scottish Attainment Challenge are making very good progress in setting specific, measurable targets, following intensive support in the use of improvement methodology and additional resource from Attainment Advisors. This methodology has been rolled out beyond SAC schools and will be an area for further activity in subsequent sessions.

What the key challenges are

Using data, including SIMD, comparators and virtual comparators to determine targets and set measurable next steps.

Ensuring appropriate professional learning, including collaborative practitioner enquiry underpins improvement activity.

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Ensuring collegiate hours (Working Time Agreement) are available to underpin work.

Developing cluster-wide and locality-wide approaches to the planning and delivery of services.

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

What is working well

All schools have planned to reduce impact of poverty through PEF plans though some actions have not yet been taken forward due to shortages in staffing. The need to ensure compliance with national and European legislation has resulted in good levels of central support. Until now, measurement of the poverty related attainment gap has been left to individual schools resulting in a mixed picture of targets and actions. Stretch aims for the City have recently been agreed and a pilot is underway in two clusters: Liberton and Castlebrae, to identify how best to support schools to make use of data to refine actions. These stretch aims cover attainment in literacy and numeracy in P1, P4, P7 and S3.

What the key challenges are

Securing resources, particularly staffing to meet the aims identified in plans.

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

What is working well

There is a strong shared understanding across schools and their partners of pathways to support children with additional support needs to progress and achieve their potential in education. These pathways are supported by the Additional Support for Learning (ASL) Family Support Service.

There are good arrangements for assessing support needs and child planning for children in need in place in almost all schools and there is a well established, systematic approach to training school leaders in child planning which is subject to continuing improvement.

Local relationships are developing between Educational Psychologists, Additional Support for Learning service leaders, schools and practice teams which are beginning to enable stronger early intervention and support for children and young people with additional support needs.

Strategic planning for special schools has led to increased capacity for children with a disability requiring specialist provision in response to demographic change.

What the key challenges are

All schools will implement effective approaches to recording, tracking and monitoring with learners whose progress and wellbeing is at risk due to poverty, social circumstances, protected characteristics or other additional needs.

The ASL Service and partners will support schools to develop flexible learning pathways to reduce number of pupils on part-time timetables.

Developing collaborative cluster-wide and locality-wide approaches to planning and delivery of improvements.

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

What is working well

Schools college partnership groups have helped informed curriculum development to meet the needs of students and employers.

The college leadership team have introduced guaranteed places for all eligible school leavers. Schools will have direct access to our tracking system to enable them to monitor the status of each pupil and ensure that effective provision is put in place to support their transition.

The college Academies programme is a successful project which reflects constructive partnership working between universities, the college, employers and schools.

What the key challenges are

Developing appropriate college offers that will ensure young people make the right choice, right offer and have the right support. A Senior Phase Academy is being scoped.

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

What is working well

Skills Development Scotland (SDS) has strong partnerships across the mainstream schools in Edinburgh with processes in place to support young people via the SDS service offer in school.

In line with continuous improvement SDS and schools will come together in localities to review the strategic and policy information and share good practice. School Depute Headteachers also have the opportunity to meet with SDS Team leaders on an individual basis to discuss key strategic requirements for their own schools.

At an operational level our careers advisers are in school delivering against our service offer. Early intervention from P7/S1 supports the idea of improving sustained destinations for young people as they get the support quicker.

We are at the early stages of scoping alternative pathways for young people in late broad general education. This will work with partners, including police, employers and 3rd sector to provide local, targeted support to maintain young people within the 'system'.

What the key challenges are

Recent statistics demonstrate a drop in the number of positive destinations with particular challenges emerging for the S5 cohort in certain schools. Work is underway to analyse issues. Where good practice occurs, robust processes are in place to identify and support young people, with good use of the SDS data hub and strong relationships. Focus visits are due to start in April with good practice being disseminated thereafter.

SDS are keen to work in partnership with schools to improve, for example, 16 plus arrangements in schools where required and take a transition team approach to working with young people so a full team approach with early handovers to the post school team are in place.

Strategic Outcome 3

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

Objectives
Improve mental health services for children and young people and implement the children and young peoples' mental health review recommendations
Improve the quality of drugs and alcohol prevention work and substance misuse services
Minimise the need for children and young people to become looked after and improve the balance of care
Reduce the number of children who are overweight or obese, or malnourished
Achieve the outcomes contained within the Child Protection Committee's Child Protection Improvement Plan and the Corporate Parenting Plan

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

What is working well

There is a multi-agency approach to developing recommendations around improving mental health services in Edinburgh and this has been underpinned by robust analysis, stakeholder engagement and review of current evidence and literature.

Commitment to mental health is demonstrated through the agreement to implementing the review recommendations, including:

- Realigning the Child and Adolescent Mental Health Services Outpatient Teams to four locality teams.
- Ensuring emotional wellbeing support is available on a 1:1 and group work basis for children and young people in each locality.
- Introducing a pilot service for young adult services to increase uptake and engagement for young people in transition and young people accessing support for the first time.
- Ensuring that appropriate interventions are available at A & E for children and young people and that staff are cognisant of issues relating to children and young people's mental health and wellbeing.

- Ensuring that appropriate interventions are available within secure settings or there are clear and agreed pathways for children and young people and that staff are trained and supported in relating and responding to children and young people's mental health and wellbeing.

We are working in partnership with Young Edinburgh Action to ensure the young person's voice is active in the work we do and ensuring their involvement in monitoring and evaluating progress and that what was said by young people at the 'Piece of Mind' event is embedded.

All schools are part of the National Improvement Framework (NIF) to address Health and Wellbeing for pupils, including mental health and wellbeing. Schools are actively supporting steps towards specifically improving mental health and wellbeing outcomes for pupils by accessing training, resources and encouraging greater use of Pupil Surveys. All schools are encouraged to use A Young People's Mental Health Survey which is available in all schools.

We have developed a multi-agency anxiety pathway for emotionally based school refusal which includes training staff in low intensity anxiety management – a staff supported model. So far 33 members of staff have been trained in Low Intensity Anxiety Management (LIAM) with further training being planned.

We ensure access to targeted parenting interventions (Incredible Years and Triple P) for parents and carers of preschool and primary aged children. In this academic year 2017/2018 we will have run 17 groups.

What the key challenges are

Ensuring children and young people with the longest wait are seen whilst realigning Child and Adolescent Mental Health Services Outpatient Teams.

Increased partnership working between agencies is challenging as it takes time to build relationships, trust, and appreciate what each other is doing.

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

What is working well

The Edinburgh Alcohol and Drugs Partnership (EADP) has a high level aim that children and young people's health and wellbeing is not damaged by alcohol and drugs. The EADP has three work streams for children and young people.

1. Developing Services for Children / Young People with Alcohol/Drug Problems:

The Young People's Substance Use Services (YPSUS) network has recently been launched with a single point of referral and allocation for young people seeking support. This rationalises the provision by ensuring that one service covers each locality in the city and offers comparable services. Funding for the services comes from a range of council, NHS, EADP and grant-giving body sources and offering a co-ordinated service has been a long-standing problem.

2. Preventing of Alcohol and Drug Problems amongst Young People:

We have recently finalised guidance for all schools on drug and alcohol education (i.e. the messages provided to all pupils, largely by teachers). This aims to standardise the quality of approaches, as in the past some fear inducing approaches have been found to be ineffective and have a negative impact. The new guidance aims to guide teachers towards those which are thought to be more likely to have a preventative effect.

3. Improving Services for Children Affected by Parental Substance Use:

Circle services are now co-located in the hubs in all four localities and work increasingly closely with adult treatment. They offer intensive assessment of and support with parenting for parents with substance misuse. Sunflower garden is available to offer 1:1 support to the children and young people themselves.

What the key challenges are

YPSUS continue to focus on how their services reach those children and young people who are in high risk groups or harder to reach – those in care, involved in the criminal justice system, excluded from school etc. In addition, they wish to ensure that the structured psychological therapies are consistently available for young people at risk of or experiencing problematic substance use.

Alcohol use in the Scottish society continues to be a challenge for all and Edinburgh has seen an increase in hospital admissions for alcohol related reasons in young people. The number and rate of drugs or alcohol related presentations in A&E for young people aged under 18 in Edinburgh has also shown a rising trend in recent years.

We will explore this in 2018/19 and work on areas of prevention using a quality improvement approach to learn what may be effective in reducing the risk to young people from substance use.

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

What is working well

The number of Looked After Children has reduced to its lowest level since 2011. The service has significantly reduced the numbers of children in secure accommodation. We have recruited a small pool of carers specifically for unaccompanied asylum-seeking children. Preventive services such as Family Group Decision Making are building strengths in families, allowing more children to live safely at home or within their own family networks.

What the key challenges are

The number of unaccompanied asylum-seeking children who are looked after in Edinburgh has increased significantly in the last two years and their placements in our residential units has created a lack of capacity for some other children. The service has been addressing this with appropriately supported shared living alternatives to meet the needs of UASC aged over 16. The service will also be reviewing its residential care

provision in order to meet needs of a rising number of young people who are placed in out of authority residential care. The service continues to look to place children looked after in City of Edinburgh foster placements wherever possible.

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

What is working well

We have a strong prevention agenda to support children developing a health weight and growth pattern. This includes supporting healthy maternal weight in pregnancy, healthy birth weight, advice on infant feeding, monitoring of growth at child health development assessments.

The new universal pre-birth to preschool pathway has introduced increased contacts for families with health visitors, and this will support the prevention and early intervention agenda for child healthy weight.

We have a paediatric obesity collaborative service 'Get Going' delivered locally by Edinburgh Leisure with additional support from our specialist NHS Lothian services. This service is also complemented by the maintenance programme Keep Going available to families either pre or post participation in the Get Going programme.

What the key challenges are

Recording of growth at child developmental and wellbeing assessments has been a challenge to date, linked to a number of factors such as: not attendance at clinic, children not wanting to be measured, parental sensitivities to growth assessment.

Ongoing public health and societal increases in obesity remain a challenge in Edinburgh similar to all of Scotland, and the Edinburgh partnership continues to work with Scottish Government to help address some of these contributory factors (e.g. healthy eating options in schools, leisure and recreation availability).

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

What is working well

We have reduced the numbers of young people who are missing from residential units and are testing a new model of engagement with those young people after they have been missing.

We are developing our approach to young people who may be at risk of child sexual exploitation by providing training for trainers and appointing champions in locality teams to mentor practitioners in this area of work.

We have trained staff in the Safe and Together approach to domestic abuse and there is evidence from case file audit that this has improved assessment and practice.

We have established a champions board of Looked After Children. Looked After Children and young adults entitled to Throughcare and Aftercare are provided with low cost or no cost access to council supported leisure facilities.

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Family Group Decision Making has been expanded to offer care experienced young people opportunities to re-establish contact with family members.

We are developing the Hub for SUCCESS with universities and colleges to increase progression to higher education for Looked After Children.

We have expanded accommodation options for unaccompanied asylum-seeking children.

What the key challenges are

We need to further raise awareness of child sexual exploitation among staff and young people.

We need to improve standards of chronologies and will undertake a test of change on the feasibility of combining single agency chronologies into a multi-agency format.

We will be implementing Mind of My Own as a tool to make it easier for looked after children and young people, and those in the child protection process, to express and have their views taken into account.

We need to improve links between schools, social workers and other support services to help children and young people to improve attendance, attainment and positive destinations.

Strategic Outcome 4

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

Objectives
Deliver the '1 in 5' project and develop an equity framework for each school
Deliver income maximisation programme amongst all families on low incomes
Improve the availability of accessible, affordable and flexible early learning and childcare, particularly in areas of deprivation
Reduce the number of children, young people and their families who need homeless and emergency accommodation services and improve access to suitable housing
Co-produce a community entitlement for children and young people in each locality to improve access to universal services

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

What is working well

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The 1 in 5 Raising Awareness of Child Poverty training delivered to an increasing number of schools (16 secondary, 57 primary, 3 special and early years), all of which are implementing its recommendations and developing poverty-proofing approaches. Evaluation from 168 staff from all schools shows over 80% have improved understanding of child poverty and feel better able to support children affected by it.

Lothian Association of Youth Clubs (LAYC) has delivered the 1 in 5 training to 13 youth and children's organisations. As well as improved understanding and awareness, this is also promoting improved partnership working with schools.

The Pupil Equity Framework provides guidance to schools in reducing the poverty-related attainment gap through practical steps to minimise costs and reduce pressure on family budgets, and ensure equal access to opportunities regardless of income.

What the key challenges are

Ongoing funding to support the roll-out of 1 in 5 to all schools and other sectors.

To encourage more joined-up thinking between service areas, e.g. does the Parent Pay system and its inflexible systems for refunds undermine the 1 in 5 message?

Support schools to ensure that some pupils are not deterred from some curricular subjects by ability to pay for some materials.

Develop the School Holiday Challenge project re 'holiday hunger'.

Deliver income maximisation programme amongst all families on low incomes

What is working well

A Financial Support and Advice Service is being piloted in the Tynecastle cluster. This is a partnership between Schools and Lifelong Learning, NHS and Community Help and Advice Initiative (CHAI). It aims to make its service to low income families as accessible as possible and provides a full-time worker who offers appointments in Tynecastle HS, Dalry PS and Stenhouse PS. Appointments are also available in Rowanfield SS and Pilrig Park SS.

To date, financial gains of £136,712 have benefited 45 families. These are mainly from unclaimed benefits that clients were unaware they were entitled to. The adviser is also identifying unclaimed disability benefits for children in the schools where children have additional needs.

The wider voluntary sector also delivers income maximisation programmes using an outreach model, e.g. in family homes and early years settings. This has enabled families to increase their resilience, improve their budgeting skills, better manage debts, sustain tenancies and avoid bankruptcy.

What the key challenges are

Ongoing funding for the income maximisation work and creating a plan for income maximisation services across the city as part of the community plan priorities.

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

What is working well

The City of Edinburgh Council's Early Years Service currently provides 600 hours of funded Early Learning and Childcare to all 3-4 year olds and eligible 2 year olds. This is approximately 11,000 children. 216 settings provide funded Early Learning and Childcare. This is made up of 98 local authority and 118 partner provider settings. 17 local authority settings are open all year round and the rest are open term time only. Almost all partner providers are open all year round. In March 2017, The Scottish Government launched 'A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland - 2017-18 Action Plan', which sets out a vision for the expansion of Early Learning and Childcare (ELC) in Scotland from 600 hours to 1140 hours and is underpinned by four clear guiding principles: Quality, Flexibility, Accessibility and Affordability.

What the key challenges are

Key Challenges in phase 1 (August 2017-June 2018) have been

- Recruitment of qualified staff to support delivery of the phase in plan
- Lunch provision for all children accessing the additional hours has highlighted the need for additional catering staff, equipment and space.

Key Challenges moving forward

- The estimated revenue and capital cost of delivering the expansion for all Edinburgh's entitled children (approximately 11,000) is significantly more than the cost proposed by the Scottish Government.

The timeline for the expansion is very tight given the changes to infrastructure and level of recruitment required for the expansion.

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

What is working well

The Families in Temporary Accommodation Project was established in 2014 with the aim of helping young children under 5 years of age, being placed in temporary accommodation, get the key support they need at a time of transition and upheaval in their lives, this has led to some good working relationships and joint support for families.

What the key challenges are

The project team have identified several areas of improvement and include:

- Ensure that a robust process for linking children in temporary accommodation with the Named Person/Agencies is properly integrated and prioritised within services

- Identifying a sustainable process for linking school age children and young people in temporary accommodation with the Named Person/School Nursing Service

Identify a mechanism to continue the collection of data

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

What is working well

The community entitlement work is underway. Children and young people in South West Edinburgh have already contributed to some of this work telling us what community services they use and why and what the gaps are in their area. Work is underway with Lifelong Learning managers to begin this work in other localities linking in with Youth Talk where it exists.

What the key challenges are

The key challenge is to ensure that this links in with other similar initiatives such as Youth Talk and that young people's views are fed into local CSMGs to support their planning of community based services.

Strategic Outcome 5

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

Objectives
Extend personalisation and choice including expansion of self-directed support and direct payment
Ensure continued delivery of effective universal youth work programme
Enhance children's rights across the city in line with the UNCRC
Implement the Parenting Framework and improve engagement between parents and schools and wider community sector
Deliver a citywide partnership learning and development programme to improve restorative practice

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

What is working well

An increasing number of Self Directed Support plans have been recorded in children's disability social work service. A large number of practitioners in Communities and Families have been trained in the approach. Lessons have been learned from its implementation in disability services and it has been extended to other groups such as children in need, Looked After Children and those with low school attendance. We will extend development of the SDS practice network and survey families to learn from experience so far and inform development.

What the key challenges are

To support the work of champions to lead the culture change within the service so that we are using Self Directed Support to do more things with people to improve life experiences and outcomes for our children.

Ensure continued delivery of effective universal youth work programme

What is working well

We have a strong cross sector youth work strategy, an effective umbrella organisation for training and support in Lothian Association of Youth Clubs, and a broad range of universal youth work activity in localities. We have a sector leading engagement team in the form of Young Edinburgh Action.

What the key challenges are

Greater consistency of youth work provision across the city – the council review of participatory budgeting may help with this if it can focus decision making in localities.

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

What is working well

88 schools are registered as working within the UNICEF Rights Respecting Schools Award (RRSA) and head teachers report positive impact on children and young people's relationships, behaviour, respect for self and others, engagement in learning and positive attitudes to diversity.

We have formed a Champions Board of Looked After Children to guide the development of our corporate parenting approach. Through Young Edinburgh Action and the Children's Parliament we have successfully piloted a Scottish Government model for engaging children and young people in service planning. We are developing this into a series of engagement events involving 40 young people from a wide range of social backgrounds whose views will help us decide on future priorities for action. We are working with young people to develop an over-arching Child Friendly Edinburgh approach to put children and young people at the centre and increase their participation and engagement across the city.

Children's social workers are trained in a range of communication methods to best involve, engage and listen to children and young people. Family Group Decision Making builds strengths in families, engaging kinship networks around children in ways that improve relationships and can prevent the need for removing children from their own families.

What the key challenges are

Increasing the number of schools registered for RRSA and increase the proportion of those schools that have evidenced bronze, silver or gold level.

The "Better Hearings" programme will be implemented within our Children's Hearing centre, including refurbishments intended to improve children's experiences of hearings and help them feel listened to.

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

What is working well

"Supporting Parents and Carers – Framework for Practitioners 2017-20" was launched along with a self-evaluation and improvement toolkit in October 2017. There are locality Lifelong Learning and Development Officers promoting the toolkit locally and 200 parents will have been consulted by the end of 2017-18. In 2016-17, 200 courses in evidence based parenting programmes were delivered to over 1600 parents and carers, of whom 80% reported improved relationships and increased awareness of how to promote wellbeing.

What the key challenges are

Members of the Children's Partnership supporting managers and staff in their own agencies to participate in the delivery of evidence based parenting programmes.

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

What is working well

The Council has appointed two full time Workforce Learning and Development Officers to work with partners through 2018-19 to develop a city-wide programme of restorative practice training. The training model will be designed to put children at the centre, improve relationships, increase awareness and respect for children's rights and increase resilience.

What the key challenges are

To achieve significant progress within 2018-19 so that by the end of the financial year, there is a community of practice in each locality leading on restorative practice, and a train the trainers course in place to ensure continuity.

The priorities for the next year

In addition to addressing the key challenges set out in this report, in the next year we will be:

- launching Edinburgh as a 'Child Friendly City'
- undertaking strategic engagement of children and young people
- working closely with the Edinburgh Partnership Board and the four localities in Edinburgh to ensure that the inequality and poverty aims in the Local Outcome Improvement Plan are connected closely to Strategic Aim 4 (Equity)
- ensuring senior public and third sector leadership effort is brought to support the agenda of the Edinburgh Poverty commission being established in 2018 and enabling our joint reporting duties under the Child Poverty Act

Appendix 1 – the five aims of statutory children's services planning

That “children’s services” in the area are provided in the way which –

1. best safeguards, supports and promotes the wellbeing of children in the area concerned.
2. ensures that any action to meet needs is taken at the earliest appropriate time and that, where appropriate, action is taken to prevent needs arising.
3. is most integrated from the point of view of recipients.
4. constitutes the best use of available resources.
5. that “related services” in the area are provided in the way which so far as consistent with the objects and proper delivery of the service concerned, safeguards, supports and promotes the wellbeing of children in the area concerned.

Appendix 2

The Edinburgh Children's Partnership

Children's Services Plan 2017-20

Our vision

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

We aim to ensure that:

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

In doing so we will always look to:

1. Place Children and young people at the centre of practice
2. Focus on strengths and building resilience
3. Prioritise prevention
4. Improve fairness
5. Listen to and respond to children and young people

Supporting this we will:

1. Work better together
2. Develop our people
3. Commit to participation

And realise our ambition to make Edinburgh a child-friendly city where children and young people's rights are respected



Best Start in Life

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

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

Improve early years pathways for young disabled children

Improve partnership working in the provision of early years services, particularly playgroups and communityrun early years services

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



Attendance and Achievement

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

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

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

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

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



Health and Wellbeing

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

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

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

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

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



Equity

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

Deliver income maximisation programme amongst all families on low incomes

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

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

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



Empowered

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

Ensure continued delivery of effective universal youth work programmes

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

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

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

Appendix 3 – Progress Measures for the Strategic Outcomes

Strategic Outcomes and Progress Measures	Baseline
Every child will have the best start in life	
% of preschool children on the new Universal Pathway	40% (Mar 2018)
% of Early Years settings providing 1140 hours of funded Early Learning and Childcare	29% (Mar 2018)
% of eligible 2s with a disability receiving appropriate Early Learning and Childcare	tbc
% children with no concerns at 27-30 month assessment	70.2% (2016/17)
% of P1 achieving Early Level Literacy	76.0% (2016/17)
Children and young people's attendance, engagement and achievement will be improved and the poverty related attainment gap will be reduced	
Percentage point gap between least and most deprived for Primary Literacy	29 pts (2016/17)
% of Primary pupils with low attendance	6.4% (2016/17)
Percentage point gap between least and most deprived for 1+ SCQF level 5 for school leavers	20 pts (2016/17)
Number of senior phase age pupils studying vocational qualifications delivered by Edinburgh college	251 (2017/18)
% of 16-19 year olds participating in education, training or employment	90.8% (2017)
Every child and young person will have good wellbeing and achieve the best possible health	
% of children and young people seen for CAMHS treatment within 18 weeks of referral	37.2% (2017/18)
Number of Drugs and Alcohol related A&E attendances for young people (rate per 1,000)	6.8 (2017/18)
Number of Looked After Children (rate per 1,000)	15.5 (Mar 2018)
% of healthy weight children in Primary 1	tbc
% of actions achieved within the Child Protection Improvement Plan	tbc
Equity amongst children and young people and their families will be advanced	
% of schools with equity framework	tbc
Numbers of families accessing income maximisation service and reporting increase in income	tbc
% of LA Early Years settings offering a flexible and accessible service	45% (Mar 2018)
Number of homeless families	tbc
Number of children and young people taking part in community entitlement services	tbc
Children, young people, their families and communities will be empowered to improve their wellbeing	
Number of financial authorisations for SDS packages within the Locality Practice teams	30 (Mar 2018)
Number of children and young people participating in youth work activities aimed at 5-18	tbc

Strategic Outcomes and Progress Measures	Baseline
year olds	
% of schools working at Bronze Level or above for the Rights Respecting School Award	45% (Mar 2018)
Number of practitioners attending training programmes and framework events to better support parents and carers	tbc
Number of staff receiving Learning and Development in Restorative Practice	n/a – new activity

tbc – baseline figure to be confirmed

Education, Children and Families Committee

10am, Tuesday 14 August 2018

Appointments to Sub-Committee on Standards for Children and Families, Consultative Committee with Parents and Working Groups 2018/2019

Item number	7.2
Report number	
Executive/routine	Executive
Wards	

Executive Summary

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

Appointments to Sub-Committee on Standards for Children and Families, Consultative Committee with Parents and Working Groups 2018/2019

1. Recommendations

- 1.1 To appoint the membership of the Sub-Committee on Standards for Children and Families as set out in Appendix 1.
- 1.2 To appoint the Convener of the Sub-Committee on Standards for Children and Families.
- 1.3 To appoint the membership of the Consultative Committee with Parents as set out in Appendix 2.
- 1.4 To appoint the Convener of the Consultative Committee with Parents for 2018/2019.
- 1.5 To appoint membership of the Working Groups as set out in Appendices 3 to 5.
- 1.6 To approve the remits of the Sub-Committee on Standards for Children and Families, Consultative Committee with Parents and Working Groups for 2018/2019 as set out in appendices 1 to 5 of this report.
- 1.7 To note the decision of the Committee on 21 June 2018 to establish a working group to develop a long term plan for education in the Wester Hailes community.
- 1.8 To appoint membership of the Wester Hailes Working Group as set out in Appendix 6.
- 1.9 To request a report back to Committee in October 2018 setting out the proposed aims and objectives of the Wester Hailes Working Group.

2. Background

- 2.1 The Council, at its meeting on 28 June 2018, approved revised political management arrangements for 2018.

3. Main report

- 3.1 The Committee is required to appoint the membership of its Sub-Committee on Standards for Children and Families, Consultative Committee with Parents and other Working Groups for 2018/19.

- 3.2 While there is no requirement for the membership of working groups to be proportionate to that of the Council, it is suggested that this is good practice.
- The proposed membership has therefore been adjusted to reflect the overall political balance on the Council. It is, however, open to the Committee to alter the membership where it feels this is warranted.
- 3.3 The proposed membership structures and remits are set out in Appendices 1 to 5 of this report.
- 3.4 The Education, Children and Families Committee on 21 June 2018 agreed to establish a working group to develop a long term plan for education in the Wester Hailes community. This should take into consideration the views expressed by staff and parents within WHEC feeder primaries on the importance of maximising the educational and other opportunities for young people in the area and should include but not be limited to:
- research to understand the decisions parents and young people make about placing choices
 - dealing with reputation and communication issues
 - strengthening the curriculum offer
 - strengthening the partnership with feeder primaries and nearby high schools
 - consideration of options for a 're-brand' of WHEC in response to concerns raised by some of the parents at the feeder schools, and to explore the feasibility of introducing a specialism in its curriculum such as a focus on Digital & IT skills and/or vocational skills, encouraging placement requests to come in, for those wishing to develop these skills for employment or further education.

4. Measures of success

- 4.1 Not applicable.

5. Financial impact

- 5.1 Not applicable

6. Risk, policy, compliance and governance impact

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

7. Equalities impact

- 7.1 Not applicable.

8. Sustainability impact

8.1 Not applicable.

9. Consultation and engagement

9.1 Not applicable.

10. Background reading/external references

10.1 [Review of Political Management Arrangements 2018 – report by Chief Executive](#)

10.2 Minute of Council Meeting of 28 June 2018

Andrew Kerr

Chief Executive

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11. Appendices

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

Appendix 2 – Consultative Committee with Parents

Appendix 3 – Corporate Parenting Member Officer Group

Appendix 4 – Duncan Place Working Group

Appendix 5 – Gaelic Implementation Steering Group

Sub-Committee on Standards for Children and Families

Sub-Committee on Standards for Children and Families

Membership - 8 Members and 1 Religious Representative

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

Councillor Perry (Convener)	Councillor Dickie
Councillor Bird	Councillor Laidlaw
Councillor Mary Campbell	Councillor Rust
Councillor Child	Councillor Young

Rev Dr Rita Welsh (Religious Representative)

Remit

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

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

Consultative Committee with Parents

Consultative Committee with Parents

Membership - 7 members

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

Councillor Dickie (Convener) Councillor Perry

Councillor Bird Councillor Smith

Councillor Mary Campbell Councillor Young

Councillor Laidlaw

Other Members

Three parent representatives from each of the Locality Groups

Two parent representatives from the citywide Special Schools Group

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

One head teacher from each sector on a rota basis

One representative from the National Parent Forum

One representative from the Scottish Parent Teacher Council

Remit

The Consultative Committee with Parents is a forum which:

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

Corporate Parenting Member Officer Group

Corporate Parenting Member Officer Group

Membership - 8 members and 1 Religious Representative

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

Councillor Dickie (Convener)	Councillor Laidlaw
Councillor Bird	Councillor Perry
Councillor Child	Councillor Rust
Councillor Corbett	Councillor Young

Religious Representative

Rabbi David Rose

Other Partner Agency Members

One representative from the Champions Board (as Co-Chair)
Two representatives from NHS Lothian
One representative from Police Scotland

Remit

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

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

Duncan Place Working Group

Duncan Place Working Group

Membership - Local Ward Members (Leith Ward)

(Councillors Chas Booth, Adam McVey and Gordon Munro)

Remit

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

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

Gaelic Implementation Steering Group

Gaelic Implementation Steering Group

Membership – 5 Members

(Gaelic Champion (as Convener), 1 Conservative, 1 Labour, 1 Green, 1 SLD)

Councillor Dickie (Convener) Councillor Perry

Councillor Booth Councillor Young

Councillor Laidlaw

Remit

- 1) To oversee and provide constructive challenge to the implementation of Edinburgh's Gaelic Language Plan 2018-2022.
- 2) To oversee the progress of the themed working groups of the Gaelic Implementation Steering Group.
- 3) To oversee the production of annual progress reports.

Wester Hailes Working Group

Wester Hailes Working Group

Proposed Membership – 5 Members

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

Councillor Councillor

Councillor Councillor

Councillor

Proposed Remit (but not limited to)

- 1) To research and understand the decisions parents and young people make about placing choices.
- 2) To deal with reputation and communication issues.
- 3) To strengthen the curriculum offer.
- 4) To strengthen the partnership with feeder primaries and nearby high schools.
- 5) To consider options for a “re-brand” of WHEC in response to concerns raised by some of the parents at the feeder schools, and to explore the feasibility of introducing a specialism in its curriculum such as a focus on Digital & IT skills and/or vocational skills, encouraging placement requests to come in, for those wishing to develop these skills for employment or further education.

Education, Children and Families Committee

10.00am, Tuesday, 14 August 2018

Expansion of Early Learning and Childcare from 600 – 1140 hours by 2020. Current progress and next steps

Item number	7.3
Report number	
Executive/routine All Wards	
Council Commitments	32

Executive Summary

This report provides an update on our approach to delivering 1140 hours of Early Learning and Childcare to all eligible 2, 3 and 4 year olds by August 2020. The multi-year revenue and capital funding provided by the Scottish Government has now been agreed and the finalised plan will continue to be reviewed and adapted where necessary.

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

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 note the progress made towards 1140 hours;
 - 1.1.2 approve the phasing in expansion plan, (appendix 1) including increasing the number of local authority early years settings open all year round between the hours of 8.00am and 6.00pm.
 - 1.1.3 approve the plan to setup a working group to explore the centralisation of the allocation of early learning and childcare places.
 - 1.1.4 approve the proposed capital investment plan as outlined in appendix 2.
 - 1.1.5 note the risks as outlined in Section 6 of this report in particular the significant challenges in the Council's ability to deliver the expansion from 2020.

2. Background

- 2.1 The City of Edinburgh Council's Early Years Service currently provides 600 hours of funded Early Learning and Childcare to all 3-4 year olds and eligible 2 year olds. This is approximately 11,000 children.
- 2.2 Edinburgh has 216 settings providing funded Early Learning and Childcare. This is made up of 98 local authority and 118 partner provider settings. 17 local authority settings are open all year round and the rest are open term time only. Almost all partner providers are open all year round.
- 2.3 In October 2016, The Scottish Government launched 'A Blueprint for 2020 Consultation' which set out a vision for the expansion of Early Learning and Childcare (ELC) in Scotland which is underpinned by four clear guiding principles: Quality, Flexibility, Accessibility and Affordability.
- 2.4 The Scottish Government published 'A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland – Action Plan' in March 2017. This plan sets out

the policy framework that will underpin the expansion. The Framework focuses on quality of provision, structures and capacity.

- 2.5 The Scottish Government allocated £1.7 million revenue and £2.5 million capital funding to Edinburgh to support the phased implementation of the expanded hours from August 2017.
- 2.6 Twenty five Local Authority settings have been delivering 1140 hours ELC to families across the city since August 2017 and a further three settings deliver the increased hours through a blended model of nursery class and forest kindergarten provision.
- 2.7 Edinburgh currently has a baseline revenue budget of £32.4m to deliver 600 hours of Early Learning and Childcare. The Scottish Government has allocated **£5,420,242** revenue funding to Edinburgh for 2018/19 to meet the cost of delivering the next phase of the expansion.
- 2.8 Following the agreement of the multi-year funding package, Edinburgh has been allocated a total recurring revenue of **£48,025,000** by 2021-22. This will be issued as a specific grant annually as follows 2019-20 **£26,019,000**, 2020-21 an additional **£17,035,000** and 2021-22 a further **£4,971,000**.
- 2.9 Edinburgh has been allocated a total capital funding of £39,480,000 to support the expansion. This is allocated as follows 2017-18 **£2,580,000**, 2018-19 **£12,400,000**, 2019-20 **£14,500,000**, and 2020-2021 **£10,000,000**

3. Main report

Current Progress Towards 1140 hours by 2020

- 3.1 **Phase 2** of the expansion of early learning and childcare begins in August 2018. Thirty eight local authority settings will offer 1140 hours to parents. Up to 2520 places will be available at these settings..
- 3.2 In addition, five local authority settings will be offering access to the increased hours through a blended model with Forest Kindergarten provision based at Laurieston Castle, Cliftonhall and Cammo. Demand for the approach has been popular and 100 children will receive 1140 hours of early learning and childcare by attending a nursery class for part of the day and a forest kindergarten for the rest.
- 3.3 We have also piloted working in partnership with childminders to offer the increased hours to parents in the North West of the city. We will continue this approach and extend it to all localities within the city. This will potentially increase the number of childminders working in partnership with the local authority from six to twenty two.
- 3.4 Eleven partner providers will pilot delivery of 1140 hours with a maximum of ten children in each setting.

- 3.5 To support the delivery of the expansion, we will require a significant increase in the early years workforce. We have recruited 90 Modern Apprentice and Trainee Early Years Practitioners to our Edinburgh Early Learning and Childcare Academy (EELCA) programme and they will join our service in August 2018.
- 3.6 Two external training providers have been appointed through the procurement process to support the delivery of our EELCA programme.
- 3.7 The Scottish Government has committed to funding an additional graduate in early years settings within areas of high deprivation and Edinburgh has been allocated 20 full time graduates. We have now appointed sixteen graduates to the role of Senior Early Years Intervention Officer post and aim to recruit the remaining four posts during session 2018/19

Next Steps to 1140 hours by 2020

- 3.8 Following confirmation of the allocation of the multi-year funding package allocated to Edinburgh, we have now revised the original expansion plan submitted to the Scottish Government in September 2017. Appendix 1 provides details of when each local authority setting will begin to phase in the increased funded hours along with our plans to increase forest kindergarten provision and phase in with partner providers and childminders.
- 3.9 Almost all of Edinburgh's partner provider settings provide early learning and childcare between 8.00am and 6.00pm. There are currently seventeen local authority settings open all year round. From August 2019, we plan to extend the opening times in these settings to provide early learning and childcare between the hours of 8.00am and 6.00pm.
- 3.10 Eighty one local authority settings currently provide early learning and childcare during school term time only. From August 2020, identified settings (see appendix 1) will offer increased flexibility of term time and 50 week options. 50 week options will provide ELC between 8.00am and 6.00pm.
- 3.11 The planned changes to opening all year round and new opening times will require revised staffing structures within the settings identified. A working group involving trade unions and the human resources service will be established to support staff through this process.
- 3.12 The Scottish Government document 'A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland' outlines the following principles for delivery of the expansion, Quality, Flexibility, Accessibility and Affordability. To support these principles a range of delivery models for 1140 hours will be available to parents in each locality and parents will be able to apply for up to three options in order of preference.
- 3.13 To manage this process we aim to centralise the allocation of places by holding Early Learning and Childcare Panel meetings which will allocate places for the

following academic years according to the criteria within the Early Years Admissions Policy. This approach will provide parents with confirmation of their allocated ELC place well in advance of the current process.

- 3.14 We will develop a communication strategy for parents to provide information on the availability of the increased hours and the delivery models across the city.

Early Years Capital Investment plan

- 3.15 The “Expansion of Early Learning and Childcare” report to Education, Children and Families Committee in May 2018 set out the methodology by which projected demand for places across the city has been modelled. Key within this methodology is the modelling of demand against non-denominational High School clusters. The aim of this strategy is to provide all current and projected eligible children with a place in a City of Edinburgh Council or partner provider establishment in their own locality.
- 3.16 The Council's existing Early Years estate does not have the physical capacity to provide the places necessary to deliver 1140 hours for every eligible child. Accordingly, existing Early Years establishments and other Council properties in each locality which may offer the potential to expand or provide new Early Years places have been assessed and a list of project proposals prepared. These project proposals formed the basis for a bid for capital funding to the Scottish Government.
- 3.17 The funding applied for was restricted based on a standard floor area and cost metric set by the Scottish Government which is expected to cover design and development costs, furniture, fixtures and equipment and landscaping. The Council was successful in securing £39.48m of funding which will be allocated as follows: 2017-18 **£2,580,000**, 2018-19 **£12,400,000**, 2019-20 **£14,500,000**, and 2020-2021 **£10,000,000**.
- 3.18 The project proposals in Appendix 2 have been ordered according to the year in which it is anticipated they would be delivered. These timescales and the allocation of funding to individual projects are provisional and may be subject to change. The scope of projects may change if opportunities to incorporate other services are identified as part of a review by the Council's Strategic Asset Management team.
- 3.19 The first phase of proposed new build projects is at the design stage and will be based on a standardised nursery design that meets the Council's operational requirements, regulatory requirements and the Scottish Government's ELC design guidance ‘Space to Grow’. Subject to gaining the necessary approvals these first projects will see the delivery of new nursery buildings in the grounds of the following primary schools:
- Craigentinny Primary School
 - Echline Primary School
 - Granton Primary School

- Nether Currie Primary School
 - St Mark's RC Primary School
 - St John Vianney RC Primary School
- 3.20 Public information events have been held at all the schools above to share the new nursery proposals with parents and local residents. Planning applications for these projects will be submitted in late July 2018 / early August 2018 to allow delivery of these projects in early 2020.
- 3.21 In addition to the above a joint project with the Housing Department to identify opportunities to deliver affordable housing and new Early Years provision on the Powderhall Waste Transfer site and the adjacent bowling greens has begun. Two public events took place in late June 2018 to gather the local communities thoughts and views on the combined site and the risks and opportunities development of them might present. A programme of further engagement will follow after the summer break.
- 3.22 Delivering new and refurbished facilities by 2020 will be a significant challenge requiring swift design, procurement and construction processes. As all local authorities face similar pressures to deliver 1140 hours by 2020 there is a risk that resources, particularly within the construction industry, become stretched.

4. Measures of success

- 4.1 Overall progress measured using a suite of indicators within the Communities and Families Service Plan to ensure that our children have the best start in life, are able to sustain relationships and are ready to succeed.
- 4.2 Outcomes from Inspections from Education Scotland and the Care Inspectorate provide information on quality across the service.
- 4.3 We have achieved the Council's commitments 32 and 33.

5. Financial impact

- 5.1 All plans will be covered by the multi-year revenue and capital funding packages.
- 5.2 The capital investment set out in this paper will be fully funded from the grant provided by the Scottish Government and require no advance from the Loans Fund. The Council's ability to deliver the projects within the metrics which formed the basis for this grant will be subject to continual review.

6. Risk, policy, compliance and governance impact

- 6.1 Approximately 40% of children entitled to funded early learning and childcare attend our partner provider provision. There is a level of uncertainty about future partner provision due to their concern about the sustainability of the £5.31 hourly rate we are proposing to pay them
- 6.2 There is a risk that due to the phasing in of funding from Scottish Government up to April 21/22, not all parents will be able to access the 1140 hours of funded entitlement from August 2020.
- 6.3 Our plan outlines sufficient places in each locality based on our current supply and demand data. There is a risk that parents' expectations of how 1140 hours will be delivered may not be met. Our planned communication strategy will provide details for parents on the variety of models we will be able to deliver across the city.
- 6.4 Delivering the required infrastructure and the ability to recruit the number of staff within the required timeframe continue to provide significant challenges in the Council's ability to deliver the expansion from 2020.
- 6.5 The timescales to allow the delivery of new infrastructure are extremely tight and represent a significant risk to the Council's ability to provide the statutory 1140 hours to all children. In addition, the requirement to construct and refurbish Early Years facilities on the scale proposed – both within Edinburgh and at a national level – will place significant pressure on the construction market. Accordingly, the availability of resources to undertake the work and supply the necessary services and products also represents a significant risk to the delivery of the Council's Early Learning Childcare expansion strategy.

7. Equalities impact

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

8. Sustainability impact

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

9. Consultation and engagement

- 9.1 Necessary consultation has been undertaken with key stakeholders in the development and delivery of the expansion. This includes an authority wide consultation with parents/carers, local authority and partner provider ELC settings and childminders. Consultation also took place in October 2017 with non-partner providers and sixteen have expressed an interest in coming into partnership; with the council. We will continue consultation throughout the expansion. We will continue to provide regular updates to all Early Years Managers and Head Teachers and in addition, introduce information sessions for Early Years staff throughout localities.
- 9.2 A Blueprint for 2020: The Expansion of Early Learning and Childcare – Scottish Government Consultation.

10. Background reading/external references

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

Alistair Gaw

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11. Appendices

- 11.1 Appendix 1 – Early Years Expansion – 1140 hours Early Learning and Childcare by 2020

APPENDIX 1

Early Years Expansion – 1140 hours Early Learning and Childcare by 2020

- All delivery models will be determined by the uptake of places and take account of the Best Value Framework and the principles of the Scottish Government Blueprint for expansion – Quality, Flexibility, Accessibility and Affordability.
- The annual allocation of funding from the Scottish Government will determine the number of 1140 places available in settings.
- This table outlines the phasing in of all Local Authority early years settings and is based on the assumption that 40% of our children will receive their early learning and childcare entitlement with a funded partner provider.*

*A funded partner provider pilot will start phasing in from 18-19 with an identified 11 settings offering 1140 places based on agreed criteria. Following this, a phasing plan for all partner providers will be developed (including childminders) by March 2019.

Setting moving to flexible 38/50 weeks

Settings moving to only 50 weeks

NC: Nursery Class; EYC: Early Years Centre; NS: Nursery School; C: Campus; FK: Forest Kindergarten

Scottish Government funding allocations to deliver 1140 hours (Financial Year)	2017/18	2018/19	2019/20	2020/21	2021/22	Total
Revenue (£million)	£1.992	£3.428	£20.599	£17.035	£4.971	£48.025
Capital (£million)	£2.580	£12.400	£14.500	£10.000		£39.480

Key Tasks	Aug 17 – Jul 18	Aug 18 – Jul 19	Aug 19 – Jul 20	Aug 20 – Jul 21	Aug 21– Jul 22
	Consultation	Phase in Partner Providers	Consultation Staffing Review	Centralised Admissions Process	Consultation

North East

Setting	Cluster	Type NC: Nursery Class EYC	Current Model 38/50 Weeks	Proposed Model 38/50 Weeks	Date of Implementation to 1140hours				
					17-18	18-19	19-20	20-21	21-22
Castlevieview	NE - Castlebrae	NC	38	38		✓			
Craigmillar	NE - Castlebrae	EYC	50	50	✓		(8-6pm)		
Greendykes	NE - Castlebrae	EYC	50	50		✓	(8-6pm)		
Greengables	NE - Castlebrae	NS	38	38/50	✓			(8-6pm)	
Moffat	NE - Castlebrae	C	50	38/50		✓	(8-6pm)		
Newcraighall	NE - Castlebrae	NC	38	38			✓		
Abbeyhill	NE - Drummond	NC	38	38	✓				
Broughton	NE - Drummond	NC	38	38/50	✓			(8-6pm)	
Buns-goil Taobh na pairce	NE - Drummond	NC	38	38/50					✓
Leith Walk	NE – Drummond	NC	38	38/50				✓	

Setting	Cluster	Type	Current Model	Proposed Model	Date of Implementation to 1140				
					17-18	18-19	19-20	20-21	21-22
Craigentinny	NE – Leith	NC	38	38/50				✓	(8-6pm)
Craigentinny	NE – Leith	EYC	50	50				(8-6pm)	
Hermitage Park	NE – Leith	NC	38	38/50				✓	(8-6pm)
Leith	NE – Leith	NC	38	38/50				✓	(8-6pm)
Lorne	NE – Leith	NC	38	38		✓			
New Leith	NE – Leith	New	n/a	50					✓ (8-6pm)
Stanwell	NE – Leith	NS	38	38/50		✓		(8-6pm)	
St Mary's	NE – Leith	NC	38	38				✓	
St Ninian's	NE – Leith	NC	38	38				✓	
Brunstane	NE – Portobello	NC	38	38	✓				
Duddingston	NE – Portobello	NC	38	38/50				(8-6pm)	
Parson's Green	NE – Portobello	NC	38	38				✓	

Setting	Cluster	Type	Current Model	Proposed Model	Date of Implementation to 1140				
					17-18	18-19	19-20	20-21	21-22
St John's	NE – Portobello	NC	38	38				✓	
The Royal High	NE – Portobello	NC	38	38/50				(8-6pm)	
Towerbank	NE – Portobello	NC	38	38				✓	
Meadowfield?	NE – Portobello	FK	38	38			✓		

North West

Setting	Cluster	Type	Current Model	Proposed Model	Date of Implementation to 1140				
					17-18	18-19	19-20	20-21	21-22
Ferryhill	NW – Broughton	NC	38	38/50	✓			(8-6pm)	
Flora Stevenson	NW – Broughton	NC	38	38/50				✓(8-6pm)	
Granton	NW – Broughton	EYC	50	50			✓(8-6pm)		
Granton	NW – Broughton	NC	38	38/50				✓(8-6pm)	
Stockbridge	NW – Broughton	NC	38	38				✓	
Corstorphine	NW – Craigmount	NC	38	38/50				✓(8-6pm)	
New Craigmount	NW – Craigmount	New	n/a	38/50				✓(8-6pm)	
East Craigs	NW – Craigmount	NC	38	38		✓FK		✓	
Cammo	NW – Craigmount	FK	38	38		✓			
Fox Covert	NW – Craigmount	EYC	50	38/50		✓	(8-6pm)		
Hillwood	NW – Craigmount	NC	38	38	✓				

Setting	Cluster	Type	Current Model	Proposed Model	Date of Implementation to 1140				
					17-18	18-19	19-20	20-21	21-22
Roseburn	NW – Craigmount	NC	38	38		✓			
Craigroyston	NW - Craigroyston	EYC	50	50				✓(8-6pm)	
Craigroyston	NW – Craigroyston	NC	38	38		✓FK		✓	
New Pennywell (Craigroyston)	NW – Craigroyston	New	50	38/50					✓(8-6pm)
Forthview	NW – Craigroyston	NC	38	38				✓	
Oaklands	NW – Craigroyston	NC	38	38				✓	
Pirniehall	NW – Craigroyston	NC	38	38				✓	
St Davids	NW – Craigroyston	NC	38	38				✓	
Broomhouse	NW – Forrester	NC	38	38				✓	
Carrick Knowe	NW – Forrester	NC	38	38/50				✓(8-6pm)	
Gylemuir	NW – Forrester	NC	38	38		✓			

Setting	Cluster	Type	Current Model	Proposed Model	Date of Implementation to 1140				
					17-18	18-19	19-20	20-21	21-22
Murrayburn	NW – Forrester	C (NC)	38	38				✓	
Murrayburn/ Calderglen	NW – Forrester	C (EYC)	50	38/50					✓(8-6pm)
St Josephs	NW – Forrester	NC	38	38				✓	
Dalmeny	NW – Queensferry	NC	38	38	✓				
Echline	NW – Queensferry	NC	38	38/50				✓(8-6pm)	
Kirkliston	NW – Queensferry	NC	38	38/50				✓(8-6pm)	
Queensferry	NW – Queensferry	EYC	50	50	✓		(8-6pm)		
Queensferry	NW – Queensferry	NC	38	38/50		✓		(8-6pm)	
Clermiston	NW – Royal High	NC	38	38	✓FK			✓	
Cramond	NW – Royal High	NC	38	38	✓FK			✓	
Davidsons Mains	NW – Royal High	NC	38	38/50	✓			(8-6pm)	

Setting	Cluster	Type	Current Model	Proposed Model	Date of Implementation to 1140				
					17-18	18-19	19-20	20-21	21-22
Lauriston Castle	NW – Royal High	FK	38	38	✓				
Fort EYC	NW – Trinity	EYC	50	50	✓		(8-6pm)		
Holy Cross	NW – Trinity	NC	38	38				✓	
Victoria	NW – Trinity	New	n/a	38/50				✓(8-6pm)	
Wardie	NW – Trinity	NC	38	38/50				✓(8-6pm)	

South East

Setting	Cluster	Type	Current Model	Proposed Model	Date of Implementation to 1140				
					17-18	18-19	19-20	20-21	21-22
Buckstone	SE – Boroughmuir	NC	38	38				✓	
South Morningside/New South Edinburgh	SE – Boroughmuir	New	38	38/50				✓(8-6pm)	
St Peter's	SE – Boroughmuir	NC	38	38				✓	
Viewforth	SE – Boroughmuir	EYC	50	50	✓		(8-6pm)		
New Broomhills	SE – Gracemount	New	n/a	38/50				✓(8-6pm)	
Gracemount	SE – Gracemount	NC	38	38				✓	
New Gracemount	SE – Gracemount	NC	n/a	38/50					✓
St Catherines	SE – Gracemount	NC	38	38				✓	
Morton Hall	SE – Gracemount	FK	38	38			✓		
Cowgate	SE – JG	EYC	50	50	(8-6pm)	✓ FK		✓	

Setting	Cluster	Type	Current Model	Proposed Model	Date of Implementation to 1140				
					17-18	18-19	19-20	20-21	21-22
Hermitage	SE – JG	FK	38	38			✓		
Hope Cottage	SE – JG	NS	38	38/50	✓			(8-6pm)	
James Gillespies	SE – JG	NC	38	38			✓		
Royal Mile	SE - JG	NC	38	38	✓				
St Leonard's	SE – JG	NS	38	38/50	✓			(8-6pm)	
Tollcross	SE – JG	C	38	38/50	✓		(8-6pm)		
Cameron House	SE – Liberton	NS	38	38	✓				
Craigour Park	SE – Liberton	NC	38	38				✓	
Gilmerton	SE – Liberton	EYC	50	50	✓		(8-6pm)		
Liberton	SE – Liberton	NS	38	38/50			✓	(8-6pm)	
Liberton	SE – Liberton	NC	38	38				✓	
Prestonfield	SE – Liberton	NC	38	38/50	✓			(8-6pm)	
Spinney Lane	SE – Liberton	NS	38	38/50			✓	(8-6pm)	

St John Vianney	SE – Liberton	NC	38	38/50				✓ (8-6pm)	
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South West

Setting	Cluster	Type	Current Model	Proposed Model	Date of Implementation to 1140				
					17-18	18-19	19-20	20-21	21-22
Dean Park	SW – Balerno	NC	38	38		✓			
Ratho	SW – Balerno	NC	38	50	✓FK			✓(8-6pm)	
Clifton Hall	SW – Balerno	FK	38	38	✓				
Currie	SW – Currie	NC	38	38/50				✓(8-6pm)	
Juniper Green	SW – Currie	NC	38	38				✓(8-6pm)	
Nether Currie	SW – Currie	New	n/a	50				✓(8-6pm)	
Bonaly	SW – Firrhill	NC	38	38				✓	
Braidburn	SW – Firrhill	NC	38	38				✓	
Colinton	SW – Firrhill	NC	38	38				✓	
Longstone	SW – Firrhill	NC	38	50	✓			(8-6pm)	
Oxgangs	SW – Firrhill	NC	38	38				✓	

Setting	Cluster	Type	Current Model	Proposed Model	Date of Implementation to 1140				
					17-18	18-19	19-20	20-21	21-22
Pentland	SW – Firrhill	NC	38	38				✓	
St Mark's	SW – Firrhill	NC	38	38/50	✓			(8-6pm)	
Stickland	SW – Firrhill	FK	50	50		✓			
Balgreen	SW – Tynecastle	NS	38	38/50			✓	(8-6pm)	
Craiglockhart	SW – Tynecastle	NC	38	38			✓		
Dalry	SW – Tynecastle	NC	38	38/50	✓			(8-6pm)	
Craiglockhart	SW – Tynecastle	FK	38	38			✓		
Stenhouse	SW – Tynecastle	EYC	50	50		✓	(8-6pm)		
Stenhouse	SW – Tynecastle	NC	38	38/50				✓(8-6pm)	
Tynecastle	SW – Tynecastle	NS	38	50		✓		(8-6pm)	
Canal View	SW – WHEC	NC	38	38	✓				
Clovenstone	SW - WHEC	NC	38	38		✓			

Setting	Cluster	Type	Current Model	Proposed Model	Date of Implementation to 1140				
					17-18	18-19	19-20	20-21	21-22
Hailesland	SW – WHEC	EYC	50	50	✓		(8-6pm)		
Sighthill	SW – WHEC	EYC	50	50	✓		(8-6pm)		
Sighthill	SW – WHEC	NC	38	38/50		✓		(8-6pm)	

APPENDIX 2

ELC Expansion Plan Capital Projects

Project Name	Project Description	Estimated Total Cost (£)	Estimated Completion
Clifton Hall Forest School	Forest School	50,000	2018/19
Laurison Castle Forest School	Forest School	50,000	2018/19
Dean Park PS Nursery Class	Refurbishment Works	215,000	2018/19
Moffat Early Years Centre	Refurbishment Works	65,352	2018/19
Abbeyhill PS Nursery Class	Refurbishment Works	44,600	2018/19
Prestonfield Primary School Nursery Class	Refurbishment Works	150,000	2018/19
Brunstane Primary School Nursery Class	Refurbishment Works	325,000	2018/19
Queensferry Primary/Early Years Centre	Refurbishment Works	55,000	2018/19
Total Cost 2018/19		954,952	
Catering Equipment	Catering for Early Years Expansion	90,000	2019/20
Refurbishment / reinstatement of production kitchens	Catering for Early Years Expansion	520,000	2019/20
Cammo Forest School	Forest School	50,000	2019/20
Nether Currie PS Nursery Class	New Build		2019/20

		1,518,507	
Granton Primary School Nursery Class	New Build - Replace Existing	2,296,901	2019/20
St Marks Primary School Nursery Class	New Build - Replace Existing	1,776,908	2019/20
Craigentinny Primary/Early Years Centre	New Build - Replace Existing	2,205,634	2019/20
St John Vianney Primary School Nursery Class	New Build - Replace Existing	2,043,275	2019/20
Echline Primary School Nursery Class	New Build - Replace Existing	1,547,007	2019/20
Hope Cottage Nursery School	Refurbishment Works	95,000	2019/20
St Leonards Nursery School	Refurbishment Works	100,000	2019/20
St Peters Primary School Nursery Class	Refurbishment Works	90,000	2019/20
Stanwell Nursery School	Refurbishment Works	175,000	2019/20
Canal View Primary School Nursery Class	Refurbishment Works	145,000	2019/20
Clovenstone Primary School Nursery Class	Refurbishment Works	120,000	2019/20
Total Cost 2019/20		12,773,232	
Mortonhall Forest School	Forest School	50,000	2020/21
Hermitage Forest School	Forest School	50,000	2020/21
Meadow Field Forest School	Forest School	50,000	2020/21
Craiglockhart Forest School	Forest School		2020/21

		50,000	
Craigmount HS Cluster	New Build - [subject to site appraisal]	1,352,620	2020/21
Gracemount HS Cluster	New Build - [subject to site appraisal]	1,279,246	2020/21
Gilmerton PS Nursery Class (Spinney Lane)	New Build - Extend Existing	1,013,979	2020/21
Kirkliston NS	New Build - Extend Existing	1,706,303	2020/21
New South Edinburgh PS Nursery Class	New Build - part of new PS	1,352,620	2020/21
New Broomhills PS Nursery Class	New Build - part of new PS	1,279,246	2020/21
New Victoria Primary School	New Build - part of new PS	1,333,479	2020/21
Ratho Primary School Nursery Class	New Build - Replace Existing	1,352,620	2020/21
Broughton Primary School Nursery Class	New Build - Replace Existing	2,296,901	2020/21
Carrick Knowe Primary School Nursery Class	New Build - Replace Existing	1,611,021	2020/21
Royal High Primary School Nursery Class	New Build - Replace Existing	1,528,627	2020/21
Sighthill Primary School Nursery Class	New Build [subject to review]	2,296,901	2020/21
Total Cost 2020/21		18,603,563	
Leith Academy Cluster	New Build - [subject to site appraisal]	2,296,901	2021/22
Craigroyston HS Cluster	New Build - Pennywell Housing Development	2,630,162	2021/22
Calderglen NS	New Build - Replace Existing		2021/22

		2,127,824	
Total Cost 2021/22		7,054,887	

Contingency

93,336

Total Approved Allocation

39,480,000

Education Children and Families Committee

10.00am, Tuesday, 14 August 2018

Communities and Families Assurance Framework Report

Item number 7.4

Report number

Executive/routine

Wards

Council Commitments

Executive Summary

The Communities and Families Assurance Framework has been in place for two years during which time the service, Internal Audit and Business Partners created a Local Assurance Statement for Head Teachers and Heads of Establishment to complete. A combined team from Internal Audit and Corporate Health and Safety carried out a programme of 30 audit visits to schools (15 per year) and other Communities and Families establishments over the two-year period. Findings were reported to Governance, Risk and Best Value Committee in April 2016 and February 2017.

In this third year of the Assurance Framework, Internal Audit did not carry out any audit visits to schools recommending Communities and Families move to a 1st line of defence model where day to day operational controls manage service delivery risk (appendix 1 details the line of defence model).

Within the service Communities and Families with Corporate Risk Management have used the Local Assurance Statement questionnaire plus 15 school visits between February – April 2018 to inform this process.

This report outlines the key themes emerging from the Assurance Framework and our recommendations to provide continual improvements in Communities and Families establishments' management of risk through a robust control environment.

The focus of this report is on the self-assurance process, findings and subsequent actions.

Communities and Families Assurance Framework report 2017/18

Communities and Families Assurance Framework Report

1. Recommendations

1.1 The Education Children and Families Committee is requested to:

1.1.1 note the content of this report.

2. Background

2.1 The Schools Assurance Framework launched as a pilot in 2015/16 with a programme of 15 school audits undertaken by Internal Audit and Corporate Health and Safety. In 2016/17 a further 15 audits were completed and included other Communities and Families establishments as well as schools.

2.2 Internal Audit presented a report to Governance Risk and Best Value Committee after each years' programme. The reports are available on the Council's website and a link to each report can be found below.

April 2016

http://www.edinburgh.gov.uk/download/meetings/id/50411/item_75_schools_assurance_framework_pilot

February 2017

http://www.edinburgh.gov.uk/download/meetings/id/53154/item_71_-_communities_and_families_assurance_framework_pilot

2.3 In 2017 Governance Risk and Best Value Committee commended the work undertaken to date and recommended that the assurance framework be adopted as best practice and monitored annually by the Education, Children and Families Committee.

2.4 In 2017/18 Communities and Families has worked with Risk Management to carry out a programme of 15 (1.3% of the Communities and Families estate) establishment "Support and Challenge" conversation visits over February to April 2018. Headteachers and Business Managers met with the Operations Manager and Principal Risk Manager for Communities and Families. All areas of the questionnaire were included apart from Health and Safety, Property and Statutory

Inspections and Facilities Management including Health and Safety food hygiene as these areas are managed through separate audit processes.

The establishments visited are detailed below:

- Blackhall Primary School
- Castleview Primary School
- Echline Primary School
- Drummond CHS
- Firhill High School
- Granton Primary School
- Leith Walk Primary School
- Liberton Primary School
- Newcraighall Primary School
- Pilrig Park Special School
- Prestonfield Primary School
- Queensferry Primary School
- Stenhouse Primary School
- St Ninian's RC Primary School
- Wardie Primary School

- 2.5 In June 2018 the Council was awarded the UK-wide ALARM (Association of Local Authority Risk Managers) 2018 Operational award for the self-assurance framework having previously won the ALARM resilience award in 2017.

3. Main report

Self-Assurance Process

- 3.1 The Local Assurance Statement asks for a response to 78 statements covering 11 different areas of control Yes or No answers are requested. Where no is stated, the reason for any lack of control is required to build a picture of weaknesses/gaps. The themes of Questions are included below and the full questionnaire is available in Appendix 3:

Health and Safety

Property and Statutory Inspections

Facilities Management

Financial Controls

Workforce Controls

Resilience

Information Technology

- 3.2 The questionnaire process is designed and managed applying the principles of risk management – PACED - (Proportionate, Aligned, Comprehensive, Embedded and Dynamic) which ensure proportionality, alignment (to objectives), and provides a comprehensive approach which is embedded and dynamic.
- 3.3 The support and challenge visits managed at the first line of defence are a low assurance option. Internal Audit (third line of defence) will provide medium assurance through their annual audit programme in 2018 where they will audit the Support and Challenge process.
- 3.4 Within Communities and Families, the self-assurance process feeds into the annual Executive Directors Statement of Annual Control process which forms part of finalising the Councils' annual accounts. Areas of strength, weaknesses and further actions are detailed within the response which provides feedback based on returns. Survey Monkey is used to gather information. Appendix 2 refers to the self - assurance process/timeline.
- 3.5 This report is shared with Headteachers, Managers across Communities and Families as well as with Business Managers who are responsible for working with the service to develop and maintain risk strategy.
- 3.6 The Communities and Families Risk Management Group comprising of colleagues from across the service and Business Partners meets monthly and drives the self-assurance process in terms of accuracy/appropriateness and format/content. The group re-designs the questionnaire annually in line with information required. This ensures a comprehensive and dynamic approach. The questionnaire aligns to a calendar plan which establishments use throughout the year to work through each section of the questionnaire.
- 3.7 Communities and Families recognise capacity and expertise is vital to manage the framework, as part of this a self-assurance training post is being put in place to bolster communication and learning to further enable colleagues to have a strong understanding of requirements. The post has been designed to enable this.

Self-assurance findings

- 3.8 Feedback on the support and challenge visits has been very good. Communities and Families Managers have found the visits so useful in terms of engagement and conversations it has been decided to continue the visits throughout the year. A programme is being developed to include 5 visits per month commencing September 2018. Visits have also been discussed in terms of areas where risk themes show controls as weak. The detail included in the visit conversations includes the management of risk, the reasons behind the “no’s” and capturing good

practice as well as areas of control weaknesses for action. The visit programme is driven by the Communities and Families Senior Management Team.

- 3.9 Several staff new to post said that the process had been extremely valuable in terms of their role and responsibility regarding self-assurance/general business management. They felt the process clarified what they have to do and that validation information sign posted to where information is.
- 3.10 The results in the table below are based on the questionnaire returns and Support and Challenge visits. This information is shared with Business Partners to ensure wherever required they can create/improve controls and learn of the good practice creating a dynamic, improving approach. The risk communication template “Risk Matters” is used to share information in terms of communication and learning, this is a one-page guidance sheet which directs staff to what they have to know. The information is shared, for example, at team talks, put on the staff notice boards and kept on file.
- 3.11 Support and challenge visits cover all areas of the questionnaire apart from sections A/B/C questions which are part of the Corporate Health and Safety team audit (question 4 within section C is managed by Facilities Management).

A summary of discussions from the visits for sections D to K of the questionnaire is provided below:

Section of Questionnaire	Summary of conversation findings (from support and challenge visits)
D – Financial Controls	<p>Most establishments have meetings between the Business Manager and Headteacher in financial controls. Where meetings were not formalised it was requested that this is put in place.</p> <p>In terms of ParentPay/Pebble in general colleagues are finding the system very helpful in terms of reconciliation. There are some concerns around support timelines, this is being addressed with the company. It is noted that the implementation of ParentPay and Pebble was the result of findings from the first Self Assurance process in 2016.</p> <p>Cash and other assets are safeguarded. There was discussion on trophies and the fact that they should be safeguarded if high value. Information is kept on asset registers where required.</p> <p>The further establishment visits for 2018 will include “deep dive” finance visits where establishments require further support on finance and/or where there are new staff in place.</p>

E – Workforce Controls	<p>At establishments visited colleagues recognised the value of the bi-ennial policy reading exercise and feel that it is embedding. The self-assurance questionnaire acts as a reminder on this.</p> <p>In terms of teaching staff General Teaching Council arrangements are in place, managed and maintained. For staff grades 1-4 arrangements are being put in place around annual conversations. Time and capacity are an issue for example some Business Managers have 25 staff to have conversations with. Establishments are looking at proportionate approaches to this for example involving teachers in conversations with Learning Assistants they work with.</p> <p>In establishments sickness absence is well managed with controls operating as expected.</p>
F - Resilience	<p>Take up on training is good, where staff are new to posts training is being organised, Establishment Managers advised that they could see the value in sharing emergency scenarios with their team post training and doing this on a continuous basis.</p> <p>There is a need to look at the frequency of the essential resilience training, the course had been expanded so for example those trained 3 years ago will not have been trained on the revised programme. Ready for Winter training has been rolled into the Essential Resilience training, this needs to be considered to ensure all staff required have been trained.</p> <p>Establishments have emergency information updated/in place e.g. crib cards (which we commonly saw in walls on offices), Red Button emergency folders.</p> <p>Establishment Managers asked for a trigger where contingency arrangements such as crib cards are updated to ensure they have the right information.</p> <p>Health Protection have translated the Noro Virus 48-hour rule letter sent to parents and carers in October annually following a request from a school as part of support and challenge discussion.</p> <p>The Resilience Unit are currently leading on guidance for loss of premises/intruder threat for Communities and Families.</p>

	<p>One school had very good emergency contact cards which can be shared across the estate in terms of good practice.</p>
G – Information Technology	<p>Safeguarding protocols are in place. Acceptable use policies are signed by parents/carers where applicable (not all establishments allow IT equipment to be taken home).</p> <p>All establishments ask staff to sign the acceptable use policy for ICT apart from one and they will action this.</p> <p>Mobile equipment is monitored regularly and updates to ensure data is safeguarded in line with Council policy was in place for all establishments visited.</p> <p>Equipment provided to temporary staff is collected on conclusion of contract as part of the leavers process.</p> <p>In all establishments visited access to IT systems and data was controlled and restricted in line with Council policy.</p> <p>The content of IT equipment is reviewed regularly to ensure appropriateness in most establishments, however in a couple this needed to be put on place.</p> <p>Authorisation and permission is required before applications can be loaded onto ipads (in most establishments this is managed by the IT Co-ordinator).</p> <p>There were discussions over the visits about the role of the ICT Co-ordinator and how important their role is in assuring ICT controls are in place.</p>
H – Child Protection	<p>Establishments ensure the policy and procedure on Child Protection, allegations of abuse for members of staff and the Councils Whistle Blowing policy is shared with staff, this is usually at the start of term (August).</p> <p>Annual Child Protection briefings are undertaken at the start of term. One school had created a leaflet for new staff which had proved to be very helpful.</p> <p>Specific contact workforce training is in place, and new members of staff are booked on to training.</p> <p>The Headteacher and other designated members of staff have undertaken intensive contact workforce training, new staff are booked on.</p> <p>There were some schools where the Headteacher had not undertaken managing allegations of abuse against staff and volunteers (e-learning) these colleagues were asked to do</p>

	<p>this as a priority.</p> <p>All establishments keep Child Protection records in line with corporate policy, this is seen as an essential part of child protection.</p> <p>On a number of visits there was discussion about the number of courses available and length of waiting time.</p> <p>There was discussion at one school that if training was 2 hours instead of 2.5 hours it could be included within a SCAT afternoon.</p>
I - GIRFEC	<p>There was very good feedback on the GIRFEC team and the support that they had provided to schools, especially with regards to training and the development of pastoral notes on SEEMIS</p>
J – Equalities	<p>The Equalities and anti-bullying policy is updated, share with staff, parents, carers and pupils annually and included on the school website. Some schools had taken this information down to update information. Some schools included the information within the behaviour policy.</p> <p>Details of bullying and prejudiced incident logs are kept, managed and maintained.</p> <p>Staff are made aware of the Equalities Act and respond with respond with other areas of the Council e.g. property where pupils need adjustments to be made.</p> <p>Schools advised that good controls are in place around the administration of medication and that support is available from a central source in Additional Support for Learning. It is recommended that any future updated to policy or guidance for this area comes though the Communities and Families Health and Safety forums for approval/cascade.</p> <p>In school's members of the senior leadership team have responsibility for equalities and diversity.</p> <p>Gaps were identified in terms of equalities training, what is available/required and who delivers what. Further advice on training will be available in Summer 2018, in the meantime an interim guidance note has been circulated to Headteachers and Establishment Managers using the Risk Matters template.</p>
K – Information Governance	<p>There are issues across establishments in terms of Information Governance/GDPR and how schools can</p>

	prepare with the systems they use/requirements. Schools have asked for an approach where guidance is provided using a crib card format detailing the expectations for each area of requirement.
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Business Partner meetings – subsequent actions and advice.

This year the Communities and Families Senior Management team met with each of the Business Partners involved in each area of the questionnaire to discuss areas where controls may be weak/opportunities for improvement. This has resulted in a guidance document for establishment managers on any areas where it was considered advice on risk controls required to be improved. In line with dynamic approaches this is now part of the self-assurance process and annually colleagues will receive additional guidance wherever the process uncovers areas of weakness.

4. Measures of success

- 4.1 Delivery of an assurance process that provides a front-line day to day operational control framework designed to manage operational service delivery risk.

5. Financial impact

- 5.1 Business support post.

6. Risk, policy, compliance and governance impact

- 6.1 There would be a negative impact in terms of risk mitigation if actions are not concluded within timelines.

7. Equalities impact

- 7.1 There are equalities impacts if actions required are not concluded within timelines.

8. Sustainability impact

- 8.1 None.

9. Consultation and engagement

- 9.1 The Communities and Families Senior Leadership Team, the Headteachers Executive and Senior Management from Resources have been consulted and engaged when developing the process.

10. Background reading/external references

- 10.1 Links to background reports are provided in section 2 above.

Alistair Gaw

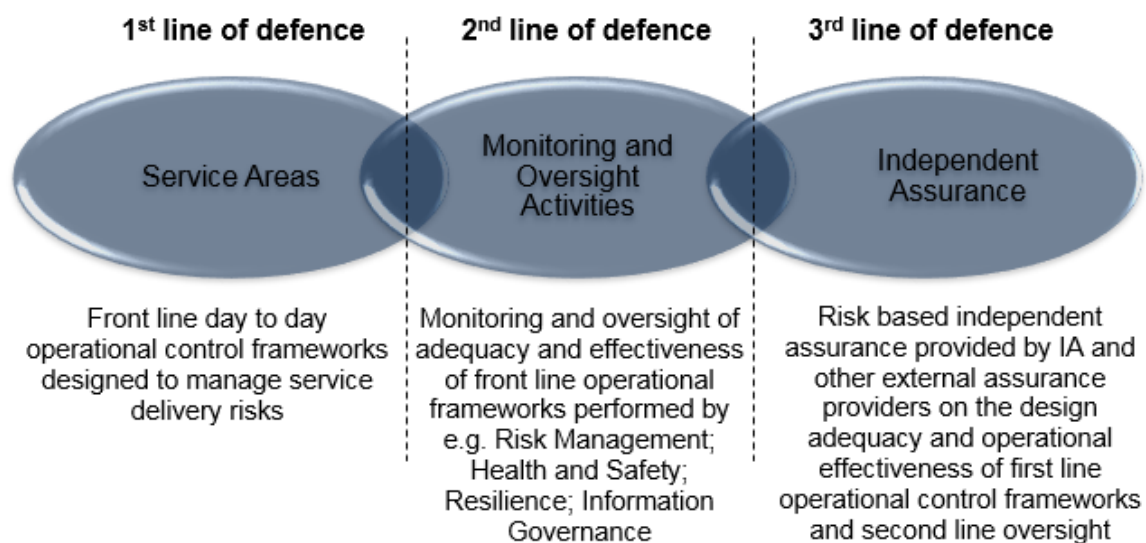
Executive Director of Communities and Families

Contact/s: Michelle McMillan, Principal Risk Manager, 0131 469 3832, Michelle.McMillan@edinburgh.gov.uk / Cheryl Buchanan, Operations Manager, 0131 553 8384, Cheryl.Buchanan@edinburgh.gov.uk

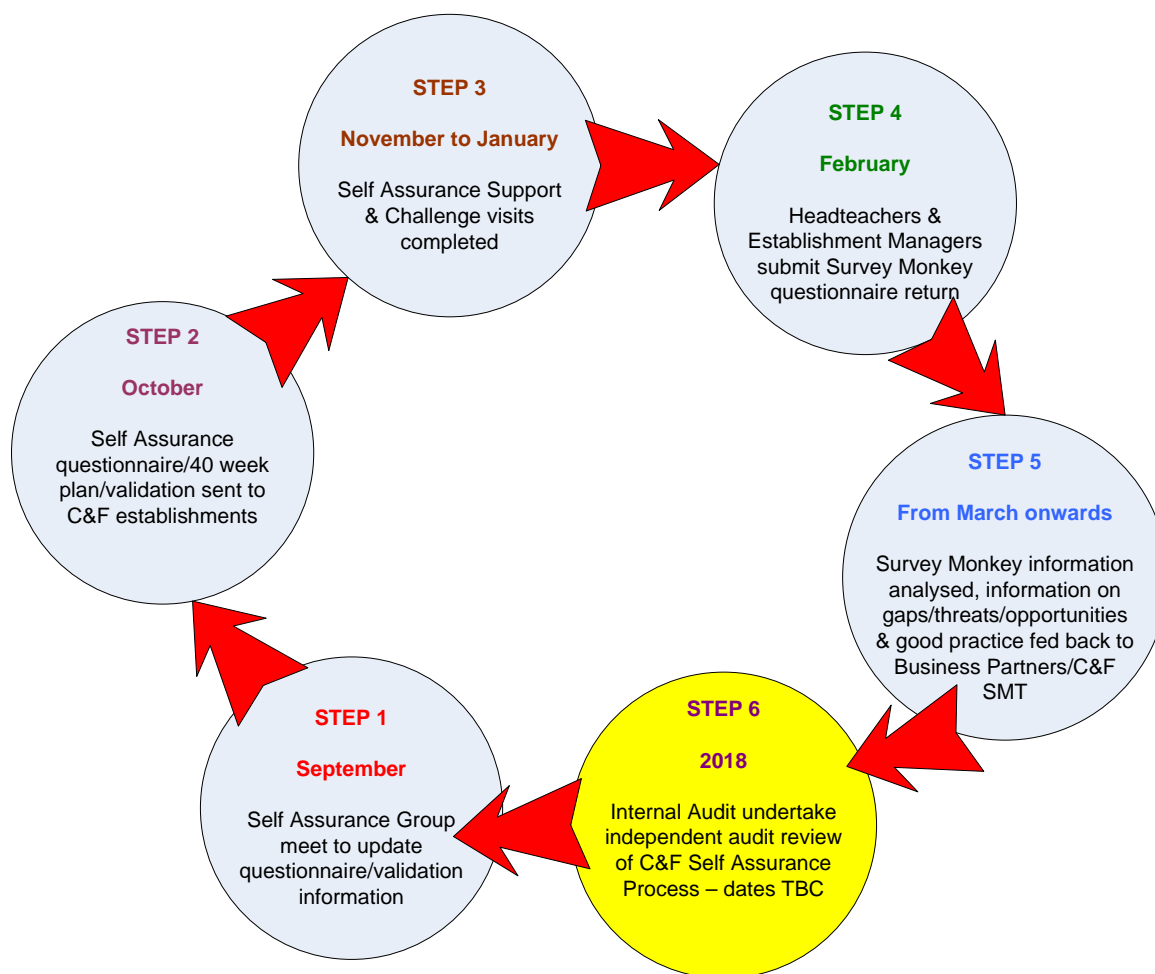
11. Appendices

- 11.1 Appendix 1 – Three lines of defence model
- 11.2 Appendix 2 - Self Assurance Cycle
- 11.3 Appendix 3 - Communities
- 11.4 Appendix 4 – Communities and Families – Self Assurance - Survey Monkey Returns

Appendix 1 – Three lines of defence model



Appendix 2 – Self Assurance Cycle



Appendix 3

A	HEALTH AND SAFETY	YES	NO	N/A
1	Local roles and responsibilities for health and safety are defined and communicated. These are included in personal objectives for key roles.			

COMMUNITIES AND FAMILIES – LOCAL ANNUAL ASSURANCE STATEMENT

Checklist

Issued November 2017

The purpose of this document is to inform and support the Director's annual assurance statement and enhance the Communities and Families control framework. It also provides Head Teachers and Establishment Managers within Communities & Families with an opportunity to highlight areas of risk that are not being managed/controlled effectively and to specify the reasons adequate controls are not in place.

This statement should be compiled on completion of the self-assessment questionnaire provided and be informed by the self-assessment results.

As the assurance framework has now matured enough to become a first line management tool within C&F, there is a requirement for C&F operational staff and business partners to carry out a set of inhouse support and challenge visits.

These visits will run from December 2017 to February 2018. 40 establishments will be visited in total. The visits will cover all areas of the self-assurance questionnaire except Health & Safety which will continue to be monitored as part of their ongoing audit framework.

If you have any queries relating to the statement and associated questions please contact:

Cheryl Buchanan, Operation Manager, Communities and Families

Cheryl.buchanan@edinburgh.gov.uk tel: 0131 553 8384

Michelle McMillan, Principal Risk Manager

Michelle.McMillan@edinburgh.gov.uk tel: 0131 469 3832

Name	Designation	Establishment	Date of completion

2	Health and safety training (covering induction training, and other required health and safety training relevant to role) has been completed and records are available.			
3	Health and safety information and guidance is readily accessible and communicated to staff and pupils.			
4	All significant H&S risks have been assessed (including life threatening safety risks ¹) by competent person ² . The risk assessments are documented and dated, and are reviewed at least annually.			
5	Adequate controls identified in the health and safety risk assessments are in place and are working effectively.			
6	All statutory tests and inspections are up to date for teaching equipment, and records are available.			
7	Portable gym equipment has been inspected in last 12 months.			
8	Health and Safety Workplace Inspections are carried out.			
9	Stress risk assessments are carried out as appropriate, and information on the Employee Assistance Programme has been communicated to all staff.			
10	Adequate first-aid arrangements are in place, and communicated.			
11	Arrangements in place for use of defibrillator including signage, equipment checks and staff familiarisation and awareness.			
12*	Fire safety and emergency response arrangements are in place, and communicated, including <ul style="list-style-type: none"> - Fire safety and evacuations - Lift break downs - Swimming pool incidents 			
13	There is a systematic approach in place to report and investigate all incidents,			

¹ Life threatening safety risks includes: -Fire, Water (*legionella*), Asbestos, Gas, Electricity, Driving

² A competent person someone with the necessary skills, knowledge and experience in relation to hazard identification, risk assessment, and determination of necessary controls; and includes knowledge of legal and regulatory requirements.

	accidents and work-related ill health, to identify immediate and underlying causes – plus root causes for the more serious ones.			
14	There is a process in place to escalate and monitor health and safety risks and issues (including health and safety audit/ workplace inspection actions), to ensure the required remedial action is taken.			
15	There are effective arrangements in place to ensure that health and safety is managed for works undertaken by contractors, including recording of contractor's visits.			
16	There are effective arrangements in place to ensure the health and safety is managed for voluntary organisations (e.g. football clubs) that use the school's facilities.			

B	PROPERTY AND STATUTORY INSPECTION CONTROLS	YES	NO	N/A
1*	All statutory tests and inspections are up to date (for Property and Facilities Management related equipment), and records are available.			
2*	Information on the presence and location of asbestos is known, and is readily available.			
3*	The condition of asbestos is inspected in accordance with the asbestos plan, and records are available.			
4*	There is adequate maintenance, testing and inspection of the water management system			
5	There is adequate maintenance, testing and inspection of teaching equipment and cooking equipment. (HFT)			
6	Playground equipment has been inspected in the past 12 months.			
7	Natural playgrounds have been inspected in the past 12 months.			
8*	Fixed gym equipment has been inspected in the past 12 months.			
9	Goal posts have been inspected in the past 12 months.			
10*	Window restrictors' suitability check has been carried out in the past 12 months and recorded.			
11	There is segregation between vehicles and pedestrians.			
12*	Condition survey of premises carried out within last 5 years			
13*	Regular walk round inspections carried out by Service Support Officer (Janitor).			

*** = Liaise with Property/ Facilities Management to provide a joint submission. See guidance for further details.**

C	FACILITIES MANAGEMENT - HEALTH AND SAFETY AND FOOD HYGIENE	YES	NO	N/A
This checklist looks at the retrospective service received 2017/18. For information on the current development position of the FM Service Level Agreement (SLA) please see the statement in the relevant section of the attached Self Assurance Guidance document.				
1*	Health and safety training needs identified and training implemented for Facilities Management staff			
2*	All significant health and safety risks arising from Facilities Management activities have been assessed by competent person. The risk assessments are documented and dated, and are reviewed at least annually.			
3*	Adequate controls identified in the health and safety risk assessments for Facilities Management activities are in place and are working effectively.			
4*	Regular checks of food hygiene controls (Hazard Analysis and Critical Control Points - HACCP) are carried out to provide assurance that these are in place and operating effectively.			

*** = Liaise with Property/ Facilities Management to provide a joint submission. See guidance for further details.**

D	FINANCIAL CONTROLS	YES	NO	N/A
1	I am provided with sufficient financial information by my Business Manager on a monthly basis to allow me to manage expenditure within allocated budgets			
2	Financial controls are in place to demonstrate completeness and accuracy of management of income through Parentpay/pebble (school fund, grant, bursaries, awards etc) and appropriateness of expenditure (PEF, school fund, imprest/petty cash, oracle etc).			
3	Cash and other assets / equipment and artefacts are safeguarded			
E	WORKFORCE CONTROLS	YES	NO	N/A
1	Compliance with Key Corporate Policies and Procedures is embedded in the establishment			
2	There is evidence to demonstrate staff induction and PRD procedures, including General Teaching Council for Scotland Professional Update requirements, are fully implemented.			
3	Sickness absence is managed and recorded in accordance with Council policy.			

F	RESILIENCE	YES	NO	N/A
1	The school management team have attended Significant Occurrence training. All staff have been briefed on the procedure and roles/responsibilities are defined.			
2	Emergency contact details are kept and updated for staff. My staff are familiar with and have access to information on the following contingency arrangements, and roles/responsibilities are defined: <ul style="list-style-type: none"> • C&F Emergency Hub • Red Button Folders • C&F Severe Weather Plans including Risk Assessments, Crib Cards etc. • C&F Responding Outbreak of Infection and Noro Virus toolkit • C&F Bomb Threat and Suspicious Items Procedure, related training and crib cards. 			
3	All School management team have attended Ready for Winter training and have been briefed on the procedures with roles and responsibilities defined.			

G	INFORMATION TECHNOLOGY	YES	NO	N/A
1	CEC IT equipment is safeguarded at all times.			
2	Pupils and their Parent/Carers who have been allocated mobile it devices have signed an acceptable use policy.			
3	Members of staff allocated mobile IT devices have signed an acceptable use policy.			
2	All school managed mobile equipment is maintained with regular updates completed to ensure network connectivity is maintained and data is safeguarded in line with Council policy.			
3	Equipment provided to temporary staff is collected on conclusion of their contract			
4	All leavers have their user accounts deleted in line with current leaver policy			
5	Access to IT systems and data is controlled and restricted in line with Council policy?			
6	IT equipment held in schools and provided to pupils is regularly reviewed to ensure content and applications are appropriate and in line with Council policy			
7	Authorisation and permission is required from appropriate school staff before apps can be downloaded onto iPads.			

H	CHILD PROTECTION	YES	NO	N/A
1	The policy and procedure on Child Protection, Allegations of Abuse Against Members of Staff and the Council's Whistle-blowing policy has been shared with staff.			
2	Staff have had their annual Child Protection briefing at the beginning of term (August) as a reminder of their role in the Child Protection Process.			
3	Staff have undertaken Specific Contact Workforce training course (formerly Level 2) in the past three years			
4	The Head Teacher and all other designated members of staff for Child Protection have undertaken Intensive Contact Workforce training course (formerly Level 4) in the last three years			
5	The Head Teacher has undertaken training in Managing Allegations of Abuse Against Staff and Volunteers by completing the e-learning module annually			
6	Child protection records are kept in accordance with corporate policy.			

I	GIRFEC	YES	NO	N/A
<p>For Clarification: "Heads of Establishments will be aware that John Swinney has written to C&F recently and set out his desire to clarify various issues with regards to the implementation of GIRFEC. The timescale for work to be completed on Named Person legislation by the end of 2018. Questions may also be related to the General Data Protection Register (GDPR) which is UK wide legislation that will be enshrined in law by May 2018. Please complete this section of the checklist bearing in mind these timescales and indeed that guidance is to be forthcoming to clarify various issues and as such our response to new GIRFEC legislation is a work in progress". Martin Gemmell, Lead Officer for GIRFEC.</p>				
1	The National Policy, draft Statutory Guidance on Getting It Right For Every Child, and the Children and Young Peoples Act (2014) has been shared with all staff.			
2	Staff have regular updates on GIRFEC and its component parts; <ul style="list-style-type: none"> • Wellbeing • Named Person • Information Sharing • child/Young Person's Plan • Lead Professionals 			
3	Staff are reminded annually as a minimum on their roles and responsibilities under the GIRFEC policy.			
4	The Head Teacher and all lead GIRFEC staff have undertaken training on their responsibilities and implementation of the Policy within the last three years.			
5	Pastoral Notes are used to maintain wellbeing concern records and actions, this includes the chronology.			
6	Physical files for pupils with Wellbeing concerns are maintained in accordance with the policy and corporate guidance. Chronologies are included to aid discussion and child planning meetings.			
7	The recommended standard templates are being used for wellbeing concern files, and reporting.			
8	Wellbeing physical files are stored in accordance with GIRFEC Policy, separate from Pupil records and child protection files.			
9	The Head Teacher has a continuity plan in place in the event that the key wellbeing concern officer is not available.			

J	EQUALITIES	YES	NO	N/A
1	The equalities and anti-bullying policy is updated and is shared with staff, parents and pupils annually. The anti-bullying policy is on the school website.			
2	A bullying and prejudiced incidents log is maintained in accordance with Council policy.			
3	I am aware of the Equality Act and briefing guidance. Reasonable adjustments are in place for disabled pupils, advice is taken from CEC on this where required.			
4	Controls over the administration of medication are in line with the guidance contained in 'The Handbook of Procedures for the Management of Pupils with Health Care Needs in Educational Establishments'.			
5	There is a member of the Senior Leadership Team designated to have responsibility for equalities and diversity.			
6	Staff have undertaken training in equalities and diversity within the last three years.			

K	INFORMATION GOVERNANCE	YES	NO	N/A
1†	Staff are aware of their information governance responsibilities and what support there is for them. (Responsibilities)			
2†	Processes that create, manage, share and dispose of Council information are documented, approved and reviewed. (Decision making)			
3†	Council information is routinely monitored to ensure accuracy and reliability. (Data quality)			
4†	Council information is secured to a level appropriate to the sensitivity of its content. (Protection)			
5†	Staff comply with the Council's information governance policy requirements; incidents are reported and non-compliance is identified and managed through the Council's Risk Management Framework (Compliance)			
6†	Council information is available to the right staff in the timeframe needed to meet business need and statutory obligations. (Availability)			
7†	Council records are closed and retained against the relevant Council retention rule. (Retention)			
8†	Council records are disposed of in a manner appropriate to their sensitivity and historic value. (Disposal)			

† = Liaise with Information Governance Unit. See guidance for further details.

Section	Question	Reason I believe this area is not adequately controlled

I would like to raise the following matters that you may wish to consider when preparing your annual governance statement for the Communities & Families Department.

I provide further information below in relation to areas that I am not comfortable to sign off on and that may impact the annual sign off of the Directors Statement of Internal Control.

If you have answered 'NO' to any of the above, please provide further details

Further training and support

Having carried out this self-assessment I have identified the following needs in relation to staff training and/or corporate support.

Identified Needs	Deliverable within Unit Y/N

I confirm this information is correct to the best of my knowledge:

Signature:

[End]

Appendix 4

COMMUNITIES AND FAMILIES – Self Assurance - Survey Monkey Returns

Key:

Education Scotland – Terms of Quantity

All	100%
Almost All	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/Less than half	15%-49%
A few	Less than 15%

A	HEALTH AND SAFETY	Term of Quantity
1	Local roles and responsibilities for health and safety are defined and communicated. These are included in personal objectives for key roles.	Almost All
2	Health and safety training (covering induction training, and other required health and safety training relevant to role) has been completed and records are available.	Almost All
3	Health and safety information and guidance is readily accessible and communicated to staff and pupils.	All
4	All significant H&S risks have been assessed (including life threatening safety risks ³) by competent person ⁴ . The risk assessments are documented and dated, and are reviewed at least annually.	Almost All
5	Adequate controls identified in the health and safety risk assessments are in place and are working effectively.	Almost All
6	All statutory tests and inspections are up to date for teaching equipment, and records are available.	Almost All
7	Portable gym equipment has been inspected in last 12 months.	Most
8	Health and Safety Workplace Inspections are carried out.	Almost All
9	Stress risk assessments are carried out as appropriate, and information on the Employee Assistance Programme has been communicated to all staff.	Almost All
10	Adequate first-aid arrangements are in place, and communicated.	Almost All
11	Arrangements in place for use of defibrillator including signage, equipment checks and staff familiarisation and awareness.	Almost All
12	Fire safety and emergency response arrangements are in place, and communicated, including <ul style="list-style-type: none"> - Fire safety and evacuations - Lift break downs - Swimming pool incidents 	Almost All
13	There is a systematic approach in place to report and investigate all incidents, accidents and work-related ill health, to identify immediate and underlying causes – plus root causes for the more serious ones.	All

14	There is a process in place to escalate and monitor health and safety risks and issues (including health and safety audit/ workplace inspection actions), to ensure the required remedial action is taken.	Almost All
15	There are effective arrangements in place to ensure that health and safety is managed for works undertaken by contractors, including recording of contractor's visits.	Almost All
16	There are effective arrangements in place to ensure the health and safety is managed for voluntary organisations (e.g. football clubs) that use the school's facilities.	Almost All

B	PROPERTY AND STATUTORY INSPECTION CONTROLS	Term of Quantity
1	All statutory tests and inspections are up to date (for Property and Facilities Management related equipment), and records are available.	Most
2	Information on the presence and location of asbestos is known, and is readily available.	Almost All
3	The condition of asbestos is inspected in accordance with the asbestos plan, and records are available.	Most
4	There is adequate maintenance, testing and inspection of the water management system	Almost All
5	There is adequate maintenance, testing and inspection of teaching equipment and cooking equipment. (HFT)	Almost All
6	Playground equipment has been inspected in the past 12 months.	Almost All
7	Natural playgrounds have been inspected in the past 12 months.	Almost All
8	Fixed gym equipment has been inspected in the past 12 months.	Most
9	Goal posts have been inspected in the past 12 months.	Most
10	Window restrictors' suitability check has been carried out in the past 12 months and recorded.	Most
11	There is segregation between vehicles and pedestrians.	Almost All
12	Condition survey of premises carried out within last 5 years	Almost All
13	Regular walk round inspections carried out by Service Support Officer (Janitor).	Almost All

C	FACILITIES MANAGEMENT - HEALTH AND SAFETY AND FOOD HYGIENE	Term of Quantity
1	Health and safety training needs identified and training implemented for Facilities Management staff	Most
2	All significant health and safety risks arising from Facilities Management activities have been assessed by competent person. The risk assessments are documented and dated, and are reviewed at least annually.	Most
3	Adequate controls identified in the health and safety risk assessments for Facilities Management activities are in place and are working effectively.	Most
4	Regular checks of food hygiene controls (Hazard Analysis and Critical Control Points - HACCP) are carried out to provide assurance that these are in place and operating effectively.	Most

D	FINANCIAL CONTROLS	Term of Quantity
1	I am provided with sufficient financial information by my Business Manager on a monthly basis to allow me to manage expenditure within allocated budgets	Almost All
2	Financial controls are in place to demonstrate completeness and accuracy of management of income through Parentpay/pebble (school fund, grant, bursaries, awards etc) and appropriateness of expenditure (PEF, school fund, imprest/petty cash, oracle etc).	Almost All
3	Cash and other assets / equipment and artefacts are safeguarded	All
E	WORKFORCE CONTROLS	Term of Quantity
1	Compliance with Key Corporate Policies and Procedures is embedded in the establishment	All
2	There is evidence to demonstrate staff induction and PRD procedures, including General Teaching Council for Scotland Professional Update requirements, are fully implemented.	All
3	Sickness absence is managed and recorded in accordance with Council policy.	Almost All

F	RESILIENCE	Term of Quantity
1	The school management team have attended Significant Occurrence training. All staff have been briefed on the procedure and roles/responsibilities are defined.	Most
2	Emergency contact details are kept and updated for staff. My staff are familiar with and have access to information on the following contingency arrangements, and roles/responsibilities are defined: <ul style="list-style-type: none"> • C&F Emergency Hub • Red Button Folders • C&F Severe Weather Plans including Risk Assessments, Crib Cards etc. • C&F Responding Outbreak of Infection and Noro Virus toolkit • C&F Bomb Threat and Suspicious Items Procedure, related training and crib cards. 	Almost All
3	All School management team have attended Ready for Winter training and have been briefed on the procedures with roles and responsibilities defined.	Majority

G	INFORMATION TECHNOLOGY	Term of Quantity
1	CEC IT equipment is safeguarded at all times.	Almost All
2	Pupils and their Parent/Carers who have been allocated mobile it devices have signed an acceptable use policy.	Almost All
3	Members of staff allocated mobile IT devices have signed an acceptable use policy.	Most
2	All school managed mobile equipment is maintained with regular updates completed to ensure network connectivity is maintained and data is safeguarded in line with Council policy.	All
3	Equipment provided to temporary staff is collected on conclusion of their contract	Almost All
4	All leavers have their user accounts deleted in line with current leaver policy	All
5	Access to IT systems and data is controlled and restricted in line with Council policy?	All
6	IT equipment held in schools and provided to pupils is regularly reviewed to ensure content and applications are appropriate and in line with Council policy	Almost All
7	Authorisation and permission is required from appropriate school staff before apps can be downloaded onto iPads.	Almost All

H	CHILD PROTECTION	Term of Quantity
1	The policy and procedure on Child Protection, Allegations of Abuse Against Members of Staff and the Council's Whistle-blowing policy has been shared with staff.	Almost All
2	Staff have had their annual Child Protection briefing at the beginning of term (August) as a reminder of their role in the Child Protection Process.	Almost All
3	Staff have undertaken Specific Contact Workforce training course (formerly Level 2) in the past three years	Almost All
4	The Head Teacher and all other designated members of staff for Child Protection have undertaken Intensive Contact Workforce training course (formerly Level 4) in the last three years	Almost All
5	The Head Teacher has undertaken training in Managing Allegations of Abuse Against Staff and Volunteers by completing the e-learning module annually	Most
6	Child protection records are kept in accordance with corporate policy.	All

I	GIRFEC	Term of Quantity
1	The National Policy, draft Statutory Guidance on Getting It Right For Every Child, and the	All

	Children and Young Peoples Act (2014) has been shared with all staff.	
2	Staff have regular updates on GIRFEC and its component parts; <ul style="list-style-type: none"> Wellbeing Named Person Information Sharing child/Young Person's Plan Lead Professionals 	All
3	Staff are reminded annually as a minimum on their roles and responsibilities under the GIRFEC policy.	Almost All
4	The Head Teacher and all lead GIRFEC staff have undertaken training on their responsibilities and implementation of the Policy within the last three years.	Almost All
5	Pastoral Notes are used to maintain wellbeing concern records and actions, this includes the chronology.	Most
6	Physical files for pupils with Wellbeing concerns are maintained in accordance with the policy and corporate guidance. Chronologies are included to aid discussion and child planning meetings.	All
7	The recommended standard templates are being used for wellbeing concern files, and reporting.	All
8	Wellbeing physical files are stored in accordance with GIRFEC Policy, separate from Pupil records and child protection files.	Almost All
9	The Head Teacher has a continuity plan in place in the event that the key wellbeing concern officer is not available.	Almost All
J	EQUALITIES	Term of Quantity
1	The equalities and anti-bullying policy is updated and is shared with staff, parents and pupils annually. The anti-bullying policy is on the school website.	Most
2	A bullying and prejudiced incidents log is maintained in accordance with Council policy.	All
3	I am aware of the Equality Act and briefing guidance. Reasonable adjustments are in place for disabled pupils, advice is taken from CEC on this where required.	All
4	Controls over the administration of medication are in line with the guidance contained in 'The Handbook of Procedures for the Management of Pupils with Health Care Needs in Educational Establishments'.	Almost All
5	There is a member of the Senior Leadership Team designated to have responsibility for equalities and diversity.	Almost All
6	Staff have undertaken training in equalities and diversity within the last three years.	Majority
K	INFORMATION GOVERNANCE	Term of Quantity
1	Staff are aware of their information governance responsibilities and what support there is for them. (Responsibilities)	Most
2	Processes that create, manage, share and dispose of Council information are documented, approved and reviewed. (Decision making)	Most
3	Council information is routinely monitored to ensure accuracy and reliability. (Data quality)	Most
4	Council information is secured to a level appropriate to the sensitivity of its content. (Protection)	Almost All
5	Staff comply with the Council's information governance policy requirements; incidents are reported and non-compliance is identified and managed through the Council's Risk Management Framework (Compliance)	Almost All
6	Council information is available to the right staff in the timeframe needed to meet business need and statutory obligations. (Availability)	Almost All
7	Council records are closed and retained against the relevant Council retention rule. (Retention)	Most
8	Council records are disposed of in a manner appropriate to their sensitivity and historic value. (Disposal)	Almost All

Education, Children, and Families Committee

10.00am, Tuesday, 14 August 2018

Daylight impact assessment Central Library

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

Executive Summary

The Committee agreed that an independent daylight impact assessment be undertaken for the Central Library to provide information on the potential daylight levels impact of the Cowgate development. Malcolm Hollis Independent Building Consultants were instructed to undertake this work and have completed a report highlighting the impacts and some recommendations for mitigation.

Daylight impact assessment Central Library

1. Recommendations

- 1.1 That the Education, Children and Families committee;
 - 1.1.1 note the findings of the daylight impact assessment.

2. Background

- 2.1 A proposed development adjacent to Central Library (as detailed in planning application 15/04445/FUL) is for a mixed-use scheme including a hotel, gym and retail units. The development site includes what is currently India Buildings on Victoria Street and an undeveloped gap site situated between the Library and Cowgate Free Church.
- 2.2 At the Education, Children and Families committee on Tuesday 6 March 2018, there was a motion by Councillor Claire Miller on the 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.
- 2.3 Malcolm Hollis independent building consultants was instructed by the Council to determine the impact on the lighting amenity of Central Library arising from the adjacent development.

3. Main report

- 3.1 The proposed adjacent development is detailed in the planning application 15/04445/FUL and is for a mixed-use scheme including a hotel, gym and retail units. The development site includes what is currently India Buildings on Victoria Street and an undeveloped gap site situated between the Library and Cowgate Free Church.
- 3.2 Malcolm Hollis Independent Building Consultants assessed current and estimated post-development lighting levels on the library ground Floor (from George IV Bridge) and the floors below this: Level B1/B2 (the mezzanine floor and adjacent

music room); B3 housing the Edinburgh & Scottish collections; B4 which houses the Resources team; B5 which is level with the Cowgate.

- 3.3 The report concludes that four of the levels assessed are not compliant with Building Research Establishment (BRE) guidelines in terms of maintaining daylight to existing buildings. This is because the reduction in daylight is over 20% from the current baseline position and will therefore be materially noticeable to occupants

Level GF Library: The reduction in daylight with the proposed development in place is 8%. This is BRE compliant as the reduction will not be materially noticeable to occupants. They note that the existing Average Daylight Factor (ADF) level is less than it would ideally be at 1.9% and so supplementary electric lighting is likely to be required.

Level B1/B2: The reduction in daylight with the proposed development in place is 22% and therefore not BRE compliant, albeit the level of non-compliance is marginal. The existing level of daylight is relatively low at 0.97% and supplementary electric lighting is required in the existing and the proposed condition.

Level B3: The reduction in daylight with the proposed development in place is 31% and therefore not BRE compliant because the reduction will be noticeable to occupants. The existing level of daylighting is good and despite the reduction post development, the absolute level of daylight will be in excess of 2%.

Level B4: The reduction in daylight with the proposed development in place is very high at 82% and therefore not BRE compliant. The existing level of daylight is relatively poor at 0.65% and supplementary electric lighting is required in the existing and the proposed condition, albeit this space will be very gloomy post development.

Level B5: The proposed development will limit all daylight and is therefore not BRE compliant. However the existing level of daylight to this area is very poor at 0.18% and therefore even limited development will have a significant impact.

(Malcolm Hollis report, 3 May 2018, p.7)

- 3.4 They note that current daylight conditions to four of the non-compliant areas is currently below optimal.
- 3.5 In terms of recommendations on how to maintain lighting levels in the library, they note that there is no specific threshold for daylight to libraries in the Edinburgh Design Guide (2017).

“The Building Research Establishment (BRE) Guide and British Standard 8206 – 2: 2008 advise that:

If electric lighting is not normally to be used during daytime, the Average Daylight Factor (ADF) should be not less than 5%. An ADF of 5% will provide a well daylight space.

If electric lighting is to be used during daytime, the ADF should be not less than 2%.

An ADF of 2% will provide a partially daylit space.

If the ADF is below 2% the room will look dull and electric lighting is likely to be turned on”.

Malcolm Hollis report, paragraph 3.1.4 p.6.

- 3.5 They note that it would be possible to introduce measures to mitigate the loss of daylight and improve daylight received to the Library, post development.
- 3.6 The principal recommended mitigation measure would be to maximise reflected daylight. This would be achieved by ensuring that the materials to the façade of the proposed development were of a light colour or that a reflective material was specified. This will increase reflected light into the Library; and the impact of this can be measured subject to confirmation of the surface finishes to the proposed development.

4. Measures of success

- 4.1 That customers and staff report that the loss in daylight is sufficiently mitigated through improved electric lighting and light colour or reflective materials on the building façade of the proposed development .

5. Financial impact

- 5.1 Potential for increased energy costs to support additional lighting.

6. Risk, policy, compliance and governance impact

- 6.1 There is no identified risk.

7. Equalities impact

- 7.1 Some people have a sensitivity to the high frequency sound waves generated by some neon light starter motors. Any additional lighting should take this into consideration as far as possible.
- 7.2 It will be essential in providing additional lighting that this creates optimum conditions for reading print and digital information.

8. Sustainability impact

- 8.1 There are likely to be increased energy costs in providing additional lighting.

9. Consultation and engagement

- 9.1 It may be possible to carry out a consultation with customers as to the design and type of lighting preferred although this may not be wholly practicable. There would need to be engagement with customers during the development to advise them of the changes and ensure that impact on daylight is adequately mitigated through additional electric lighting.

10. Background reading/external references

- 10.1 N/A

Alistair Gaw

Executive Director Communities and Families

Contact: Paul McCloskey, Strategic Manager CLD and Libraries

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11. Appendices

- 11.1 Appendix 1 - Malcom Hollis report 3 May 2018.

Daylight Report

Edinburgh Central Library, George IV Bridge, Edinburgh EH1 1EG

Prepared for	City of Edinburgh Council
Prepared by	Ben Mack MA (Hons) MSc MRICS ICIOB AaPS
Date	03 May 2018
Reference	67407/BTM/SJK

Prepared for
City of Edinburgh Council

Daylight Report
Edinburgh Central Library,
George IV Bridge, Edinburgh EH1 1EG

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1. Executive Summary

1.1 Scope

- 1.1.1 We have been instructed by City of Edinburgh Council to determine the impact on the daylight amenity of Edinburgh Central Library, George IV Bridge, Edinburgh EH1 1EG which may arise from an adjacent development.

1.2 Assessment Criteria

- 1.2.1 To ensure that this assessment can be appropriately evaluated against Edinburgh City Council's planning policy, daylight and sunlight calculations have been undertaken in accordance with following documents:
- Edinburgh Design Guidance (published 2017).
 - Building Research Establishment Report 'Site Layout Planning for Daylight and Sunlight – A Guide to Good Practice' 2nd Edition, 2011 (the "BRE guide").
 - British Standard 8206 – 2: 2008 – 'Lighting for Buildings – Part 2: Code of Practice for Daylighting'.

1.3 Summary of Effect of Proposed Development on Edinburgh Central Library

- 1.3.1 A daylight assessment has been undertaken to three library areas and two office areas.
- 1.3.2 Four out of the five areas assessed are not compliant with BRE guidelines in terms of maintaining daylight to existing buildings. This is because the reduction in daylight is over 20% with the proposed development in place. This level of reduction is noticeable to occupants.
- 1.3.3 It should be noted that existing daylight conditions to three of the non-compliant areas is currently below optimal levels and that supplementary electric lighting is required during daytime. The proposed development will further reduce daylight.
- 1.3.4 It would be possible to mitigate the impact of the proposed development on daylight to the Library through the use of appropriate building materials to the façade of the proposed development. This is discussed at section 3 below.

2. Introduction

2.1 Scope

- 2.1.1 We have been instructed by City of Edinburgh Council to determine the impact on the daylight amenity of Edinburgh Central Library, George IV Bridge, Edinburgh, EH1 1EG which may arise from an adjacent development.
- 2.1.2 The proposed adjacent development is detailed in planning application 15/04445/FUL and is for a mixed use scheme including a hotel, gym and retail units. The development site includes what is currently India Buildings on Victoria Street and also an undeveloped gap site situated between the Library and Cowgate Free Church.

2.2 Assessment Criteria

- 2.2.1 To ensure that this assessment can be appropriately evaluated against Edinburgh City Council's policy; daylight and sunlight calculations have been undertaken in accordance with following documents:
- Edinburgh Design Guidance (published 2017).
 - Building Research Establishment Report 'Site Layout Planning for Daylight and Sunlight – A Guide to Good Practice' 2nd Edition, 2011 (the "BRE guide").
 - British Standard 8206 – 2: 2008 – 'Lighting for Buildings – Part 2: Code of Practice for Daylighting'.
- 2.2.2 We note that Edinburgh City Council's planning policy and the Edinburgh Design Guidance are principally concerned with residential daylight amenity and not daylight to offices, shops and other commercial or administrative uses.
- 2.2.3 The standards and tests applied are briefly described in Appendix A.
- 2.2.4 Average Daylight Factor (ADF) assessments have been undertaken. The Edinburgh Design Guide sets out the variables that are to be used for these assessments, which are:

Daylight to existing buildings (ADF calculation) variables

- | | | |
|---|-------------------------------------------|--------|
| • | Transmittance of double glazing | - 0.65 |
| • | Correction factor for dirt, curtains etc. | - 0.9 |
| • | Net to gross area of window | - 0.7 |
| • | Average reflectance of room surfaces | - 0.5 |
- 2.2.5 These values have been used in this assessment, except that all the Library windows assessed are single glazed. Therefore a value of 0.8 has been used for transmittance, in accordance with British Standard 8206 – 2: 2008.
- 2.2.6 The baseline for the daylight assessment is the topography and layout of the site as it currently is. The assessment calculates daylight received in the baseline condition and compares this to daylight received with the proposed development in place. The results of the assessment have been reviewed in accordance with the criteria of the Edinburgh Design Guidance and the BRE Guide.

2.3 Data Sources

2.3.1 Our assessment is based on the following drawings:

Bennetts Associates - 2012 drawing package for the Edinburgh Central Library

- 130517 Model 12.dwg

ICA Architects - Planning Application 15/04445/FUL drawings

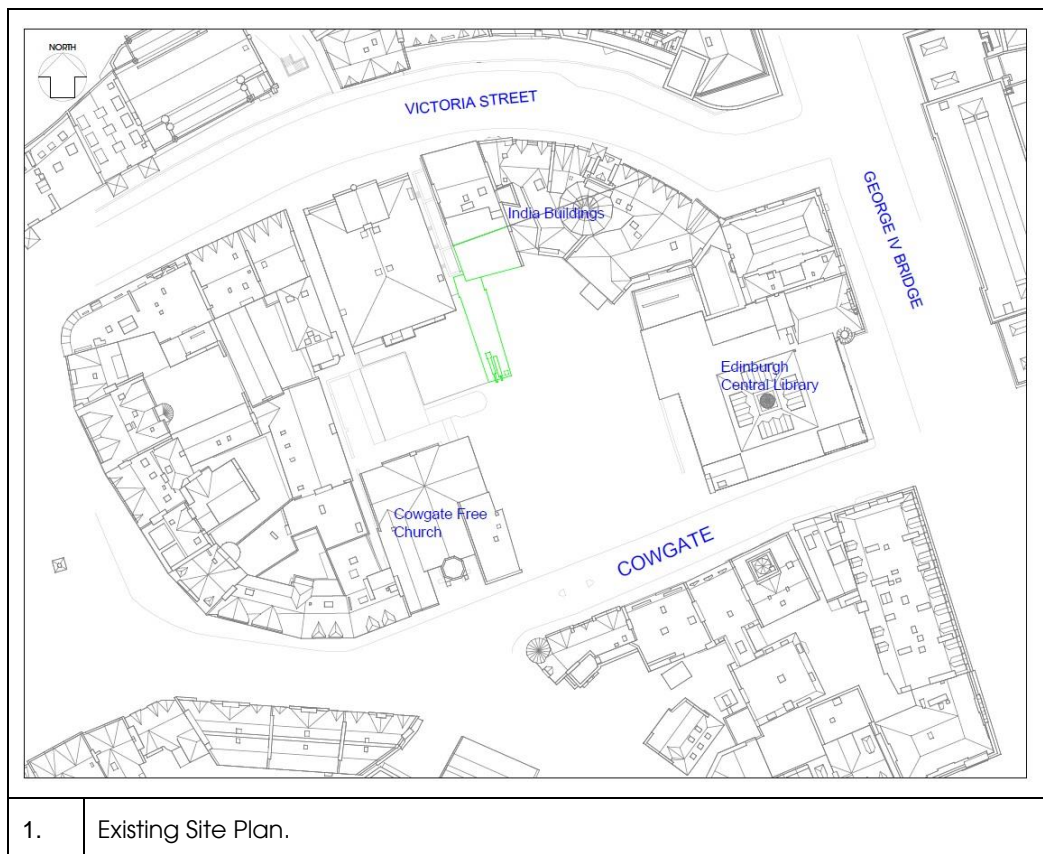
- AL_0_001.pdf - Level B5
- AL_0_002.pdf - Level B4
- AL_0_003.pdf - Level B3
- AL_0_004.pdf - Level B2-B1
- AL_0_005.pdf - Ground Floor

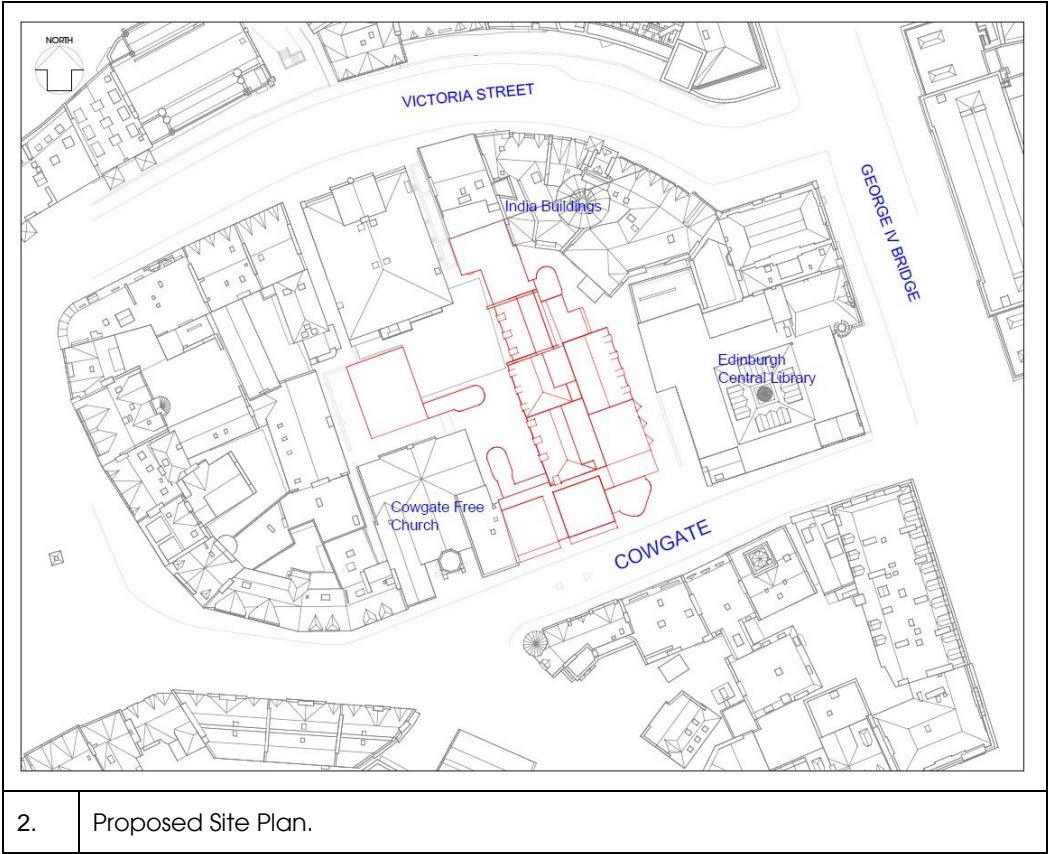
Vertex Modelling - 3D drawings of existing surrounding buildings

- 13651_Edinburgh_Central_Library_MASTER.dwg

2.3.2 A site inspection was undertaken to verify information detailed in the drawings. A three dimensional model of the surroundings including relevant topographical data was obtained from Vertex Modelling.

2.3.3 The existing and proposed site plans for the adjacent development are provided at Appendix B and replicated below.





2. Proposed Site Plan.

3. Assessment & Results – Impact of Adjacent Development on Edinburgh Central Library

3.1 Daylight

3.1.1 The scope of instruction was to assess the impact of the proposed development on the following areas:

- Level GF: Library
- Level B1/B2: Library Mezzanine Level
- Level B3: Library
- Level B4: Offices
- Level B5: Offices

3.1.2 The areas assessed are shown in the Reference Drawings at Appendix C.

3.1.3 Average Daylight Factor (ADF) assessments have been undertaken to the areas detailed above.

3.1.4 There is no specific threshold for daylight to libraries in the Edinburgh Design Guide; and more generally there is no UK wide standard for daylight to libraries. However the BRE Guide and British Standard 8206 – 2: 2008 advise that:

- If electric lighting is not normally to be used during daytime, the ADF should be not less than 5%. An ADF of 5% will provide a well daylight space.
- If electric lighting is to be used during daytime, the ADF should be not less than 2%. An ADF of 2% will provide a partially daylight space.
- If the ADF is below 2% the room will look dull and electric lighting is likely to be turned on.

3.1.5 In this assessment the impact on existing daylight levels is being assessed, rather than the absolute level of daylight. In line with the BRE guide, a reduction in daylight is not materially noticeable to occupants if it is less than 20%. Therefore if the daylight level to an area is 80% or more of its former value with the proposed development in place, then this is deemed to be compliant with the BRE guide and City of Edinburgh Council planning policy.

3.1.6 The full ADF test results are shown in full in Appendix D. Below is a summary of our findings:

Location	ADF Value		% of former value	BRE Compliant
	Existing	Proposed		
Level GF - Library	1.90	1.75	92%	Yes
Level B1 /B2 - Mezzanine	0.97	0.76	78%	No
Level B3 - Library	3.33	2.29	69%	No
Level B4 - Offices	0.65	0.12	18%	No
Level B5 - Offices	0.18	0.00	0%	No

3.1.7 We comment as follows:

- **Level GF Library:** The reduction in daylight with the proposed development in place is 8%. This is BRE compliant as the reduction will not be materially noticeable to occupants. We note that the existing ADF level is less than it would ideally be at 1.9% and so supplementary electric lighting is likely to be required.
- **Level B1/B2:** The reduction in daylight with the proposed development in place is 22% and therefore not BRE compliant, albeit the level of non-compliance is marginal. The existing level of daylight is relatively low at 0.97% and supplementary electric lighting is required in the existing and the proposed condition.
- **Level B3:** The reduction in daylight with the proposed development in place is 31% and therefore not BRE compliant because the reduction will be noticeable to occupants. The existing level of daylighting is good and despite the reduction post development, the absolute level of daylight will be in excess of 2%. This is considered to be appropriate for library use.
- **Level B4:** The reduction in daylight with the proposed development in place is very high at 82% and therefore not BRE compliant. The existing level of daylight is relatively poor at 0.65% and supplementary electric lighting is required in the existing and the proposed condition, albeit this space will be very gloomy post development.
- **Level B5:** The proposed development will limit all daylight and is therefore not BRE compliant. However the existing level of daylight to this area is very poor at 0.18% and therefore even limited development will have a significant impact.

3.1.8 In summary, four out of the five areas assessed are not compliant with BRE guidelines in terms of maintaining daylight to existing buildings. This is because the reduction in daylight is over 20% from the current baseline position; and will therefore be materially noticeable to occupants.

3.1.9 It should be noted that current daylight conditions to three of the non-compliant areas is currently below optimal levels and that supplementary electric lighting is already required during daytime.

3.1.10 It would be possible to introduce measures to mitigate the loss of daylight and improve daylight received to the Library, post development.

3.1.11 The principal recommended mitigation measure would be to maximise reflected daylight. This would be achieved by ensuring that the materials to the façade of the proposed development were of a light colour or that a reflective material was specified. This will increase reflected light into the Library; and the impact of this can be measured subject to confirmation of the surface finishes to the proposed development.

Appendix A

Tests to be Applied



Introduction

The main purpose of the guidelines in the Building Research Establishment Report "Site Layout Planning for Daylight and Sunlight – a guide to good practice 2011, 2nd Edition" ("the BRE guide") is to assist in the consideration of the relationship of new and existing buildings to ensure that each retains a potential to achieve good daylighting and sunlighting levels. That is, by following and satisfying the tests contained in the guidelines, new and existing buildings should be sufficiently spaced apart in relation to their relative heights so that both have the potential to achieve good levels of daylight and sunlight. The guidelines have been drafted primarily for use with low density suburban developments and should therefore be used flexibly when dealing with dense urban sites and extensions to existing buildings, a fact recognised by the BRE Report's author in the Introduction where Dr Paul Littlefair says:

'The Guide is intended for building designers and their clients, consultants and planning officials. The advice given here is not mandatory and the guide should not be seen as an instrument of planning policy; its aim is to help rather than constrain the designer. Although it gives numerical guidelines, these should be interpreted flexibly since natural lighting is only one of many factors in site layout design..... In special circumstances the developer or planning authority may wish to use different target values. For example, in a historic city centre, or in an area with modern high rise buildings, a higher degree of obstruction may be unavoidable if new developments are to match the height and proportions of existing buildings.....'

In many cases in low-rise housing, meeting the criteria for daylight and sunlight may mean that the BRE criteria for other amenity considerations such as *privacy* and *sense of enclosure* are also satisfied.

The BRE guide states that recommended minimum privacy distances (in cases where windows of habitable rooms face each other in low-rise residential property), as defined by each individual Local Authority's policies, vary widely, from 18-35m¹. For two-storey properties a spacing within this range would almost certainly also satisfy the BRE guide's daylighting requirements as it complies with the 25⁰ rule and will almost certainly satisfy the 'Three times height' test too (as discussed more fully below). However, the specific context of each development will be taken into account and Local Authorities may relax the stated minimum, for instance, in built-up areas where this would lead to an inefficient use of land. Conversely, greater distances may be required between higher buildings, in order to satisfy daylighting and sunlighting requirements. It is important to recognize also that privacy can also be achieved by other means: design, orientation and screening can all play a key role and may also contribute towards reducing the theoretical 'minimum' distance.

A sense of enclosure is also important as the perceived quality of an outdoor space may be reduced if it is too large in the context of the surrounding buildings. In urban settings the BRE guide suggests a spacing-to-height ratio of 2.5:1 would provide a comfortable environment, whilst not obstructing too much natural light: this ratio also approximates the 25⁰ rule.

¹ The commonest minimum privacy distance is 21m (Householder Development Consents Review: Implementation of Recommendations – Department for Communities and Local Government – May 2007)

Daylight

The criteria for protecting daylight to existing buildings are contained in Section 2.2 and Appendix C of the BRE guide. There are various methods of measuring and assessing daylight and the choice of test depends on the circumstances of each particular window. For example, greater protection should be afforded to windows which serve habitable dwellings and, in particular, those serving living rooms and family kitchens, with a lower requirement required for bedrooms. The BRE guide states that circulation spaces and bathrooms need not be tested as they are not considered to require good levels of daylight. In addition, for rooms with more than one window, secondary windows do not require assessment if it is established that the room is already sufficiently lit through the principal window.

The tests should also be applied to non-domestic uses such as offices and workplaces where such uses will ordinarily have a reasonable expectation of daylight and where the areas may be considered a principal workplace.

The BRE has developed a series of tests to determine whether daylighting levels within new developments and rooms within existing buildings surrounding new developments will satisfy or continue to satisfy a range of daylighting criteria

Note: Not every single window is assessed separately, only a representative sample, from which conclusions may be drawn regarding other nearby dwellings.

Daylighting Tests

'Three times height' test - If the distance of each part of the new development from the existing windows is three or more times its height above the centre of the existing window then loss of light to the existing windows need not be analysed. If the proposed development is taller or closer than this then the 25° test will need to be carried out.

25° test - a very simple test that should only be used where the proposed development is of a reasonably uniform profile and is directly opposite the existing building. Its use is most appropriate for low density well-spaced developments such as new sub-urban housing schemes and often it is not a particularly useful tool for assessing urban and in-fill sites. In brief, where the new development subtends to an angle of less than 25° to the centre of the lowest window of an existing neighbouring building, it is unlikely to have a substantial effect on the diffuse skylight enjoyed by the existing building. Equally, the new development itself is also likely to have the potential for good daylighting. If the angle is more than 25° then more detailed tests are required, as outlined below.

VSC Test - the VSC is a unit of measurement that represents the amount of available daylight from the sky, received at a particular window. It is measured on the outside face of the window. The 'unit' is expressed as a percentage as it is the ratio between the amount of sky visible at the given reference point compared to the amount of light that would be available from a totally unobstructed hemisphere of sky. To put this unit of measurement into perspective, the maximum percentage value for a window with a completely unobstructed outlook (i.e. with a totally unobstructed view through 90° in every direction) is 40%.

The target figure for VSC recommended by the BRE is 27%. A VSC of 27% is a relatively good level of daylight and the level we would expect to find for habitable rooms with windows on principal elevations. However, this level is often difficult to achieve on secondary elevations and in built-up urban environments. For comparison, a window receiving 27% VSC is approximately equivalent to a window that would have a continuous obstruction opposite it which subtends an angle of 25° (i.e. the same results as would be found utilising the 25° Test).

Where tests show that the new development itself meets the 27% VSC target this is a good indication that the development will enjoy good daylighting and further tests can then be carried out to corroborate this (see under).

Through research the BRE have determined that in existing buildings daylight (and sunlight levels) can be reduced by approximately 20% of their original value before the loss is materially noticeable. It is for this reason that they consider that a 20% reduction is permissible in circumstances where the existing VSC value is below the 27% threshold. For existing buildings once this has been established it is then necessary to determine whether the distribution of daylight inside each room meets the required standards (see under).

Daylight Distribution (DD) Test – This test looks at the position of the “No-Sky Line” (NSL) – that is, the line that divides the points on the working plane (0.7m from floor level in offices and 0.85m in dwellings and industrial spaces) which can and cannot see the sky. The BRE guide suggests that areas beyond the NSL may look dark and gloomy compared with the rest of the room and BS8206 states that electric lighting is likely to be needed if a significant part of the working plane (normally no more than 20%) lies beyond it.

In new developments no more than 20% of a room’s area should be beyond the NSL. For existing buildings the BRE guide states that if, following the construction of a new development, the NSL moves so that the area beyond the NSL increases by more than 20%, then daylighting is likely to be seriously affected.

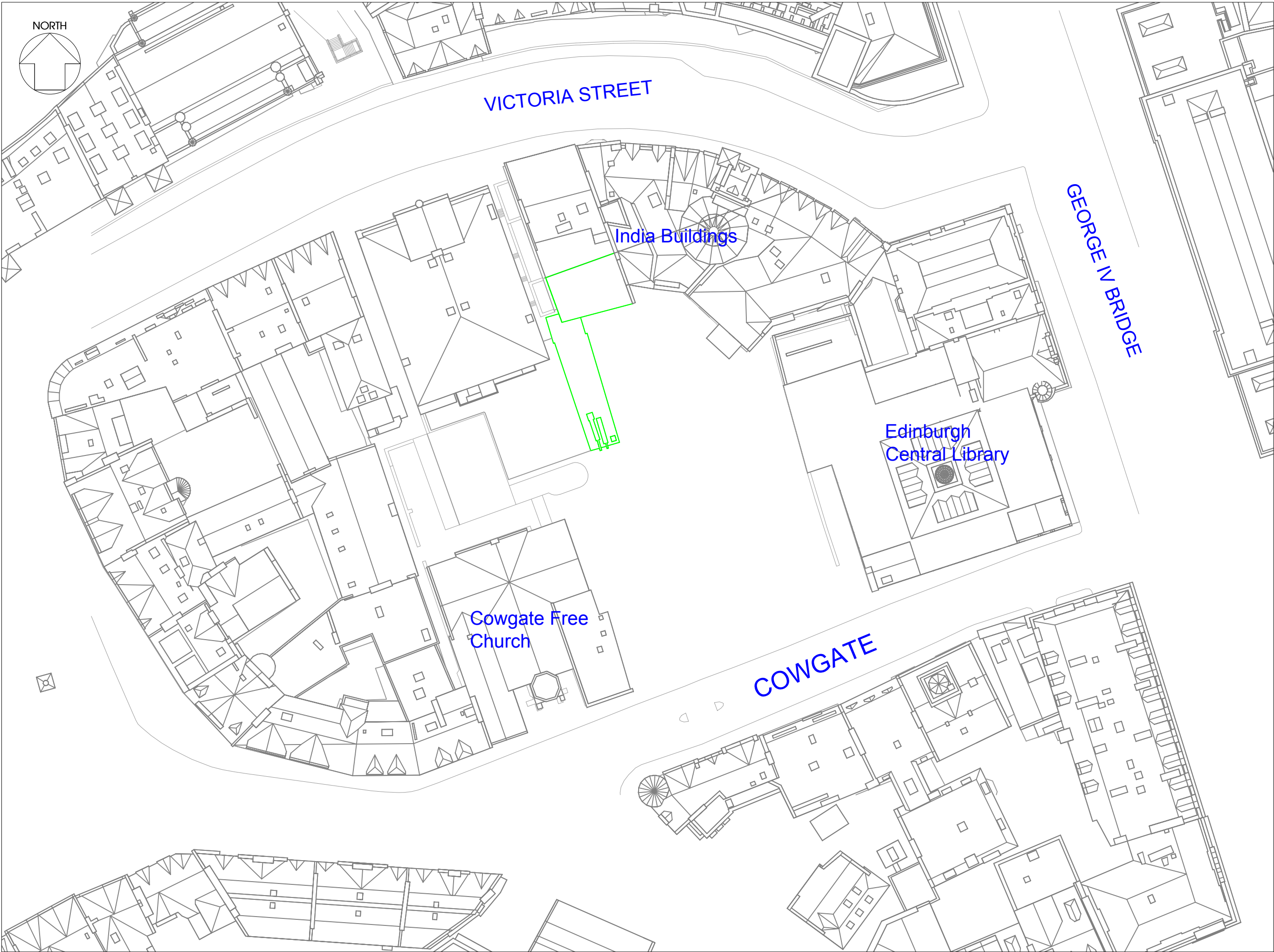
The guide suggests that in houses, living rooms, dining rooms and kitchens should be tested: bedrooms are deemed less important, although should nevertheless be analysed. In other buildings each main room where daylight is expected should be investigated.

ADF Test –The ADF (Average Daylight Factor) test takes account of the interior dimensions and surface reflectance within the room being tested as well as the amount of sky visible from the window. For this reason it is considered a more detailed and representative measure of the adequacy of light. The minimum ADF values recommended in BS8206 Part 2 are: 2% for family kitchens (and rooms containing kitchens); 1.5% for living rooms; and 1% for bedrooms. This is a test used in assessing new developments, although, in certain circumstances, it may be used as a supplementary test in the assessment of daylighting in existing buildings, particularly where more than one window serves a room.

Room depth ratio test - This is a test for new developments looking at the relative dimensions of each room (principally its depth) and its window(s) to ensure that the rear half of a room will receive sufficient daylight so as not to appear gloomy.

Appendix B
Context Drawings





SOURCES OF INFORMATION:
BENNETTS ASSOCIATES
T30517 Model 12.dwg
Received 09 April 2018
CITY OF EDINBURGH COUNCIL PLANNING
Application No. 15_04445_FUL (India Buildings)
AL 0_001.pdf - Level B5
AL 0_002.pdf - Level B4
AL 0_003.pdf - Level B3
AL 0_004.pdf - Level B2-B1
AL 0_005.pdf - Ground Floor
VERTEX MODELLING
13651_Edinburgh_Central_Library_MASTER.dwg
Received 23 April 2018

Rev.	Date	Amendments	Initial
MALCOLM HOLLIS SHALL BE INFORMED IN WRITING OF ANY DISCREPANCIES. ALL DIMENSIONS ARE IN MILLIMETERS ONLY			

TITLE
Existing Site Plan

CLIENT
City of Edinburgh Council

PROJECT
Edinburgh Central Library
George IV Bridge
Edinburgh EH1 1EG

DRAWN BY	CHECKED
SK	BM
SCALE	DATE
1:500@A3	April 2018

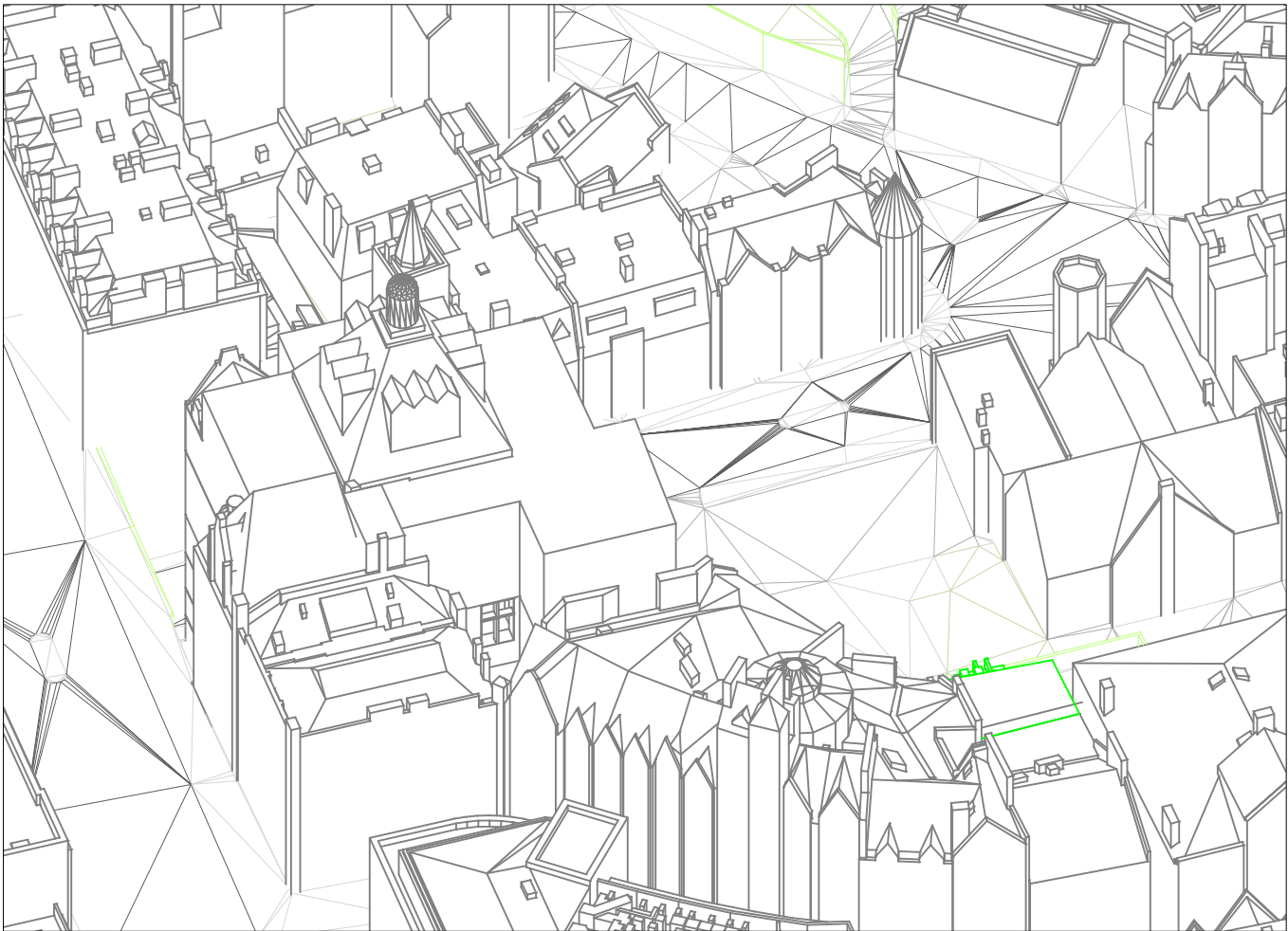
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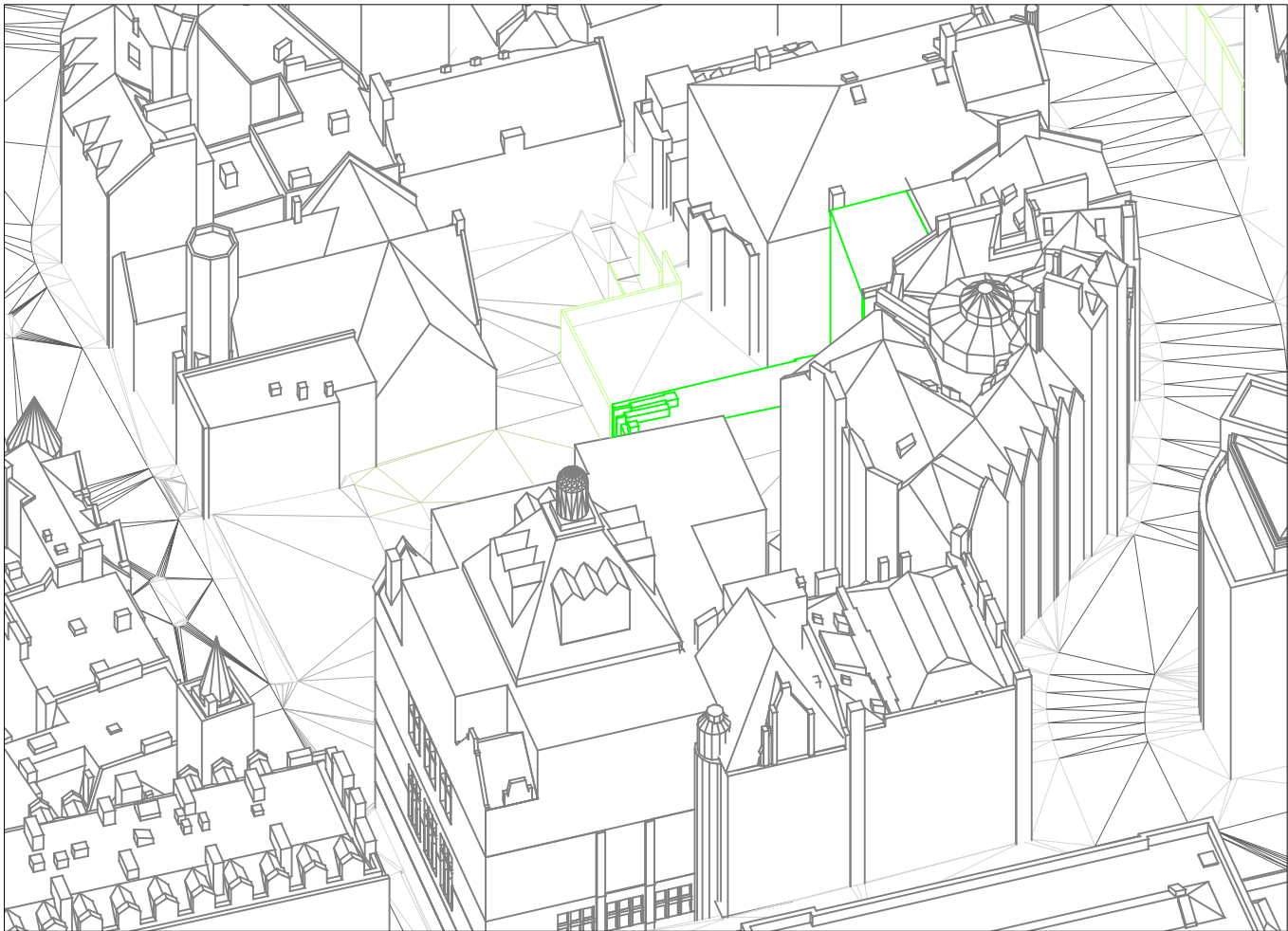
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DRAWING NO.	RELEASE NO.
67407_CTXT_01	1

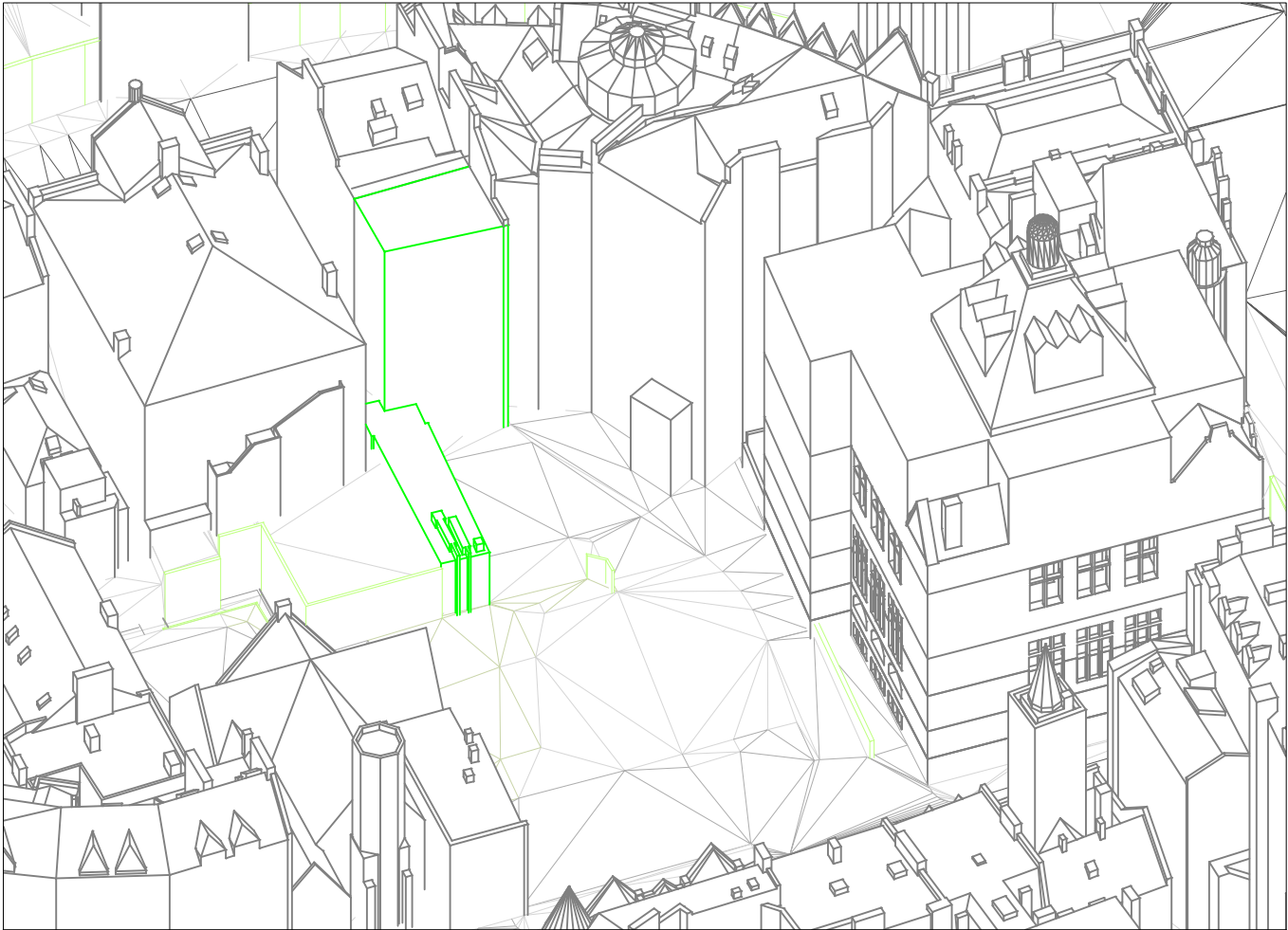
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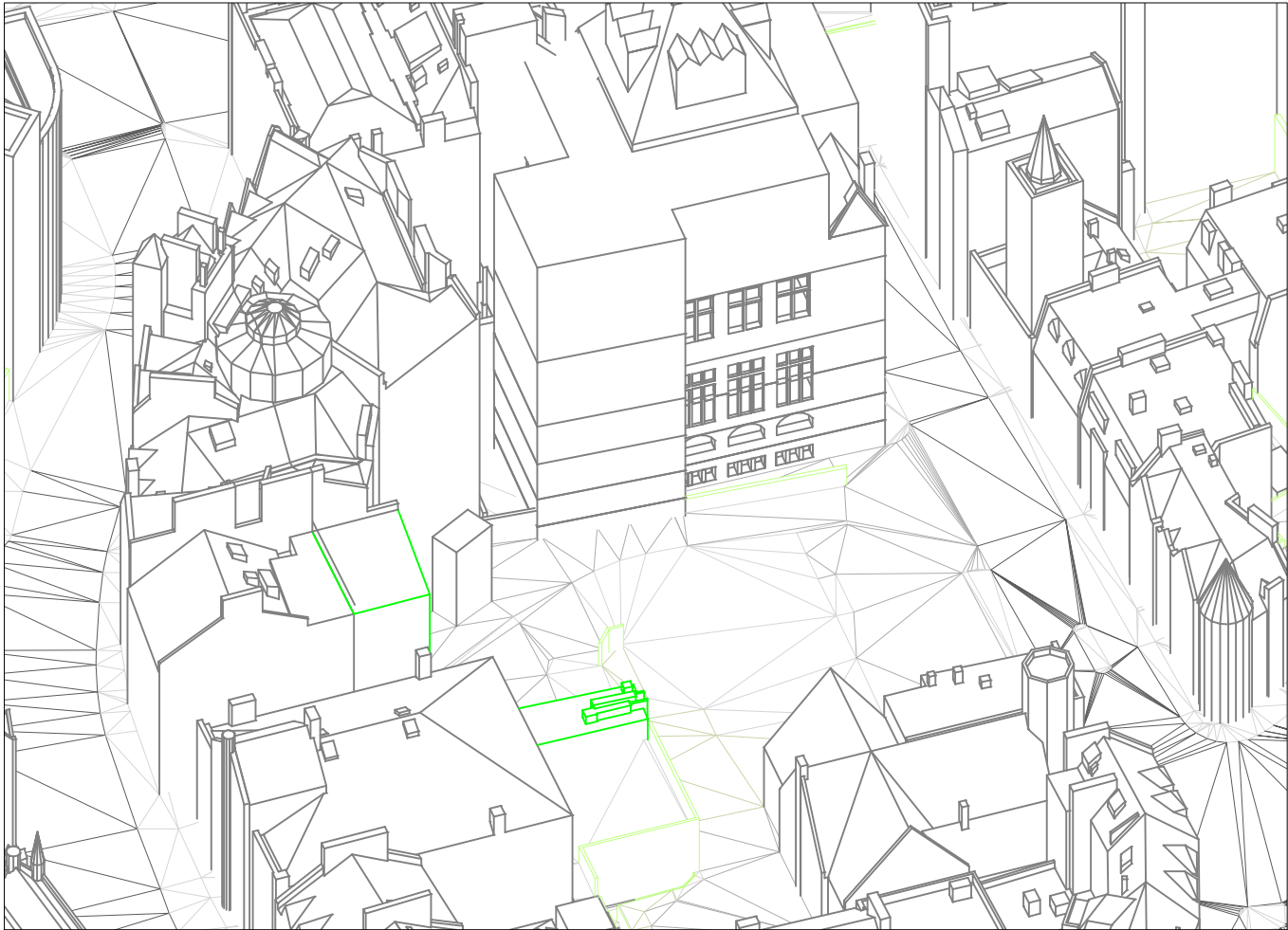
3D Context View - View from North (Existing)



3D Context View - View from East (Existing)



3D Context View - View from South (Existing)



3D Context View - View from South (Existing)

SOURCES OF INFORMATION:

BENNETTS ASSOCIATES

130517 Model 12.dwg
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CITY OF EDINBURGH COUNCIL PLANNING

Application No. 15.04445_FUL (India Buildings)
AL 0.001.pdf - Level B5
AL 0.002.pdf - Level B4
AL 0.003.pdf - Level B3
AL 0.004.pdf - Level B2-B1
AL 0.005.pdf - Ground Floor

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TITLE
**3D Views
Existing Site**

CLIENT
City of Edinburgh Council

PROJECT
**Edinburgh Central Library
George IV Bridge
Edinburgh EH1 1EG**

DRAWN BY
SK

CHECKED
BM

SCALE
NS@A3

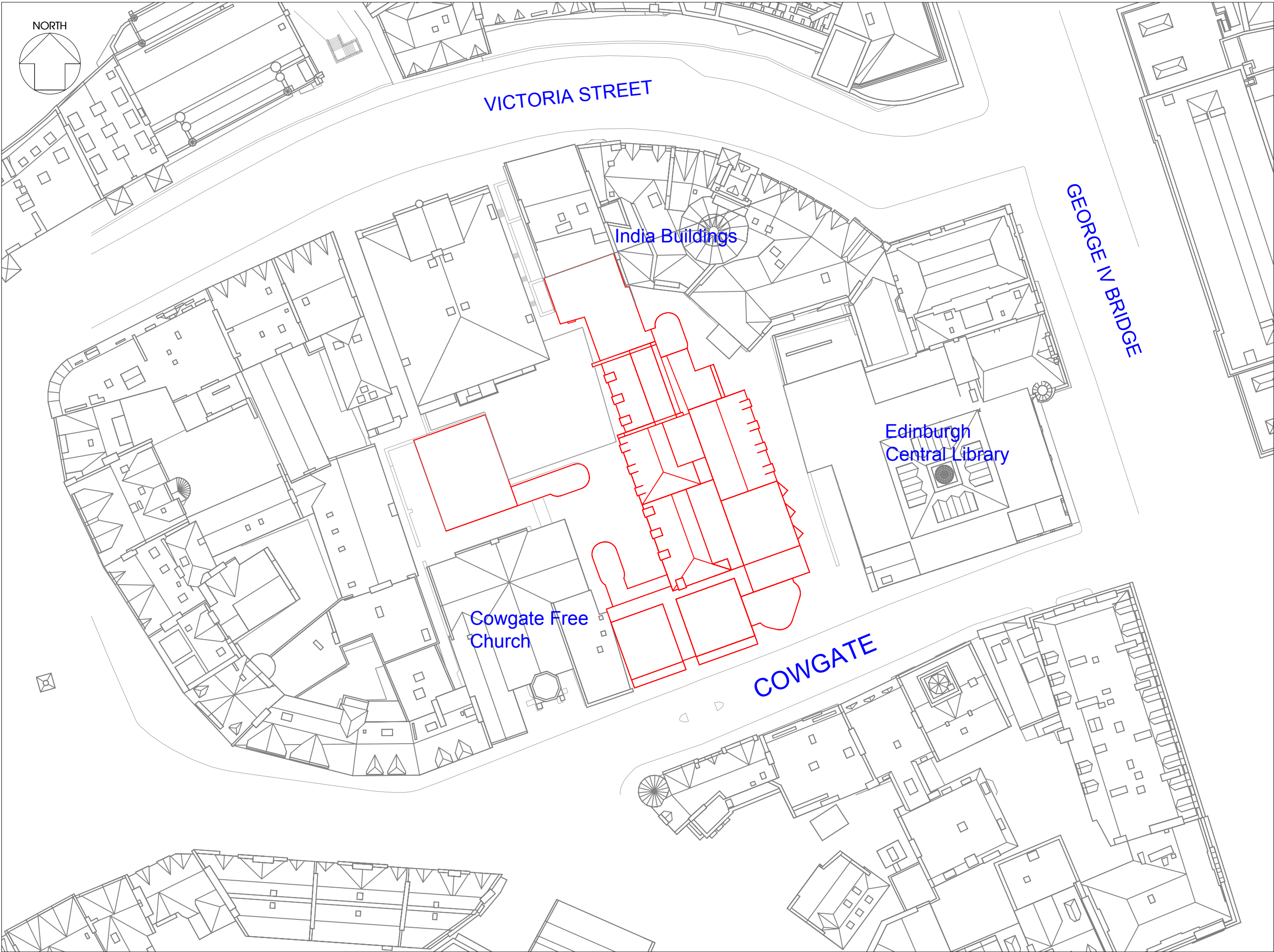
DATE
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67407_CTXT_02	1



Proposed Site Plan

SOURCES OF INFORMATION:
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CITY OF EDINBURGH COUNCIL PLANNING
Application No. 15_04445_FUL (India Buildings)
AL 0_001.pdf - Level B5
AL 0_002.pdf - Level B4
AL 0_003.pdf - Level B3
AL 0_004.pdf - Level B2-B1
AL 0_005.pdf - Ground Floor
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TITLE
Proposed Site Plan

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City of Edinburgh Council

PROJECT
**Edinburgh Central Library
George IV Bridge
Edinburgh EH1 1EG**

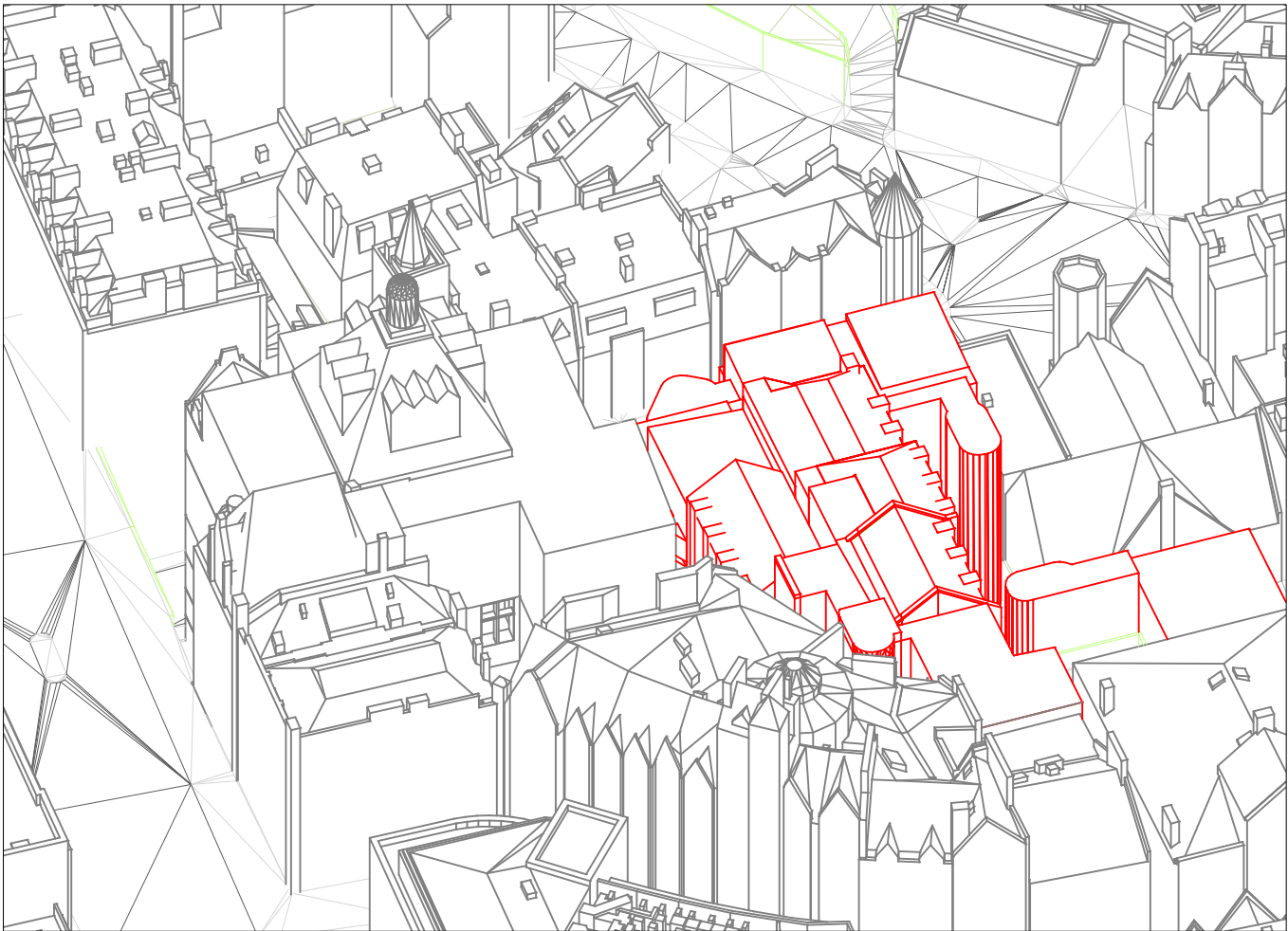
DRAWN BY	CHECKED
SK	BM
SCALE	DATE
1:500@A3	April 2018

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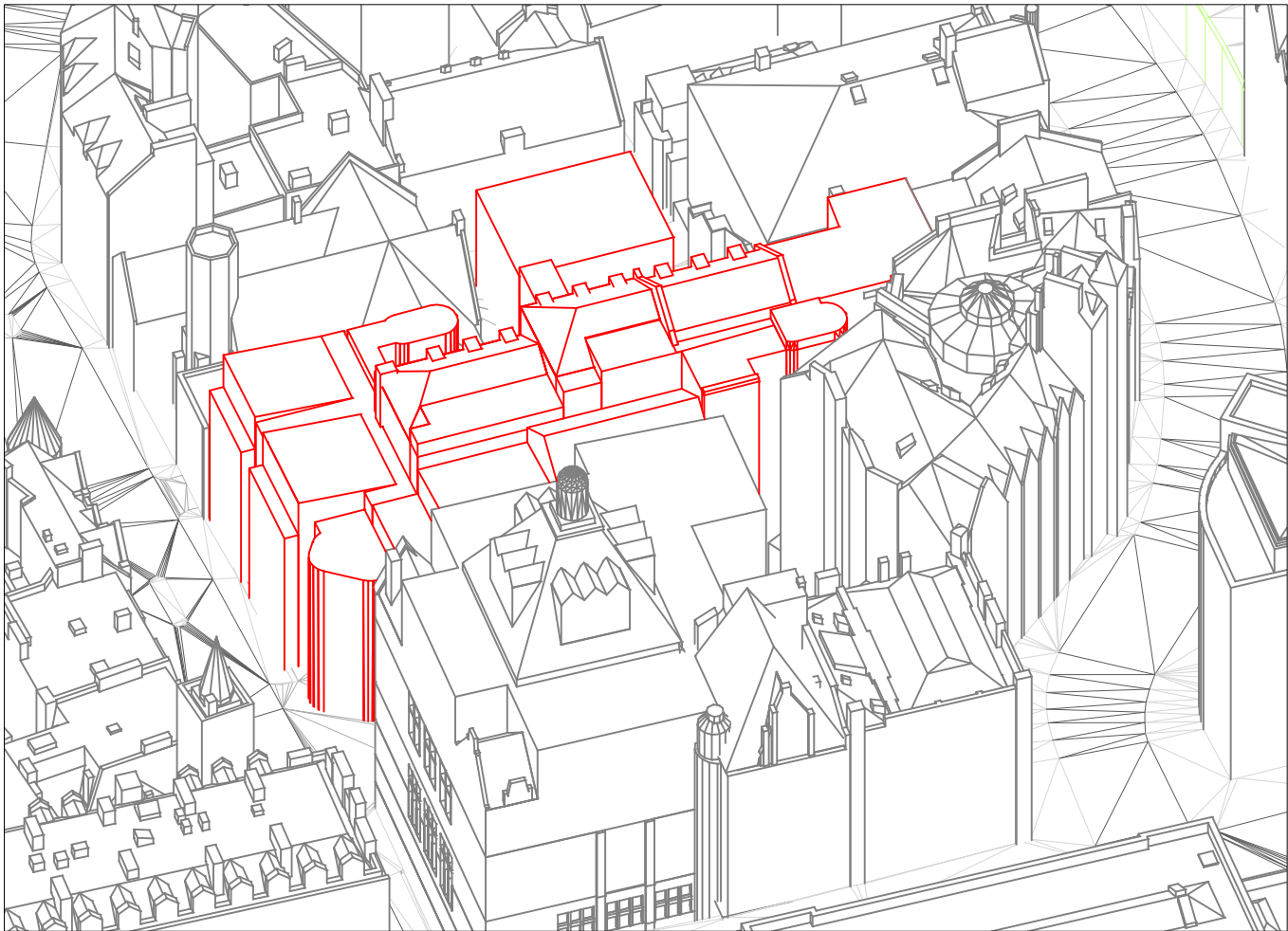
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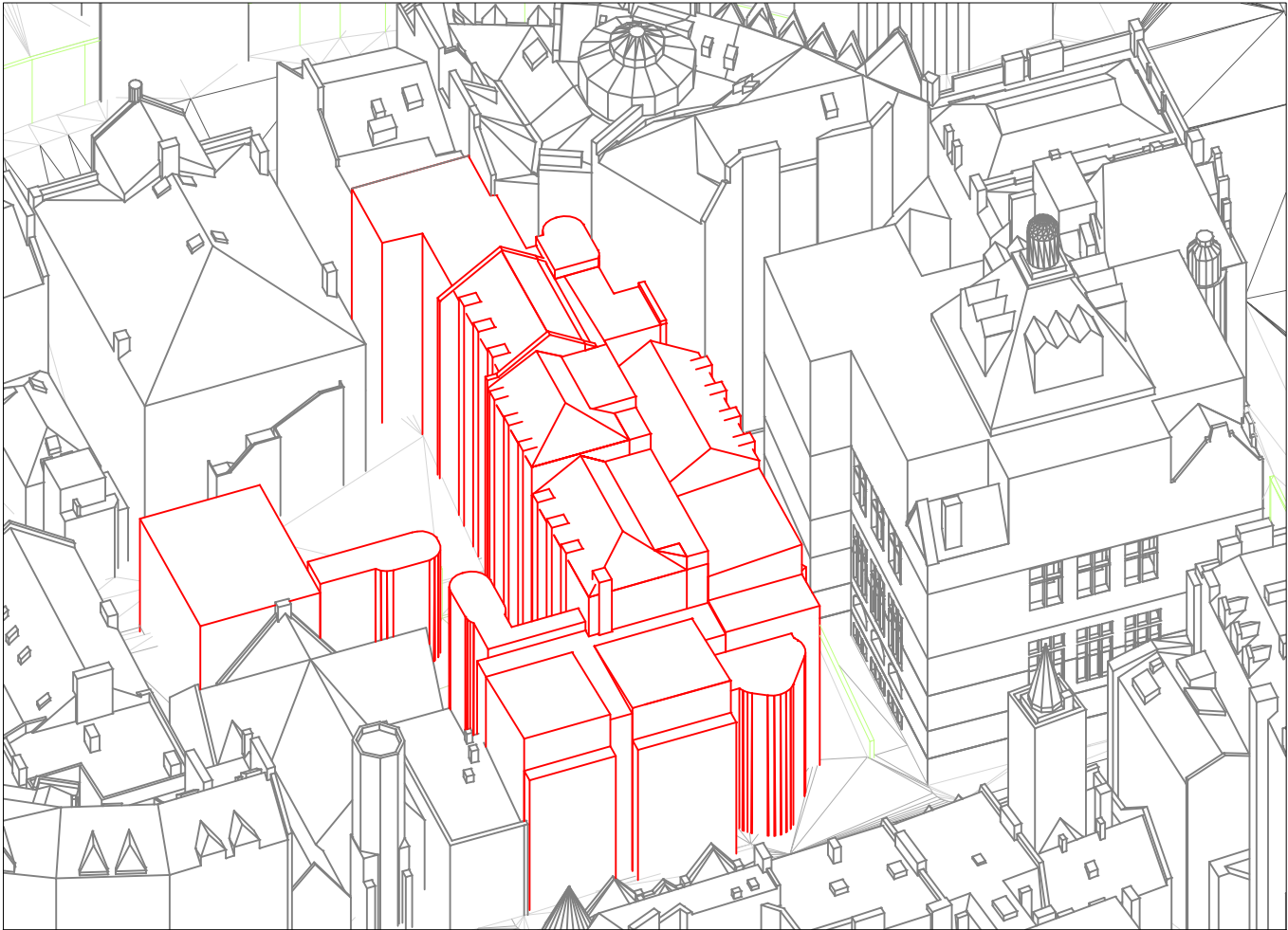
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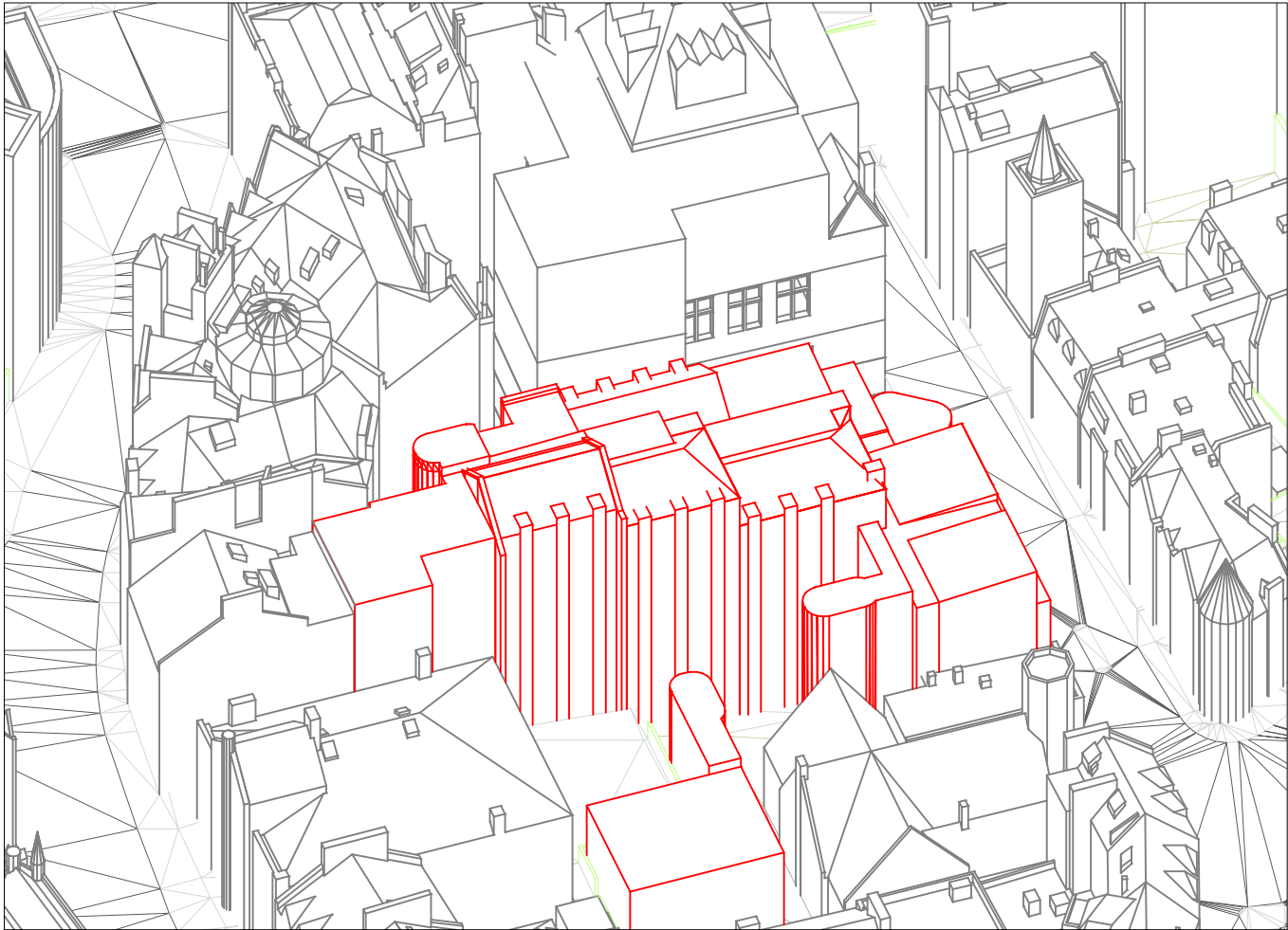
3D Context View - View from North (Existing)



3D Context View - View from East (Existing)



3D Context View - View from South (Existing)



3D Context View - View from South (Existing)

SOURCES OF INFORMATION:

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AL 0.001.pdf - Level B5
AL 0.002.pdf - Level B4
AL 0.003.pdf - Level B3
AL 0.004.pdf - Level B2-B1
AL 0.005.pdf - Ground Floor

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TITLE
**3D Views
Proposed Site**

CLIENT
City of Edinburgh Council

PROJECT
**Edinburgh Central Library
George IV Bridge
Edinburgh EH1 1EG**

DRAWN BY	CHECKED
SK	BM
SCALE	DATE
NS@A3	April 2018

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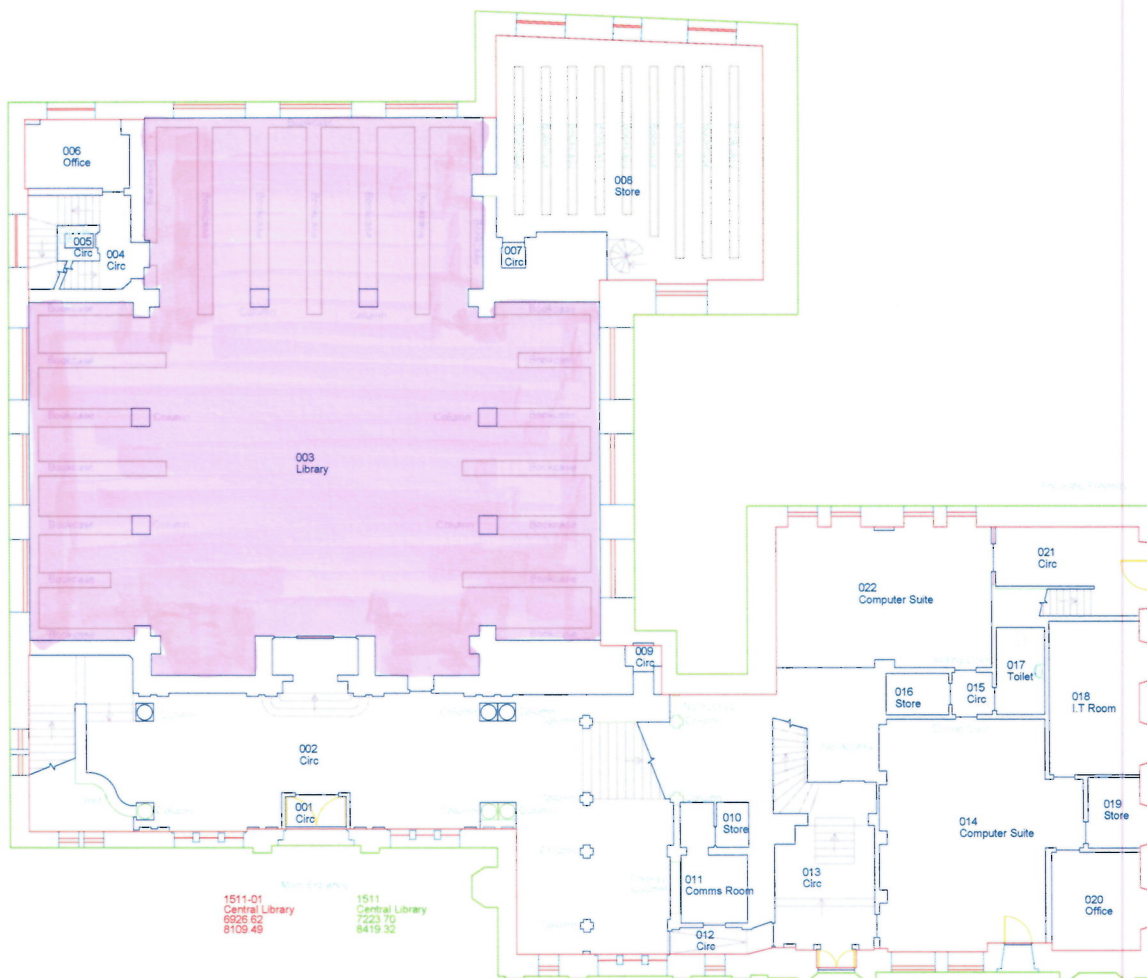
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DRAWING NO. 67407_CTXT_04	RELEASE NO. 1
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Appendix C

Room Reference Drawings





CONSTRUCTION

Rev	Description	Date	Con
A	CONSTRUCTION ISSUE	28/01/13	MC
0	Original document	00/00/00	ABC

•EDINBURGH•
THE CITY OF EDINBURGH COUNCIL

**Services for Communities
PROPERTY SERVICES**
329 High Street, Edinburgh. EH1 1PN
Tel. 0131 200 2000 Fax. 0131 529 7077

Project
Central Library
Refurbishment Works

Project No
H1022

Drawing Title
Main Building
Existing Plans
Ground Floor

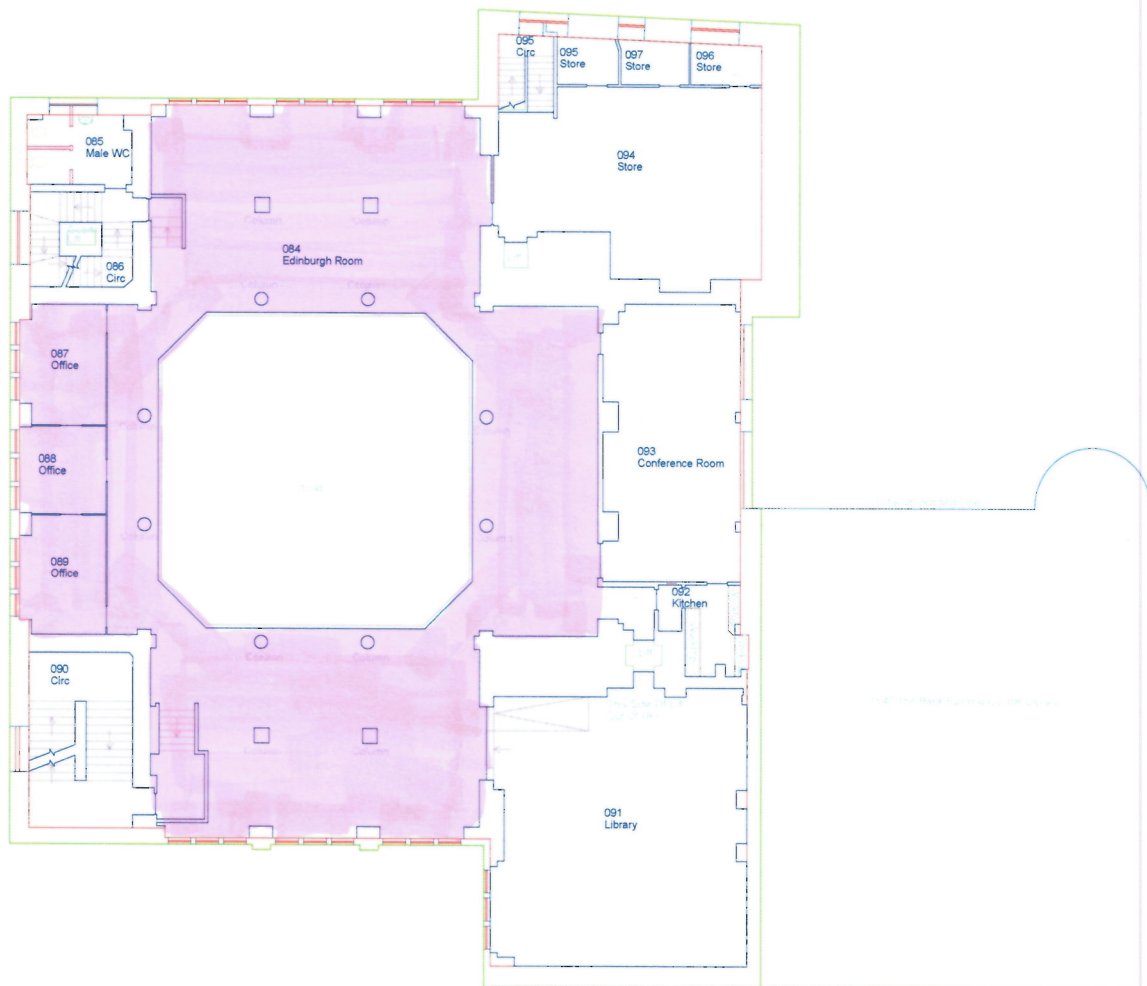
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AL(0)005

Purpose / Issue
Date
20/07/2012

Scale
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Drawn
CJB

DO NOT SCALE THIS DRAWING



CONSTRUCTION

A	CONSTRUCTION ISSUE	28/01/13	MC
0	Original document	000000	ABC
Rev	Description	Date	Chg

•EDINBURGH•
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Services for Communities
PROPERTY SERVICES
329 High Street, Edinburgh, EH1 1PN
Tel. 0131 200 2000 Fax. 0131 529 7077

Project
Central Library
Refurbishment Works

Project No
H1022

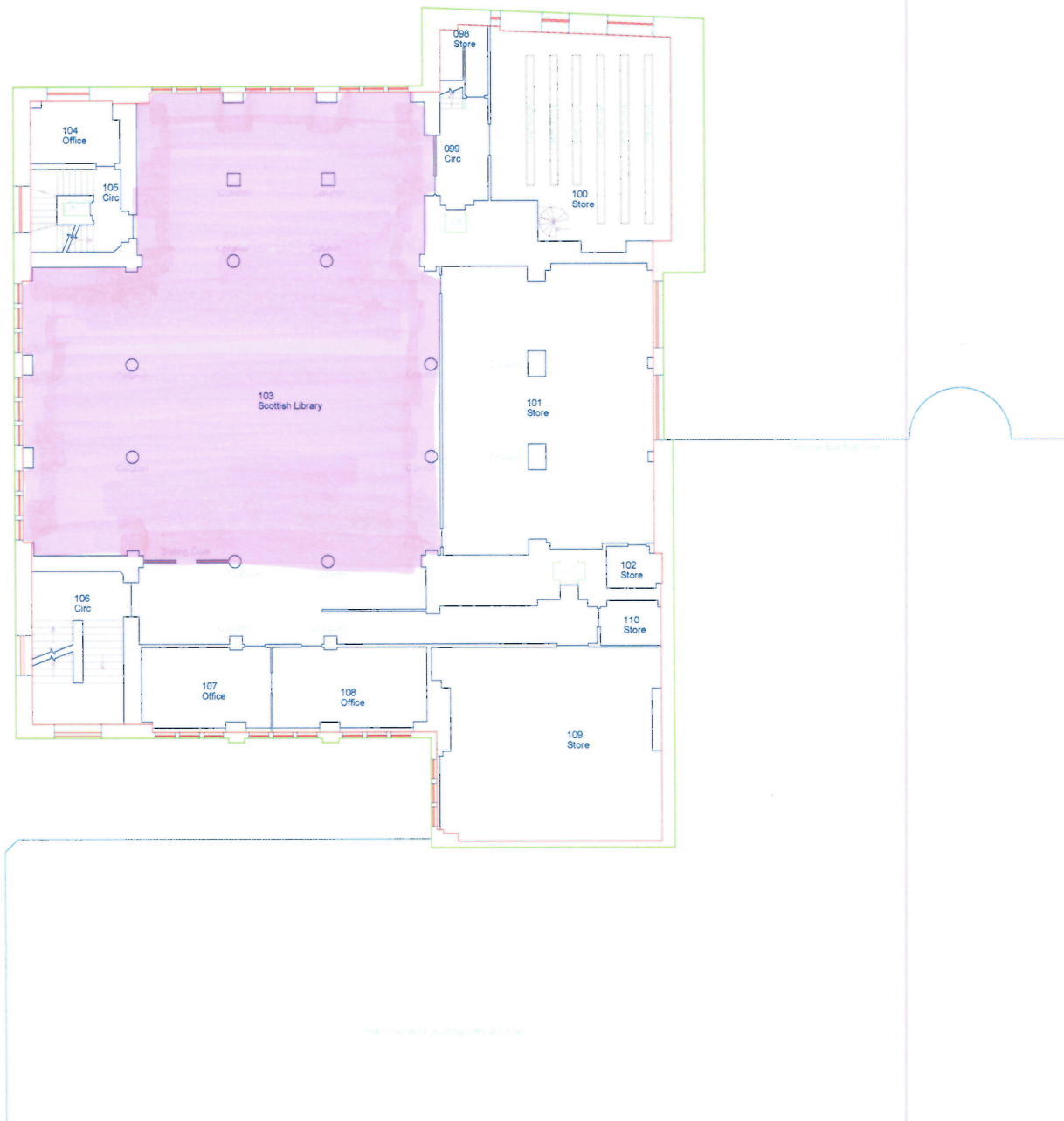
Drawing Title
Main Building
Existing Plans
Level B1 - B2

Drawing No
AL(0)004

Purpose/Issue
Date
20/07/2012

Scale
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Drawn
CJB

DO NOT SCALE THIS DRAWING



CONSTRUCTION

A	CONSTRUCTION ISSUE	28/01/13	WC
0	Original document	00/00/00	ABC
Rev	Description	Date	Con

•EDINBURGH•
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**Services for Communities
PROPERTY SERVICES**
329 High Street, Edinburgh, EH1 1PN
Tel. 0131 200 2000 Fax. 0131 529 7077

Project
**Central Library
Refurbishment Works**

Project No
H1022

Drawing Title
**Main Building
Existing Plan
Level B3**

Drawing No
AL(0)003

Purpose / Issue
20/07/2012

Scale
1:100 @ A1

Drawn
CJB

DO NOT SCALE THIS DRAWING

CONSTRUCTION



Rev	Description	Date	Drawn
A	CONSTRUCTION ISSUE	28/01/13	MC
0	Original document	10/06/08	ABC

•EDINBURGH•
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PROPERTY SERVICES**
329 High Street, Edinburgh, EH1 1PN
Tel. 0131 200 2000 Fax. 0131 529 7077

Project:
**Central Library
Refurbishment Works**

Project No:
H1022

Drawing Title:
**Main Building
Existing Drawings
Level B4**

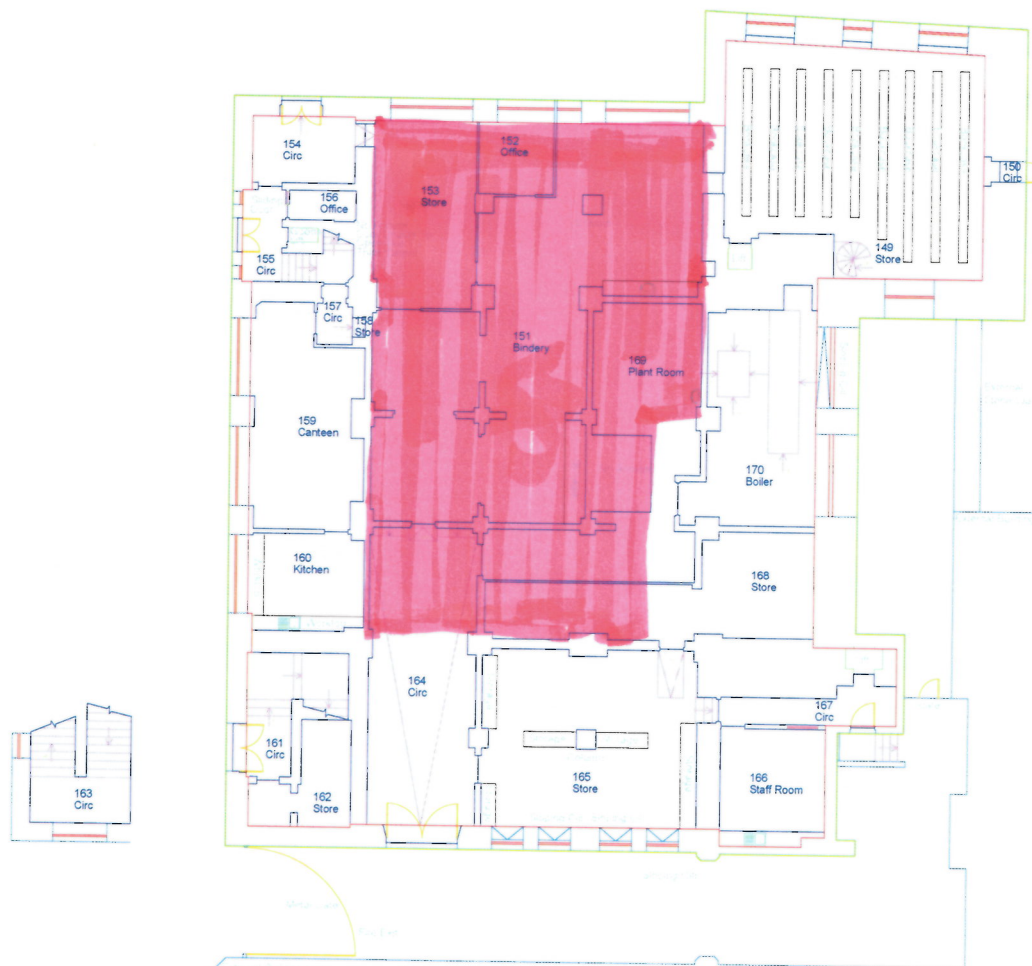
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AL(0)002

Purpose/Issue: **Date: 20/07/2012**

Scale: **1:100 @ A1** Drawn: **CJB**

DO NOT SCALE THIS DRAWING

CONSTRUCTION



A	CONSTRUCTION ISSUE	28/01/13	MC
0	Original document	00/00/00	ABC
Rev	Description	Date	By

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329 High Street, Edinburgh. EH1 1PN
Tel. 0131 200 2000 Fax. 0131 529 7077

Project:
Central Library
Refurbishment Works

Project No.
H1022

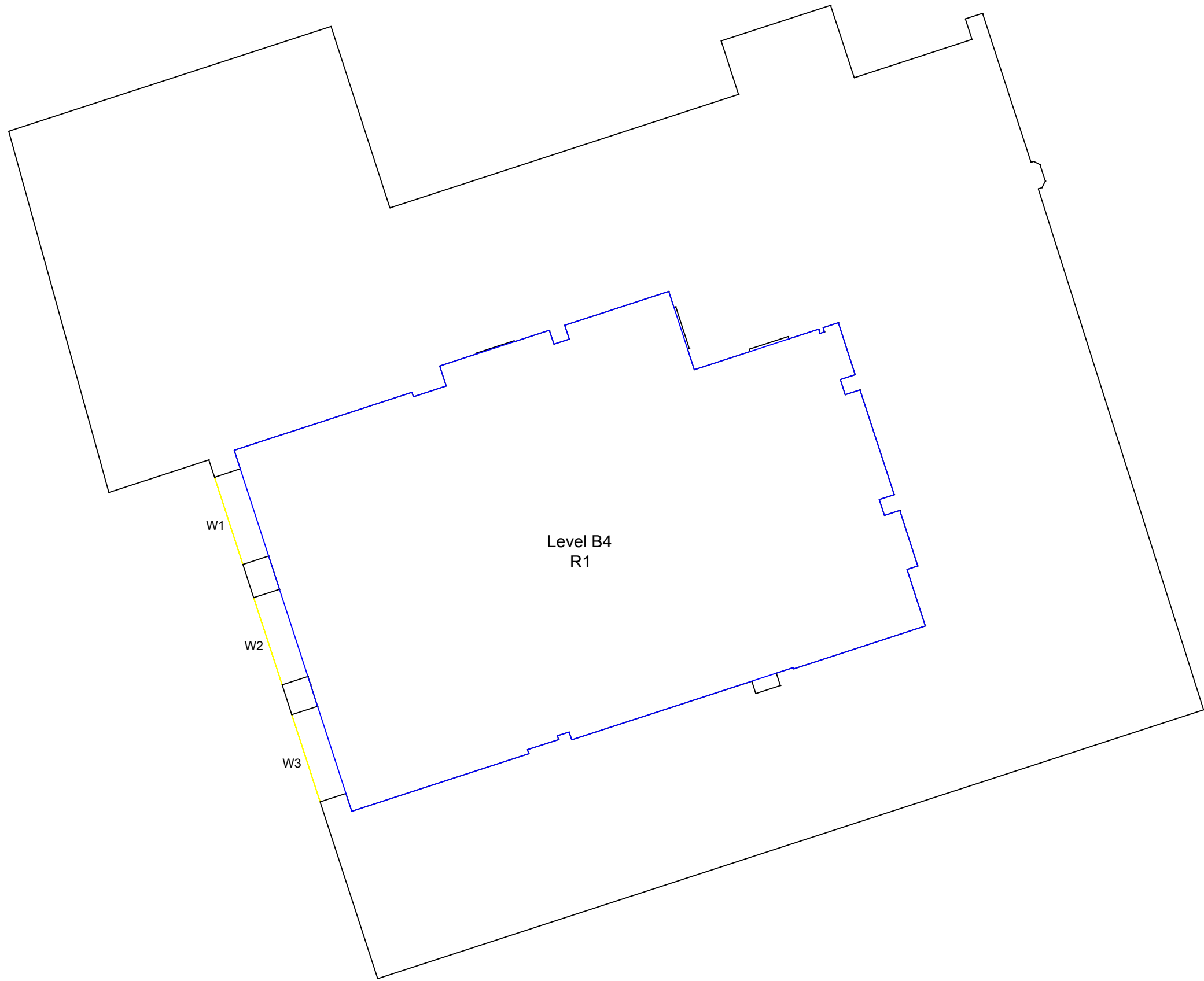
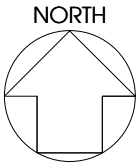
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Main Building
Existing Drawings
Level B5

Drawing No.
AL(0)001

Purpose/Issue: Date: 20/07/2012

Scale: 1:50 @ A1 Drawn: CJB

DO NOT SCALE THIS DRAWING



SOURCES OF INFORMATION:

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AL_0_001.pdf - Level B5
AL_0_002.pdf - Level B4
AL_0_003.pdf - Level B3
AL_0_004.pdf - Level B2-B1
AL_0_005.pdf - Ground Floor

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Rev.	Date	Amendments	Initial
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TITLE

**Window & Room Referencing Plans
Edinburgh Central Library**

CLIENT

City of Edinburgh Council

PROJECT

**Edinburgh Central Library
George IV Bridge
Edinburgh EH1 1EG**

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SK	BM

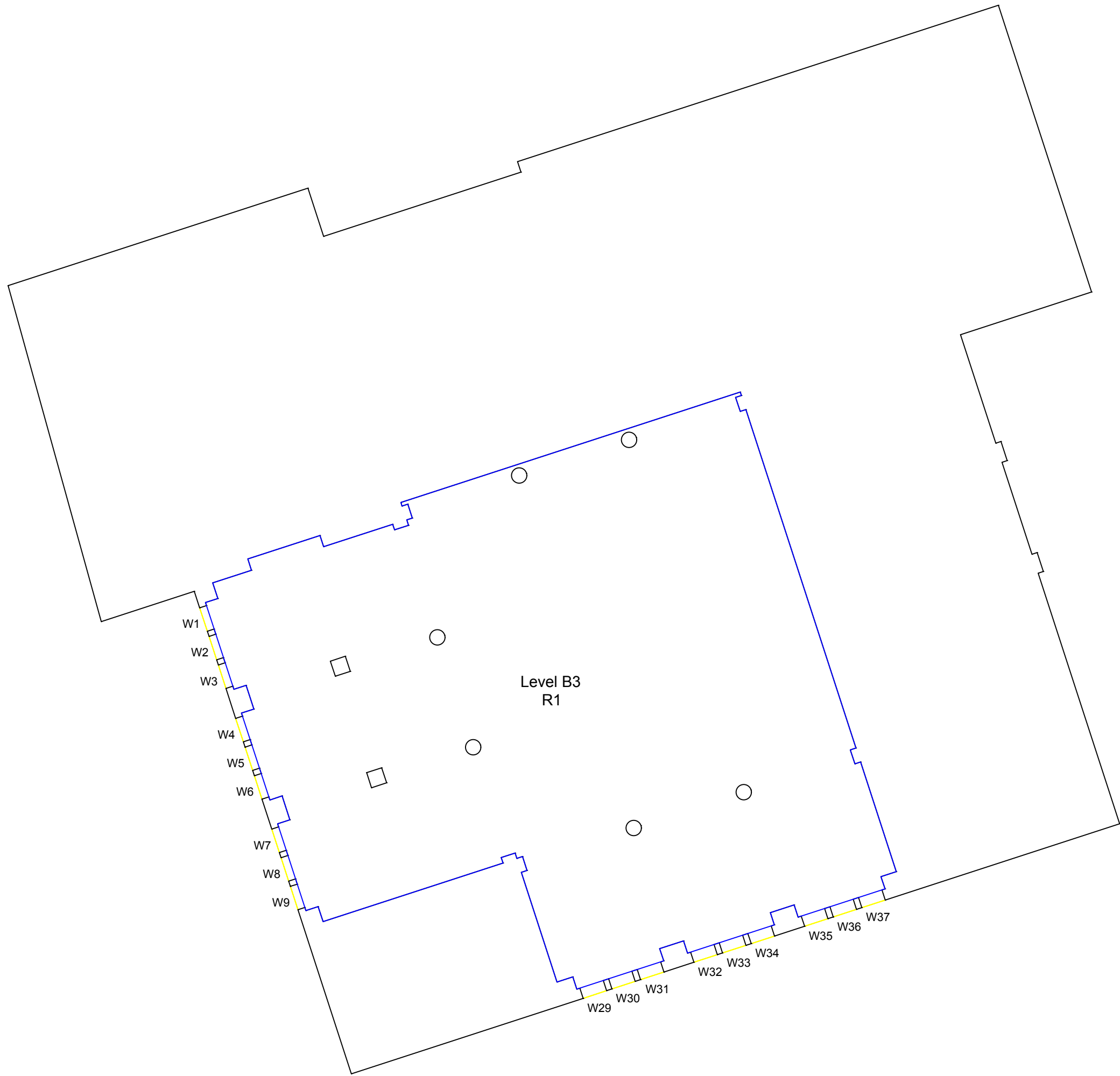
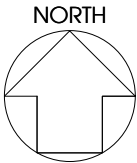
SCALE	DATE
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AL_0_001.pdf - Level B5
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AL_0_003.pdf - Level B3
AL_0_004.pdf - Level B2-B1
AL_0_005.pdf - Ground Floor

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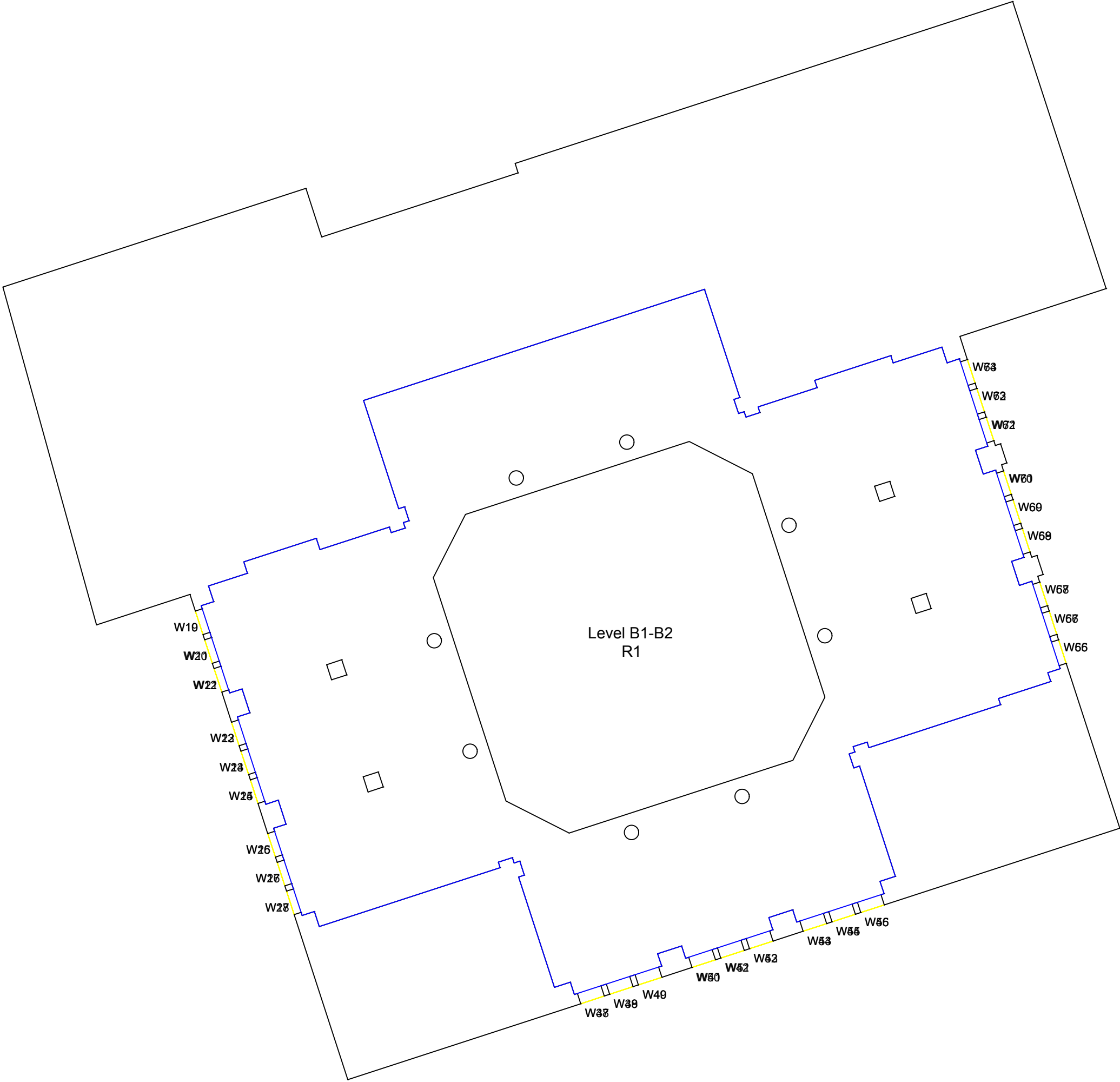
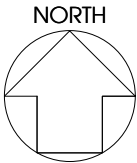
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RELEASE NO.

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AL_0_001.pdf - Level B5
AL_0_002.pdf - Level B4
AL_0_003.pdf - Level B3
AL_0_004.pdf - Level B2-B1
AL_0_005.pdf - Ground Floor

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**Window & Room Referencing Plans
Edinburgh Central Library**

CLIENT

City of Edinburgh Council

PROJECT

**Edinburgh Central Library
George IV Bridge
Edinburgh EH1 1EG**

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SK	BM

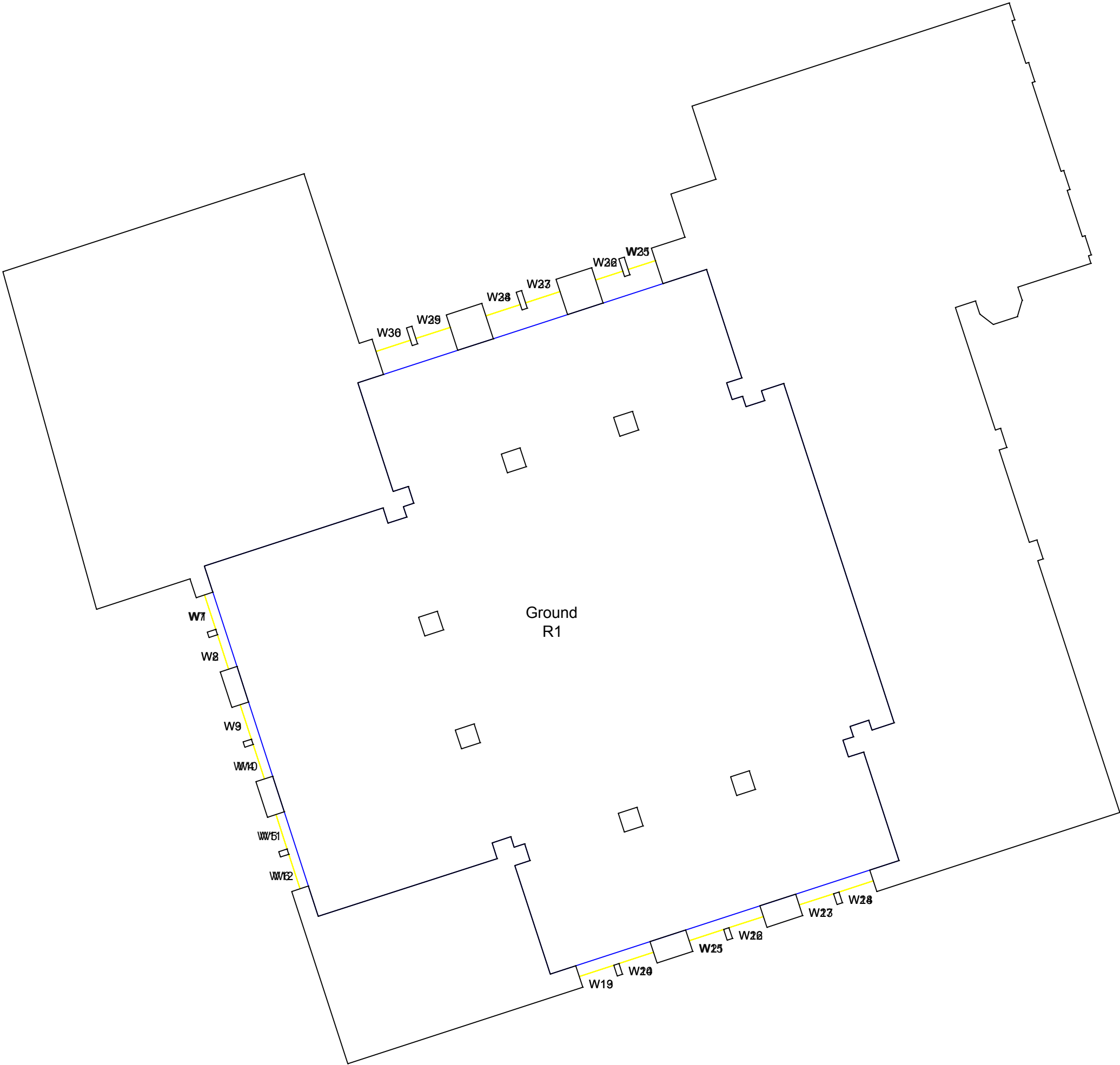
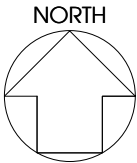
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Application No. 15_04445_FUL (India Buildings)
AL_0_001.pdf - Level B5
AL_0_002.pdf - Level B4
AL_0_003.pdf - Level B3
AL_0_004.pdf - Level B2-B1
AL_0_005.pdf - Ground Floor

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Edinburgh Central Library**

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George IV Bridge
Edinburgh EH1 1EG**

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SCALE	DATE
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1:150@A3 April 2018

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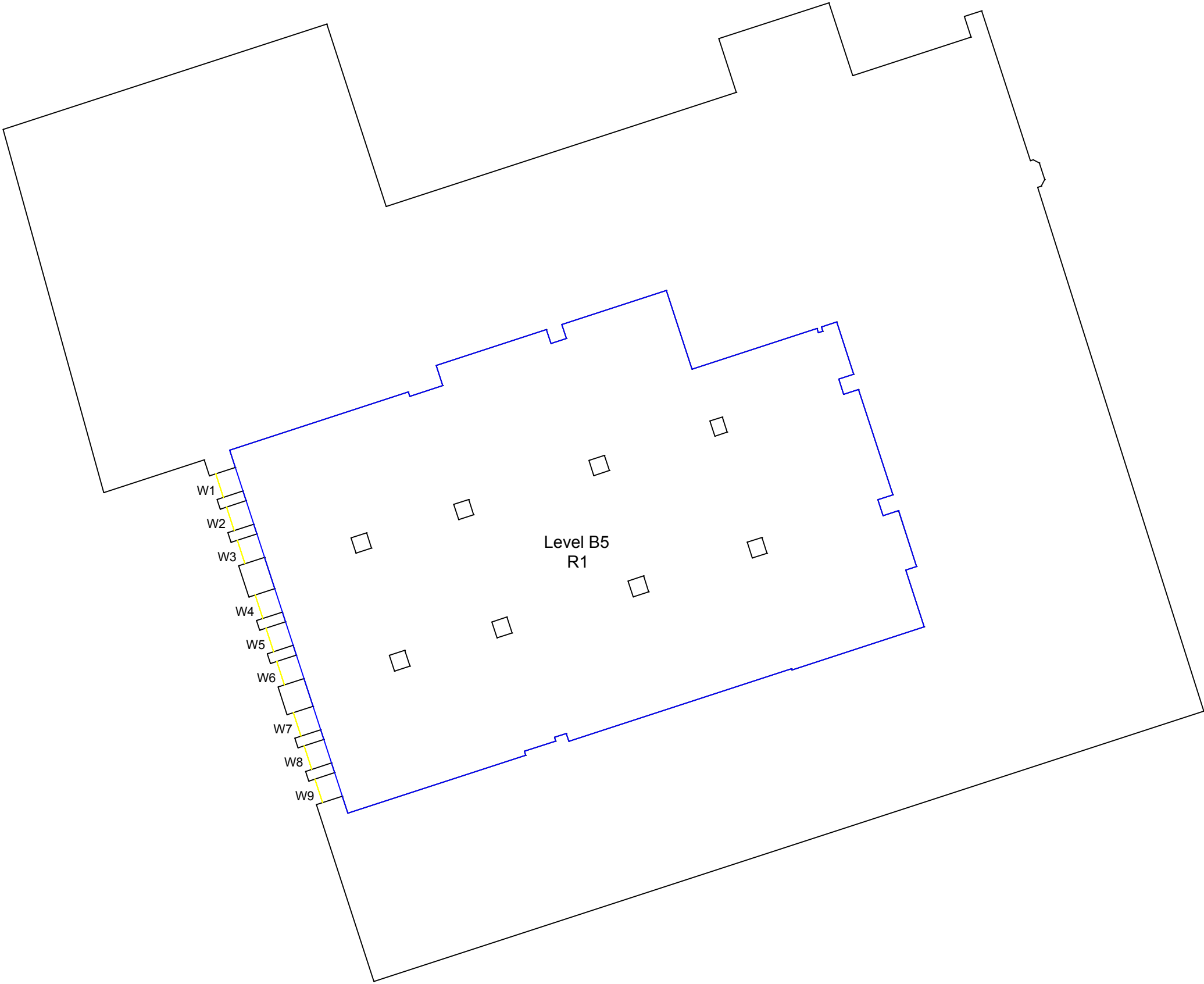
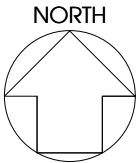
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AL_0_002.pdf - Level B4
AL_0_003.pdf - Level B3
AL_0_004.pdf - Level B2-B1
AL_0_005.pdf - Ground Floor

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TITLE

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Edinburgh Central Library

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Appendix D
Daylight Study



Floor Ref.	Room Ref.	Room Use	Window Ref	Existing ADF	Proposed ADF	Times Former Value	Meets BRE Criteria
Edinburgh Central Library							
Ground	R1	Library	W1	0.09	0.07	0.93	
Ground	R1	Library	W2	0.10	0.08	0.93	
Ground	R1	Library	W3	0.11	0.09	0.93	
Ground	R1	Library	W4	0.11	0.09	0.93	
Ground	R1	Library	W5	0.11	0.10	0.93	
Ground	R1	Library	W6	0.11	0.10	0.93	
Ground	R1	Library	W7	0.05	0.04	0.93	
Ground	R1	Library	W8	0.05	0.05	0.93	
Ground	R1	Library	W9	0.06	0.05	0.93	
Ground	R1	Library	W10	0.06	0.05	0.93	
Ground	R1	Library	W11	0.06	0.05	0.93	
Ground	R1	Library	W12	0.06	0.05	0.93	
Ground	R1	Library	W13	0.08	0.08	0.93	
Ground	R1	Library	W14	0.08	0.08	0.93	
Ground	R1	Library	W15	0.08	0.08	0.93	
Ground	R1	Library	W16	0.08	0.08	0.93	
Ground	R1	Library	W17	0.07	0.07	0.93	
Ground	R1	Library	W18	0.07	0.07	0.93	
Ground	R1	Library	W19	0.04	0.04	0.93	
Ground	R1	Library	W20	0.04	0.04	0.93	
Ground	R1	Library	W21	0.04	0.04	0.93	
Ground	R1	Library	W22	0.04	0.04	0.93	
Ground	R1	Library	W23	0.04	0.04	0.93	
Ground	R1	Library	W24	0.03	0.03	0.93	
Ground	R1	Library	W30	0.04	0.04	0.93	
Ground	R1	Library	W29	0.04	0.04	0.93	
Ground	R1	Library	W36	0.02	0.02	0.93	
Ground	R1	Library	W35	0.02	0.02	0.93	
Ground	R1	Library	W28	0.04	0.04	0.93	
Ground	R1	Library	W34	0.02	0.02	0.93	
Ground	R1	Library	W27	0.04	0.04	0.93	
Ground	R1	Library	W33	0.02	0.02	0.93	
Ground	R1	Library	W32	0.00	0.00	0.93	
Ground	R1	Library	W31	0.00	0.00	0.93	
Ground	R1	Library	W26	0.00	0.00	0.93	
Ground	R1	Library	W25	0.00	0.00	0.93	
Total				1.90	1.75	0.92	YES
Level B1-B2	R1	Library	W10-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W10-U	0.01	0.00	0.76	
Level B1-B2	R1	Library	W11-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W11-U	0.01	0.00	0.76	
Level B1-B2	R1	Library	W12-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W12-U	0.01	0.00	0.76	
Level B1-B2	R1	Library	W13-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W13-U	0.01	0.00	0.76	
Level B1-B2	R1	Library	W14-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W14-U	0.01	0.00	0.76	
Level B1-B2	R1	Library	W15-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W15-U	0.01	0.00	0.76	
Level B1-B2	R1	Library	W16-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W16-U	0.01	0.01	0.76	
Level B1-B2	R1	Library	W17-L	0.00	0.00	0.76	

Floor Ref.	Room Ref.	Room Use	Window Ref	Existing ADF	Proposed ADF	Times Former Value	Meets BRE Criteria
Level B1-B2	R1	Library	W17-U	0.01	0.01	0.76	
Level B1-B2	R1	Library	W18-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W18-U	0.01	0.01	0.76	
Level B1-B2	R1	Library	W19	0.03	0.01	0.76	
Level B1-B2	R1	Library	W20	0.03	0.02	0.76	
Level B1-B2	R1	Library	W21	0.04	0.02	0.76	
Level B1-B2	R1	Library	W22	0.04	0.02	0.76	
Level B1-B2	R1	Library	W23	0.04	0.02	0.76	
Level B1-B2	R1	Library	W24	0.04	0.02	0.76	
Level B1-B2	R1	Library	W25	0.04	0.02	0.76	
Level B1-B2	R1	Library	W26	0.04	0.03	0.76	
Level B1-B2	R1	Library	W27	0.04	0.03	0.76	
Level B1-B2	R1	Library	W38-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W38-U	0.01	0.01	0.76	
Level B1-B2	R1	Library	W39-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W39-U	0.01	0.01	0.76	
Level B1-B2	R1	Library	W40-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W40-U	0.01	0.01	0.76	
Level B1-B2	R1	Library	W41-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W41-U	0.00	0.00	0.76	
Level B1-B2	R1	Library	W42-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W42-U	0.00	0.00	0.76	
Level B1-B2	R1	Library	W43-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W43-U	0.00	0.00	0.76	
Level B1-B2	R1	Library	W44-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W44-U	0.00	0.00	0.76	
Level B1-B2	R1	Library	W45-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W45-U	0.00	0.00	0.76	
Level B1-B2	R1	Library	W46-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W46-U	0.00	0.00	0.76	
Level B1-B2	R1	Library	W47	0.03	0.03	0.76	
Level B1-B2	R1	Library	W48	0.02	0.02	0.76	
Level B1-B2	R1	Library	W49	0.02	0.02	0.76	
Level B1-B2	R1	Library	W50	0.02	0.02	0.76	
Level B1-B2	R1	Library	W51	0.02	0.02	0.76	
Level B1-B2	R1	Library	W52	0.02	0.02	0.76	
Level B1-B2	R1	Library	W53	0.02	0.02	0.76	
Level B1-B2	R1	Library	W54	0.02	0.02	0.76	
Level B1-B2	R1	Library	W55	0.01	0.01	0.76	
Level B1-B2	R1	Library	W56-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W56-U	0.01	0.01	0.76	
Level B1-B2	R1	Library	W57-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W57-U	0.01	0.01	0.76	
Level B1-B2	R1	Library	W58-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W58-U	0.01	0.01	0.76	
Level B1-B2	R1	Library	W59-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W59-U	0.01	0.01	0.76	
Level B1-B2	R1	Library	W60-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W60-U	0.01	0.01	0.76	
Level B1-B2	R1	Library	W61-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W61-U	0.01	0.01	0.76	
Level B1-B2	R1	Library	W62-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W62-U	0.01	0.01	0.76	

Floor Ref.	Room Ref.	Room Use	Window Ref	Existing ADF	Proposed ADF	Times Former Value	Meets BRE Criteria
Level B1-B2	R1	Library	W63-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W63-U	0.01	0.01	0.76	
Level B1-B2	R1	Library	W64-L	0.00	0.00	0.76	
Level B1-B2	R1	Library	W64-U	0.01	0.01	0.76	
Level B1-B2	R1	Library	W65	0.03	0.03	0.76	
Level B1-B2	R1	Library	W66	0.03	0.03	0.76	
Level B1-B2	R1	Library	W67	0.03	0.03	0.76	
Level B1-B2	R1	Library	W68	0.03	0.03	0.76	
Level B1-B2	R1	Library	W69	0.03	0.03	0.76	
Level B1-B2	R1	Library	W70	0.03	0.03	0.76	
Level B1-B2	R1	Library	W71	0.02	0.02	0.76	
Level B1-B2	R1	Library	W72	0.02	0.02	0.76	
Level B1-B2	R1	Library	W73	0.02	0.02	0.76	
Total				0.97	0.76	0.78	NO
Level B3	R1	Library	W1	0.09	0.04	0.69	
Level B3	R1	Library	W2	0.10	0.04	0.69	
Level B3	R1	Library	W3	0.11	0.04	0.69	
Level B3	R1	Library	W4	0.12	0.05	0.69	
Level B3	R1	Library	W5	0.12	0.05	0.69	
Level B3	R1	Library	W6	0.12	0.06	0.69	
Level B3	R1	Library	W7	0.12	0.06	0.69	
Level B3	R1	Library	W8	0.12	0.07	0.69	
Level B3	R1	Library	W9	0.12	0.07	0.69	
Level B3	R1	Library	W10	0.04	0.01	0.69	
Level B3	R1	Library	W11	0.04	0.01	0.69	
Level B3	R1	Library	W12	0.04	0.01	0.69	
Level B3	R1	Library	W13	0.05	0.01	0.69	
Level B3	R1	Library	W14	0.05	0.01	0.69	
Level B3	R1	Library	W15	0.05	0.02	0.69	
Level B3	R1	Library	W16	0.05	0.02	0.69	
Level B3	R1	Library	W17	0.05	0.02	0.69	
Level B3	R1	Library	W18	0.05	0.03	0.69	
Level B3	R1	Library	W19	0.04	0.02	0.69	
Level B3	R1	Library	W20	0.05	0.02	0.69	
Level B3	R1	Library	W21	0.05	0.03	0.69	
Level B3	R1	Library	W22	0.06	0.03	0.69	
Level B3	R1	Library	W23	0.06	0.03	0.69	
Level B3	R1	Library	W24	0.06	0.03	0.69	
Level B3	R1	Library	W25	0.06	0.04	0.69	
Level B3	R1	Library	W26	0.06	0.04	0.69	
Level B3	R1	Library	W27	0.06	0.04	0.69	
Level B3	R1	Library	W29	0.07	0.07	0.69	
Level B3	R1	Library	W30	0.07	0.07	0.69	
Level B3	R1	Library	W31	0.07	0.07	0.69	
Level B3	R1	Library	W32	0.06	0.06	0.69	
Level B3	R1	Library	W33	0.06	0.06	0.69	
Level B3	R1	Library	W34	0.05	0.05	0.69	
Level B3	R1	Library	W35	0.05	0.05	0.69	
Level B3	R1	Library	W36	0.04	0.04	0.69	
Level B3	R1	Library	W37	0.04	0.04	0.69	
Level B3	R1	Library	W38	0.02	0.02	0.69	
Level B3	R1	Library	W39	0.02	0.02	0.69	
Level B3	R1	Library	W40	0.02	0.02	0.69	

Floor Ref.	Room Ref.	Room Use	Window Ref	Existing ADF	Proposed ADF	Times Former Value	Meets BRE Criteria
Level B3	R1	Library	W41	0.02	0.02	0.69	
Level B3	R1	Library	W42	0.01	0.01	0.69	
Level B3	R1	Library	W43	0.01	0.01	0.69	
Level B3	R1	Library	W44	0.01	0.01	0.69	
Level B3	R1	Library	W45	0.00	0.00	0.69	
Level B3	R1	Library	W46	0.00	0.00	0.69	
Level B3	R1	Library	W47	0.04	0.04	0.69	
Level B3	R1	Library	W48	0.03	0.03	0.69	
Level B3	R1	Library	W49	0.03	0.03	0.69	
Level B3	R1	Library	W50	0.03	0.03	0.69	
Level B3	R1	Library	W51	0.03	0.03	0.69	
Level B3	R1	Library	W52	0.03	0.03	0.69	
Level B3	R1	Library	W53	0.02	0.02	0.69	
Level B3	R1	Library	W54	0.02	0.02	0.69	
Level B3	R1	Library	W55	0.02	0.02	0.69	
Level B3	R1	Library	W56	0.03	0.03	0.69	
Level B3	R1	Library	W57	0.02	0.02	0.69	
Level B3	R1	Library	W58	0.02	0.02	0.69	
Level B3	R1	Library	W59	0.02	0.02	0.69	
Level B3	R1	Library	W60	0.02	0.02	0.69	
Level B3	R1	Library	W61	0.02	0.02	0.69	
Level B3	R1	Library	W62	0.02	0.02	0.69	
Level B3	R1	Library	W63	0.02	0.02	0.69	
Level B3	R1	Library	W64	0.02	0.02	0.69	
Level B3	R1	Library	W65	0.04	0.04	0.69	
Level B3	R1	Library	W66	0.04	0.04	0.69	
Level B3	R1	Library	W67	0.04	0.04	0.69	
Level B3	R1	Library	W68	0.04	0.04	0.69	
Level B3	R1	Library	W69	0.04	0.04	0.69	
Level B3	R1	Library	W70	0.04	0.04	0.69	
Level B3	R1	Library	W71	0.03	0.03	0.69	
Level B3	R1	Library	W72	0.03	0.03	0.69	
Level B3	R1	Library	W73	0.03	0.03	0.69	
Total				3.33	2.29	0.69	NO
Level B4	R1	Library	W1	0.21	0.01	0.17	
Level B4	R1	Library	W2	0.22	0.04	0.17	
Level B4	R1	Library	W3	0.22	0.07	0.17	
Total				0.65	0.12	0.18	NO

Floor Ref.	Room Ref.	Room Use	Window Ref	Existing ADF	Proposed ADF	Times Former Value	Meets BRE Criteria
Edinburgh Central Library							
Level B5	R1	Library	W1-L	0.00	0.00	0.00	
Level B5	R1	Library	W1-U	0.02	0.00	0.00	
Level B5	R1	Library	W2-L	0.00	0.00	0.00	
Level B5	R1	Library	W2-U	0.02	0.00	0.00	
Level B5	R1	Library	W3-L	0.00	0.00	0.00	
Level B5	R1	Library	W3-U	0.02	0.00	0.00	
Level B5	R1	Library	W4-L	0.00	0.00	0.00	
Level B5	R1	Library	W4-U	0.02	0.00	0.00	
Level B5	R1	Library	W5-L	0.00	0.00	0.00	
Level B5	R1	Library	W5-U	0.02	0.00	0.00	
Level B5	R1	Library	W6-L	0.00	0.00	0.00	
Level B5	R1	Library	W6-U	0.02	0.00	0.00	
Level B5	R1	Library	W7-L	0.00	0.00	0.00	
Level B5	R1	Library	W7-U	0.02	0.00	0.00	
Level B5	R1	Library	W8-L	0.00	0.00	0.00	
Level B5	R1	Library	W8-U	0.02	0.00	0.00	
Level B5	R1	Library	W9-L	0.00	0.00	0.00	
Level B5	R1	Library	W9-U	0.02	0.00	0.00	
Total				0.18	0.00	0.00	NO

Floor Ref.	Room Ref.	Room Use	Window Ref	Existing ADF	Proposed ADF	Times Former Value	Meets BRE Criteria
Edinburgh Central Library							
Level B5	R1	Library	W1-L	0.00	0.00	0.00	
Level B5	R1	Library	W1-U	0.02	0.00	0.00	
Level B5	R1	Library	W2-L	0.00	0.00	0.00	
Level B5	R1	Library	W2-U	0.02	0.00	0.00	
Level B5	R1	Library	W3-L	0.00	0.00	0.00	
Level B5	R1	Library	W3-U	0.02	0.00	0.00	
Level B5	R1	Library	W4-L	0.00	0.00	0.00	
Level B5	R1	Library	W4-U	0.02	0.00	0.00	
Level B5	R1	Library	W5-L	0.00	0.00	0.00	
Level B5	R1	Library	W5-U	0.02	0.00	0.00	
Level B5	R1	Library	W6-L	0.00	0.00	0.00	
Level B5	R1	Library	W6-U	0.02	0.00	0.00	
Level B5	R1	Library	W7-L	0.00	0.00	0.00	
Level B5	R1	Library	W7-U	0.02	0.00	0.00	
Level B5	R1	Library	W8-L	0.00	0.00	0.00	
Level B5	R1	Library	W8-U	0.02	0.00	0.00	
Level B5	R1	Library	W9-L	0.00	0.00	0.00	
Level B5	R1	Library	W9-U	0.02	0.00	0.00	
Total				0.18	0.00	0.00	NO

Education, Children and Families Committee

10.00am, Tuesday, 14 August 2018

Looked After Children: Transformation Programme Progress Report

Item number 7.6

Report number

Executive/routine

Wards

Council Commitments

Executive Summary

Expenditure on Looked After Children (LAC) increased by an average of £1.8m a year from 2007 to 2013 as a result of increases in the number of LAC and increased use of purchased foster carers. Through use of the Early Years Change Fund and initiatives agreed through the Priority Based Planning process the service developed a transformation programme to shift the balance of care towards more preventative services that reduce the need for children to come into care.

A number of targets were set covering the period April 2013 – March 2018. Some revisions were made to these targets in April 2017 to reflect the changes in actual performance against national trends. This report provides an update on progress to the end of March 2018. The original targets were reported to Corporate Management Team dated 31 July 2013 and subsequently reported to [Governance, Risk and Best Value Committee on 25 September 2013](#).

The LAC transformation programme was a 5-year programme which commenced in April 2013 and had targets for performance up to March 2018.

Progress was last reported to the Education, Children and Families Committee in December 2017. At March 2018 many of the targets have been achieved or exceeded. These included an overall reduction in the LAC population; a reduction in the number of children in foster care; an increase in overall kinship care placements; and a reduction in the use of secure care.

The service was behind target to reduce the percentage of independent foster placements and reduce use of residential care placements although significant progress had been made since 2013. Analysis of national benchmarking information indicates that Edinburgh has closed the gap in relation to use of independent foster placements and although has fallen short of its own target for the use of residential care has a significantly lower use than the national position.

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

Looked After Children: Transformation Programme Progress Report

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the progress made to date against the starting position at March 2013 as set out in appendix 1.
 - 1.1.2 Note the actions in progress to deliver further improvements during 2018/19.
 - 1.1.3 Refer this report to Governance, Risk and Best Value Committee

2. Background

- 2.1 The number of LAC increased from 1,228 in 2007 to 1,410 in 2013, an increase of 15% or an average of 30 children a year. The cost of this increase is £1.8m each year, a total increase of £10.8m since 2007. The Council had been budgeting for continued annual increases of £1.8m a year from 2013/14 to 2017/18.
- 2.2 The growth in LAC was primarily accommodated within fostering with an increase in placements from 386 in 2007 to 601 in 2013, an increase of 56%.
- 2.3 The majority of this growth was with independent fostering providers with the average cost per placement being £46,000 pa.
- 2.4 This trend of increasing numbers of LAC and corresponding increase in purchased fostering was reflected at a national level.
- 2.5 The Scottish Government, in seeing this trend across Scotland, set up the Early Years Change Fund encouraging Local Authorities to implement preventative initiatives designed to reduce the continued growth in LAC and shift investment from expensive intervention measures to early support for families that reduce the need for accommodation and improve outcomes for children and young people.
- 2.6 In February 2012 the Council approved funding of £8.642m from 2012/13 to 2014/15 for the Early Years Change Fund. The Council's Long-Term Financial Plan built in the continuation of £4.038m per year from 2015/16.
- 2.7 Through the Priority Based Planning process the service developed a transformation programme to change the balance of care for LAC to take effect from April 2013 and targets were set to March 2018. This includes strengthening universal early years services and providing more support to families to support

their children at home. Targets for independent foster care and residential care were revised in April 2017, following updated comparisons with national trends, and this was reflected in the 2017/18 budget.

- 2.8 LAC can be placed in the following placement types. The direct cost of each placement type is also shown which gives a context to the variance in rates. The transformation programme aims to shift the balance of care towards the lower cost placement types:

Placement type / Client populations	Direct unit cost pa
Looked After at Home	Minimal. Mainly supported through staffing and some preventative services
Kinship care	£7K
Prospective adoption	£7K
In-house foster care	£26K
Purchased foster care	£46K
Young people's centres and close support	£120K - £170K
Residential schools	£100K - £330K
Secure care	£290K

3. Main report

Balance of Care performance to date

- 3.1 Appendix 1 sets out the client populations, the number at March 2013 and the target and actual number at March 2018. Further information about each target will provide an understanding of the actions to date, any issues that have arisen and any actions being taken to address ongoing pressures.

Looked After Children (all placements)

- 3.2 The target is to reduce the rate of annual growth by a third from an average of 30 placements to 20 a year. The performance is significantly ahead of target as not only has the increase been addressed but overall numbers have reduced by 76

since March 2013. The reduction in overall LAC numbers is broadly consistent with the national performance over the same period.

- 3.3 Services designed to stop children needing to become LAC and enabling children to cease being LAC, such as universal Early Years services, parenting support programmes, Prepare, Family Group Decision Making and the Integrated Family and Household Support service, will continue to focus on supporting children and families to enable them to not require statutory measures.

Foster Care

Overall placement numbers

- 3.4 Foster placements had increased at an average of 40 a year from March 2007 to March 2013. The initial target was for there to be no further growth in this population and this was revised in April 2017 to be a reduction of 28 placements compared to the March 2013 position. The service has achieved the revised target and is confident this can be maintained.
- 3.5 It should be noted that foster care was at times provided to former LAC i.e. children who were in a foster placement but are no longer legally classed as Looked After when they reach age 18, on a discretionary basis. Through Continuing Care legislation, [which came into force in April 2015, the Council has a duty](#) to support these placements where the young person requests it and it is deemed to be in their best interests. The Scottish Government has provided some additional funding to meet the expected increase in costs as a result of the new legislation.

The City of Edinburgh Council (CEC) Foster Care

- 3.6 The target is to increase the proportion of foster placements provided by the Council's own carers from 55% at March 2013 to 67% by March 2018 and the current position is 63%. However, since March 2013 the number placed with CEC carers has increased by 7% or 24 placements.
- 3.7 Significant progress has been made to increase in-house capacity through carers transferring from independent agencies and providing housing adaptations for existing carers to increase the number of placements they can support. The service constantly pursues these actions to improve in-house capacity.
- 3.8 Over the 5 years of the LAC Transformation Programme the national position has changed which has seen a reduction in the percentage of local authority provided foster placements from 75% to 67%. Over the same period Edinburgh's position has improved from 55% to 63%, the gap to the national position reducing from 20% to 4%. Should this trend continue Edinburgh's performance will be in line with the national position in the coming year.

Independent Foster Care

- 3.9 The target is to reduce the percentage of independent foster placements from 44% at March 2013 to 33% by March 2018. At March 2018, 37% are with independent agencies.
- 3.10 Progress has been made in this area with the overall number placed with independent agencies reducing by 20% or 51 placements since March 2013.
- 3.11 The service continues to meet with all independent agencies to review pricing, particularly in relation to permanent placements and placements for young people aged 18 and over. The service will continue to challenge pricing where appropriate in order to ensure all charges are justified for each placement.

Residential Care and Secure Care

- 3.12 The target was to reduce the use of residential placements and the service made good progress from 2013 to early 2017.
- 3.13 The service has been successful in reducing internal capacity through the closure of Wellington School in 2014, Pentland View in February 2015 and Greendykes Young People's Centre (YPC) in August 2016. The opening of the new Heathervale unit in 2016 and the replacement of Oxbgangs YPC in 2018, with a design similar to Heathervale, will provide more flexible accommodation for young people and enable the service to manage some of the young people with exceptional needs.
- 3.14 Use of independent residential schools remained broadly the same from 2013 to early 2017. However, the position changed significantly following the influx of Unaccompanied Asylum Seeking Children. The Council usually had 2-3 prior to 2016 but the number rapidly increased and there are now approximately 40 aged under 18 with an ever increasing 18+ population eligible for throughcare and aftercare support. At March 2018 there were 17 UASC's in the council's own residential provision. The impact of this has been that some children from Edinburgh have had to be placed in independent residential schools as there was no internal capacity. This position has eased in recent months as UASC's aged 16+ are entering supported living arrangements and internal capacity is being released.
- 3.15 In addition, the service has made the decision to place some children in independent residential schools as an alternative to secure care. The result of this has been a reduction in the use of secure care with average usage in 2017/18 being 8 beds compared to the average in 2012/13 of 12 beds. Current usage is 4 beds and we are generating income from the sale of beds to other local authorities.
- 3.16 The service has carried out an analysis of the use of residential care (including secure care) across Scotland. In 2015/16 the proportion of LAC in residential care was 9.9% nationally compared to 6.3% in Edinburgh. This indicates that the Council's aim of supporting more children in family based settings and reducing the

use of residential and secure care has been successful when compared to the national position.

- 3.17 The service continues to review all internal and purchased residential placements to minimise their use. Independent reviewing officers chair reviews of LAC placements. In the highest spend cases we have put in place a number of practice evaluation sessions which involve senior management scrutiny of ongoing placements and a new exploration of the alternatives. This is leading to some proposed alternative plans for children but in most cases these will need the agreement of a Children's Hearing as the child's place of residence is named in the conditions attached to a statutory supervision order.
- 3.18 In addition, all placements are undergoing a re-assessment involving relevant social work and education staff to identify opportunities for returning the children to Council provision. This will include utilising the principles of the [Social Care \(Self-directed Support\) \(Scotland\) Act 2013](#) where possible, which seeks to engage parents, carers and extended family in developing a support plan that meets their needs and enables the child to be cared for by them, where it is safe and appropriate to do so.

Kinship Care

- 3.19 Increasing the use of kinship care was seen as a way of reducing the increasing use of foster care and adoptions. This practice has been supported by new legislation introducing the Kinship Care Order that encourages family members to care for children without the need for social work involvement. The kinship population is now split between formal kinship carers of LAC and kinship carers of former LAC and those that have never been LAC. In March 2013 the combined number being financially supported by the Council was 467 and this has increased by 20% to 559 at March 2018.
- 3.20 Over the past few years kinship support services have been put in place, directly supporting approximately 100 placements a year. The Family Group Decision Making Service has also been expanded to provide a service for vulnerable babies across the city and reviewing existing residential placements. Taken together, the expansion of this support to families is seen to be the main reasons for the increases in kinship placements.
- 3.21 The vulnerable babies project roll out to other areas of the city has had a positive effect on the number of babies needing to become LAC and subsequently being placed for adoption.

Prospective adoptions

- 3.22 The original target was to increase the number of prospective adoptions over the 5-year period of the transformation programme. However, the success of services such as Family Group Decision Making and Prepare are enabling more babies to

remain with their parents or with kinship carers. There are now approximately 25 prospective adoptions in place at any one time.

Looked After Children at Home

- 3.23 The Looked After Children supported at home with their parents has reduced over the period of the transformation programme, from 27% to 25% of the LAC population, and is due to a significant increase in the number ceasing to be Looked After at all. This is seen as a positive movement when seen against the continuing success of kinship care increases and reductions in foster care.

Unaccompanied Asylum Seeking Children

The increase in unaccompanied asylum seeking children who are looked after and accommodated in Edinburgh was reported to the Education, Children and Families committee in December 2017. At that point we were supporting 42 UASCs, 32 of whom had arrived in 2016 and 2017 and 19 of whom were residing in young people's centres. The current total is still 42, of which 12 are resident in young people's centres. 15 UASCs have moved into shared supported living arrangements in 2018. These arrangements to date have been successful and more cost effective.

Future strategy

- 3.24 The service will continue to promote early intervention and prevention practices and seek to re-align resources from high-cost residential, secure and foster placements where possible. Plans include putting in place a council wide workforce development programme on restorative practice; increased provision of Family Group Decision Making, recruitment of host families for unaccompanied asylum seeking children, accelerating the implementation of Self Directed Support for children in need, working with the NHS and schools to improve the identification of and support for children with mental health concerns and enhancing support for foster carers who are caring for children with disabilities.
- 3.25 The child population of Edinburgh is predicted to rise by approximately 5% between 2016 and 2020, compared to the Scottish figure of 1%, and 11% by 2024.
- 3.26 While the implications of this on the LAC population are unknown it is anticipated that the measures being taken, as set out in 3.25 above, will ensure only those at most risk require statutory measures.

4. Measures of success

- 4.1 Appendix 1 shows the LAC population at March 2013 and March 2018. It can be seen that the overall LAC population has reduced along with all client populations with the exception of residential care. This is primarily due to the significant

increase in the number of Unaccompanied Asylum Seeking Children which account for 17 of the March 2018 population.

5. Financial impact

- 5.1 There are no financial implications related to this report. The financial implications of changes in the LAC population and investment in early intervention and prevention are factored into the annual budget setting process.

6. Risk, policy, compliance and governance impact

- 6.1 Due to the nature of the client group being supported and the high cost per placement for residential, secure and foster care there will always be a risk that additional pressures may arise. The service is confident, however, that the services and processes in place can minimise the risks of significant additional pressures arising

7. Equalities impact

- 7.1 It is anticipated that the overall programme will have a positive impact on outcomes for vulnerable children due to the focus on preventative, neighbourhood and family focused initiatives. A record of Equality and Rights Impact Assessment will be published in accordance with agreed Council processes.

8. Sustainability impact

- 8.1 There are no direct sustainability implications arising from this report. A Sustainability and Environmental Impact Assessment will be published in accordance with agreed Council processes.

9. Consultation and engagement

- 9.1 Where the transformation initiatives require consultation with the trade unions, public or Scottish Government it will be carried out as necessary.

10. Background reading/external references

- 10.1 [Looked After Children: Transformational Programme Progress Report – Governance, Risk and Best Value Committee 23 September 2015](#)
- 10.2 [Early Years Change Fund Progress Update on Year Three – Education, Children and Families Committee 6 October 2015](#)

- 10.3 [Implementation of Children and Young People \(Scotland\) Act 2014 – Education, Children and Families Committee 6 October 2015](#)
- 10.4 [Annual Review of Services for Looked After and Accommodated Children- Report to Education, Children and Families Committee 8 December 2015](#)

Alistair Gaw

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11. Appendices

- 11.1 Looked After Children – Populations 2013 v 2018

Appendix 1

Looked After Children – Populations 2013 v 2018

Client populations	Actual at March 2013	Actual at March 2018	Variance to March 2013	Movement %	Notes
Looked After Children (covering all sub-sets below)	1,410	1,334	-76	-5	
Foster Care (CEC and independent)	608	581	-27	-4	
<i>CEC foster Care</i>	343	367	24	7	
<i>Independent foster care</i>	265	214	-51	-19	
Residential care	84	111	27	32	Overall use has increased by 32%. There are X UASC's in the 2018 population.
Kinship care	288	271	-17	-6	This only reflects the formal kinship placements. Taken together with kinship placements for former LAC and those that have never been LAC the total has increased by 20% since March 2013.

Prospective adoptions	39	26	-13	-33	This has reduced consistently at the same time as kinship placements have increased.
Secure care	12	7	-5	-42	
Looked After Children at Home	379	338	-41	-11	

Education, Children and Families Committee

10.00am, Tuesday 14 August 2018

Accounts Commission – Local Government in Scotland – Challenges and Performance 2018 - referral from the Governance, Risk and Best Value Committee

Item number	7.7
Report number	
Wards	All

Executive summary

The Governance, Risk and Best Value Committee on 5 June 2018 considered a report detailing the Accounts Commission's complementary, forward-looking report assessing councils' readiness to confront the growing challenges that lay ahead following its earlier Scotland-wide review of 2016/17 local government financial performance.

The report has been referred to the Education, Children and Families Committee for its consideration.

Terms of Referral

Accounts Commission – Local Government in Scotland – Challenges and Performance 2018

Terms of referral

- 1.1 On 5 June 2018 the Governance, Risk and Best Value Committee considered a report detailing the Accounts Commission's complementary, forward-looking report assessing councils' readiness to confront the growing challenges that lay ahead following its Scotland-wide review of 2016/17 local government financial performance.
- 1.2 The joint report by the Chief Executive and the Executive Director of Resources indicated that the report re-emphasised a number of previous messages of relevance to all councils in Scotland, including the need for robust financial and service planning, appropriately resourced transformational change programmes and close working with elected members and communities in prioritising services to deliver key outcomes and secure financial sustainability.
- 1.3 The Governance, Risk and Best Value Committee agreed:
 - 1.3.1 To note the report by the Executive Director of Resources.
 - 1.3.2 To refer the report to all Executive Committees for consideration, with particular emphasis on the issues raised in Paragraphs 3.4 and 3.6.3 of the report.

For Decision/Action

- 2.1 The Education, Children and Families Committee is asked to consider the attached Challenges and Performance 2018 report.

Background reading / external references

[Minute of Governance, Risk and Best Value Committee – 5 June 2018](#)

Laurence Rockey

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Links

Appendices

Appendix 1 – Accounts Commission: Local Government in Scotland – Challenges and Performance 2018

Governance, Risk and Best Value Committee

10.00am, Tuesday, 5 June 2018

Accounts Commission: Local Government in Scotland – Challenges and Performance 2018

Item number	7.4
Report number	
Executive/routine	Routine
Wards	n/a
Council Commitments	n/a

Executive summary

Following the publication in November 2017 of its Scotland-wide review of 2016/17 local government financial performance, the Accounts Commission has now issued a complementary, forward-looking report assessing councils' readiness to confront the growing challenges that lie ahead. The report re-emphasises a number of previous messages of relevance to all councils in Scotland, including the need for robust financial and service planning, appropriately-resourced transformational change programmes and close working with elected members and communities in prioritising services to deliver key outcomes and secure financial sustainability.

Accounts Commission: Local Government in Scotland – Challenges and Performance 2018

1. Recommendations

- 1.1 Members of the Governance, Risk and Best Value Committee are asked to:
 - 1.1.1 note the contents of the report; and
 - 1.1.2 refer the report to the Finance and Resources Committee for its consideration.

2. Background

- 2.1 At the meeting of the Governance, Risk and Best Value Committee on 16 January 2018, members considered the key findings of the Accounts Commission's Financial Overview 2016/17 report. The report concluded that in light of increasing demand and reducing funding, the financial challenges facing all councils had continued to grow, with savings correspondingly more difficult to identify and greater use made of reserves, in some cases to support routine service delivery.
- 2.2 Given an accompanying increase in debt levels in some authorities, robust medium-term planning, transparent reporting and effective leadership were identified as being key to securing on-going financial sustainability. In confronting the challenges of necessary service redesign and prioritisation, close working amongst officers, councillors, stakeholders and partners will be vital.
- 2.3 As in 2016/17, the financial overview report has been supplemented by a follow-up *Challenges and Performance* report, released on 5 April 2018, providing a high-level, independent view of the challenges facing councils, assessing how well they are addressing these and what more they can do going forward. The recommendations of the report intentionally complement those set out in the earlier Financial Overview.
- 2.4 The *Challenges and Performance* report's findings are aimed primarily at councillors and senior officers, supporting them in their increasingly complex and demanding roles. As with previous similar reports, [a self-assessment checklist](#) (with the corresponding questions included at relevant points within the report) is provided to assist councillors in understanding their own council's position and scrutinising its performance, thereby informing the difficult decisions that

undoubtedly lie ahead. [An interactive online tool](#), facilitating inter-authority comparison of councils' performance, has also been developed.

- 2.5 As with similar previous publications, in view of its Scotland-wide coverage, the report's contents are correspondingly general, although the underlying issues presented resonate with those faced within Edinburgh. Other reports focusing specifically on the Council's activities are, however, regularly considered by the Finance and Resources and Governance, Risk and Best Value Committees. Of particular relevance is the Council's own [Annual Audit Report](#), considered by the Governance, Risk and Best Value Committee on 26 September 2017.

3. Main report

Overview of report and key messages

- 3.1 The Accounts Commission report comprises three distinct sections. The first (on pages 10 to 20) provides a succinct, high-level overview of the challenges facing all councils, with a useful summary of the key UK and Scottish policy drivers included on pages 11 to 13. This overview also incorporates commentary and analysis of the differing impacts of demographic change on key demand-led services across Scotland's councils, all set against a backdrop of on-going reductions in real-terms funding levels and significant legislative reform.
- 3.2 Exhibit 4 on page 19 confirms Edinburgh's estimated overall population growth as the second-highest in Scotland in proportionate terms between 2014 and 2039, increasing by 21% over this period. Within this overall increase, growth is particularly pronounced amongst those of pensionable age or above, amounting to almost 70%. Expected growth in those aged 0 to 5 is also amongst the highest in Scotland.
- 3.3 The report highlights the resulting increase in the proportion of councils' budgets allocated to education and, in particular, health and social care, with a consequent impact on "non-protected" services outside these areas such as cultural services, regulatory functions and corporate services. This emphasises not only the importance of effective service prioritisation but the need to consider different and innovative ways of managing demand within these core areas. Against a backdrop of reducing resources, protection needs to be relative rather than absolute, with all functional areas requiring to contribute in meeting overall savings targets.
- 3.4 The second and third sections of the report then proceed to examine how councils have responded to these challenges, emphasising that further incremental changes will not be sufficient to deliver the required level of savings and sustain performance improvement. The report therefore reiterates the importance of longer-term financial planning, aligned with comprehensive workforce planning approaches, improved productivity and the importance of digital solutions to deliver savings and make services more efficient, as well as

the need for effective political and managerial leadership in considering all options for service delivery and transformation, underpinned by robust option appraisal.

Relevance to Edinburgh

- 3.5 As noted above, given the report's Scotland-wide coverage, there are few Edinburgh-specific references. The report also provides considerable contextual information, intentionally complementing and reinforcing recommendations included in the earlier *Financial Overview* report.
- 3.6 On this basis, rather than commenting in detail on specific report references, members' attention is drawn to a number of the points made with regard to the earlier report as follows:
 - 3.6.1 the Council was one of the first in Scotland to introduce a long-term financial plan, doing so in 2009. The plan captures movements in key expenditure (and income) factors influencing the Council's activities. The content of the plan is reviewed on a regular basis, with the outcome of the most recent review to be reported to the Finance and Resources Committee on 12 June 2018;
 - 3.6.2 the Council adopted a corporate charging policy framework in June 2014, with increases in most discretionary fees and charges linked to wider changes in inflation rates to supplement the level of investment in key services;
 - 3.6.3 in line with the position for Scotland as a whole, the Council has afforded relative protection to education and social work services in recent years' budgets. As is set out in the report, however, given that expenditure in these areas accounts for over two-thirds of the Council's budget and is increasing with each year of relative protection, all areas need to contribute to addressing savings requirements going forward if financial sustainability is to be secured;
 - 3.6.4 the Council was one of a minority in Scotland that increased their levels of reserves in 2016/17 against the backdrop of an overall Scotland-wide reduction of £32m. The Council's 2016/17 external audit concluded that an effective approach to the management of reserves was in place, with the combination of unallocated and earmarked reserves appropriate to the risks it faces and the annual Risks and Reserves report considered by the Finance and Resources Committee identified as an example of good practice. In this vein, the Council has applied earmarked reserves in 2017/18 in meeting, for example, building dilapidation liabilities and obligations associated with its waste disposal contract;

- 3.6.5 the Scotland-wide demand-driven nature of a number of service overspends in 2016/17 mirrors the experience in Edinburgh, with the 2018/19 budget framework subsequently providing additional investment in the areas of Health and Social Care and Safer and Stronger Communities. This additional investment is, however, only affordable through the identification of corresponding savings elsewhere within the budget, with a consequent need for much more fundamental consideration of what the Council does and how it does it;
- 3.6.6 enhanced senior officer and elected member scrutiny at the inception, development and implementation stages have seen significant improvements in the proportion of savings subsequently delivered in recent years, with nearly 90% by value delivered in both 2015/16 and 2016/17;
- 3.6.7 no use of general (unallocated) reserves was assumed in approving either the 2017/18 or 2018/19 budget. In view of external audit recommendations around enhancing in-year transparency of the use of earmarked reserves, however, a review of practice elsewhere is being undertaken and will be incorporated in subsequent Council-wide revenue monitoring reports;

4. Measures of success

- 4.1 The report reiterates a number of principles of sound financial management and assesses councils' current practices against these. The Council's own arrangements were assessed to be effective as part of the 2016/17 Annual Audit process, with expenditure contained within budget for the tenth successive year and almost 90% of approved savings delivered.
- 4.2 In the more immediate context of the 2018/19 financial year, the key targets are achieving a balanced overall budget outturn position and successful delivery of approved savings and key service performance indicators.

5. Financial impact

- 5.1 Delivery of a balanced budget in any given year is contingent upon the development, and subsequent delivery, of robust savings, alongside management of all risks and pressures, particularly those of a demand-led nature.

6. Risk, policy, compliance and governance impact

- 6.1 An annual report on the risks inherent in the budget process is considered by the Finance and Resources Committee, usually in January, and referred to Council as part of setting the revenue and capital budgets.
- 6.2 The savings assurance process is intended to ensure that, as far as is practicable, those proposals approved by Council deliver the anticipated level of financial savings in a way consistent with the expected service impacts outlined in the respective budget templates. Subsequent delivery is reported to the Finance and Resources Committee on a quarterly basis.
- 6.3 Wider progress in the delivery of targeted outcomes is assessed as part of annual performance updates, the most recent of which was reported to Council in [November 2017](#). Going forward, Executive Committees will consider an overview of performance relevant to their area, scrutinising indicators, improvement actions, issues and opportunities, on an annual basis.
- 6.4 The performance framework will be reviewed annually and will include refreshing the measures, actions, milestones and targets to ensure that the data collected is useful in terms of being able to measure performance and delivery against strategic aims, outcomes and commitments. This annual cycle will ensure that the framework provides timely information needed to lead and scrutinise performance but with enough flexibility to be able to change and adapt as necessary.
- 6.5 The effectiveness of the Council's wider governance framework is similarly assessed on an annual basis, with [the most recent such review](#) reported to the Governance, Risk and Best Value Committee on 28 November 2017.

7. Equalities impact

- 7.1 Proposals comprising the budget framework are assessed for their corresponding potential equalities and human rights impacts. The results of this assessment are reported to the Finance and Resources Committee to allow members to pay due regard to them in setting the Council's budget.

8. Sustainability impact

- 8.1 The proposals comprising the budget framework are also subject to an assessment of their likely corresponding carbon, climate change adaptation and sustainable development impacts, with the results reported to the Council as part of annual budget-setting.

9. Consultation and engagement

- 9.1 As in previous years, the Council's budget framework for 2018/23 was the subject of a number of weeks' engagement, with the key findings reported to the Finance and Resources Committee on 8 February 2018.

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10. Background reading/external references

[City of Edinburgh Council 2016/17 Annual Audit Report to the Council and Controller of Audit](#), Governance, Risk and Best Value Committee, 26 September 2017

[Implementing the Programme for the Capital – Council Performance Framework 2017/22](#), City of Edinburgh Council, 23 November 2017

[Corporate Governance Framework 2016/17](#), Governance, Risk and Best Value Committee, 28 November 2017

[Accounts Commission – Local Government in Scotland – Financial Overview](#), Governance, Risk and Best Value Committee, 16 January 2018

11. Appendices

One – [Accounts Commission – Local Government in Scotland – Performance and Challenges 2018](#)

Education, Children and Families Committee

10.00am, Tuesday, 14 August 2018

Play schemes for Children with Disabilities Progress Report

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

Executive Summary

The Council provides a Holiday Activity Programme for Disabled Children and Young People ("the play scheme").

The Council reported to Education, Children and Families Committee in March 2018 that the service would be brought in house for the Easter and summer holiday play schemes.

A Senior Manager has been appointed on a 6 month basis to conduct a full review on the provision of this service.

Play schemes for Children with Disabilities Progress Report

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 note this report.
 - 1.1.2 request a further report on the outcome of parental engagement and consultation on the future management of the holiday activity play scheme in December 2018.

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 year's 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.

3. Main report

- 3.1 Further to previous reports on the children's disability social work service and the holiday activity play scheme, a senior manager has been appointed on a 6-month basis to conduct a full review of the ways in which we assess, prioritise and provide social work and social care services to children affected by disabilities and their families.
- 3.2 The service will undertake this review with full engagement and consultation with families. Since June, a working group of parents has been in regular contact with the senior manager and consultation will extend to all potentially affected children, young people and families. Future provision will be designed with families. The

consultation will include term time support, out of school activities and transition to adult services.

- 3.3 A consultation report has been prepared for parents. A full report will be brought to committee with recommendations for future service provision once the outcomes of consultation are clear and agreed with the families affected

4. Measures of success

- 4.1 Numbers of children using the play scheme.
- 4.2 Results of parental consultation.

5. Financial impact

- 5.1 The total estimated value of the previous contract to the Council, including extensions, was 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.
- 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.

9. Consultation and engagement

- 9.1 A paper has been written and shared with parents and stakeholders as part of a consultation on the format of the play schemes for children with a disability.
- 9.2 Consultation meetings with parents have been arranged.
- 9.3 Consultation with potential providers has taken place.

10. Background reading/external references

- 10.1 N/A

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11. Appendices

- 11.1 N/A

Education, Children and Families Committee

10am, Tuesday 14 August, 2018

Sport and Outdoor Learning

Item number	7.9
Report number	
Executive/routine	
Wards	All
Council Commitments	17 , 28 , 39 , 42 and 47

Executive Summary

The Sports and Outdoor Learning Unit (S&OLU) is now part of the recently created Lifelong Learning service. The Unit provides front line service delivery for children, young people and adults engaging in sport and physical activity both in schools and in community settings.

The body of work is wide ranging and covers team and individual sports, the support of school to club links, facility developments, small grant awards, the development of coach education, community sport hubs, active travel, outdoor learning, residential outdoor centres and the acquisition of achievement awards.

The S&OLU consists of Active Schools Co-ordinators, Sports Coaches, Outdoor Instructors, Swimming teachers and other Development Officers with project specific remits. These members of staff lead the learning and coaching, organise tournaments and festivals, adventure activity trips, coach and support others to do so or are involved in planning aspects of getting participants of all ages more active, more often.

We currently receive a high level of external funding from a range of partners including national governing bodies, the national agency for sport, sportscotland, other local authorities and the private sector. In 2017-18 the level of external funding to the Unit exceeded a million pounds.

Please note this report does not include the work of Edinburgh Leisure. A separate report is scheduled as part of their Annual Report in September.

Sport and Outdoor Learning

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the scope of work and the impact on key outcomes.
 - 1.1.2 Note the importance of the connecting links and pathways between physical education, active schools and community sport and the success of this approach in Edinburgh.
 - 1.1.3 Note the high level of external funding secured by the Sports and Outdoor Learning Unit and the fine example of transformational change shown by the self-funding success of the Residential Outdoor Centres
 - 1.1.4 Agree the intention to create a new Physical Activity and Sport Strategy for the city from 2019 onwards following full assessment of the emerging priorities from the Local Improvement Plans (LIP's) and other key funding arrangements.
 - 1.1.5 Agree a further and more detailed report on Community Asset Transfer of sports facilities shall be presented to this Committee in 2018-19.

2. Background

- 2.1 Sport and Outdoor Learning is reported to both the Education, Children and Families Committee as well as the Culture and Communities Committee. This is the first report on the work of the Sports and Outdoor Learning Unit to Education, Children and Families Committee since the election of the new administration and the recent organisational review that created the new Lifelong Learning service.

3. Main report

The key areas of work are as follows:

3.1 Active Schools

The Active Schools team consists of 16 full time and 8 part time Active Schools Co-ordinators and an Active Schools Manager. There is an Active Schools Co-ordinator based in each High School and he/she is also responsible for the feeder

primary schools. The team is split across the four localities: North West, South West, North East and South East.

In our annual return for sportscotland, Edinburgh reported 482,414 participant sessions. This figure is the total number of visits that pupils have made to 'Active Schools' activities in 2016/17. The number of distinct participants taking part in Active Schools clubs rose to 38% of the school roll, an increase of 6% from the previous year. This equates to 17,878 pupils getting active through Active Schools, (12,163 primary; 4598 secondary).

In total 59 different sports and activities took place across the city. Active Schools are currently working with 1200 volunteers who either lead or assist in the delivery of the activities and this figure includes over 400 senior pupils. There are 120 local community clubs who work in partnership with Active Schools in Edinburgh developing and supporting sustainable pathways from school to club.

Active Schools hosted a number of major events this year. The annual P6 event, 'Games @ the Hub' which took place in May was attended by 1800 pupils from 70 schools. 2018 saw the bi annual Awards and Recognition Night where 350 coaches, volunteers, young leaders and club were recognised and rewarded for their hard work and commitment to getting more young people more active more often.

The Active Schools team continue to work collaboratively with the PEPAS, (Physical Education, Physical Activity and Sport) forums working on P7 transition events and ensuring there is a pathway between primary and secondary schools and into the community. There are 298 teachers currently delivering voluntarily in the extra-curricular programmes across the city.

Working in partnership with schools is key to ensuring there is continuity between what is delivered during curricular and extra-curricular time. PE specialists and school teachers are an integral part in planning what provision is offered to the pupils before and after school and at lunch times.

Reducing inequalities within Edinburgh is one of the councils' main objectives, with 21% of Edinburgh's children growing up in poverty. Active Schools are working hard to provide equal opportunities removing any barriers stopping young people getting active. It is essential that we work with senior school staff and guidance to identify these pupils and encourage their involvement. Case studies have shown that involving pupils in extra-curricular activities has helped them engage with school life and their performance at school improves.

All 23 High Schools are registered in the Young Ambassador programme (a national initiative). In Edinburgh there are 46 young people recruited as ambassadors for sport across the city.

In total over 400 senior pupils are engaged with Active Schools and delivering extra-curricular sessions. These young people are given the opportunity to access training in essential lifelong skills such as First Aid, Safeguarding and Protecting Children and Positive Coaching Scotland courses, through the Active Schools "Fit to Coach" programme. The young people are also given the opportunity to gain UKCC sporting qualifications in their chosen sport. These opportunities not only

develop them professionally but also develop their personal skills, which supports and enhances their life after school.

Achieving the sportscotland 'School Sport Awards' is an excellent example of collaborative working between Active Schools, the school and the wider community. The award is designed to encourage schools to continuously improve Physical Education and school sport opportunities. The award helps provide the opportunity for Active Schools and school staff to self-reflect and identify areas to help inform future plans and puts young people at the forefront of the decision making and planning of Physical Education and school sport.

Over the last year sportscotland have undertaken research to understand the impact of their work along with partners in 'schools and education' and 'clubs and communities' portfolios and our contribution to the Active Scotland Outcomes Framework (ASOF). Some of the research has shown that 76% of young people feel more confident in sport and activity, 83% have learned a new skill (aligned to the ASOF improving confidence and competence). 98% feel healthier, 92% are more confident, 87% have made friends from taking part in Active Schools clubs (aligned to ASOF 5 supporting wellbeing and resilience in communities through physical activity and sport). These are extremely positive statistics and demonstrate how they align to the wider educational priorities.

3.2 Primary School Swimming/Swimming Top Up

Curricular Swimming

The City of Edinburgh Council's Swimming Teachers deliver curricular swimming lessons to primary aged children from P3 to P7. The aim is for each child to reach the stage of achieving Certificate 5 (C5) whereby the Council deems them to be a safe swimmer. All primary schools are offered curricular swimming and the aim is to provide each pupil with 20 lessons over the course of their primary schooling.

S&OLU employs 8 teachers (5.1FTE) to deliver the programme. The lessons take place across the city in a combination of school and public pools. A teacher takes a maximum of 20 pupils per lesson for safety reasons if teaching alone. Swimming is a critical life skill and Edinburgh Council's commitment to swimming delivery in the curriculum is widely admired by Scottish Swimming and other local authorities. See article in S&OLU Spring 2018 Newsletter (Appendix section).

In 2016/17, 6350 pupils took part in curricular swimming.

The Edinburgh Primary Schools Swim Relay Gala and Diving competition is held annually at the Royal Commonwealth Pool. It is organised by the Swim team, and this year 45 primary schools and over 500 pupils took part.

Swimming Top Up

The 'Swimming Top Up' was initially a pilot programme funded by the Scottish Government to support the improved delivery of swimming lessons for primary school children across Scotland.

This funding provided a swimming instructor (or instructors) to work alongside the swimming specialist to support curricular swimming. The higher teacher-pupil ratio provides more support for weaker or non-swimmers.

The Government funding finished but this year we accessed funding from the Glasgow 2018 legacy fund. £8000 has allowed us to provide Swimming Top Up to 18 primary schools in the most disadvantaged areas of Edinburgh. Working in partnership with Edinburgh Leisure we have provision in place from January to December 2018. It will impact around 400 pupils learning to swim. This is vitally important because in some of these schools, curricular swimming lessons are the first time some children have been in water or in some cases seen a swimming pool.

‘There is a direct correlation between a pupil’s economic background and learning to swim, so for some children if they don’t learn to swim at school, they won’t learn at all’ (Sharon MacDonald, Scottish Swimming).

In recognition of the importance of this issue Active Schools have recently introduced a new extra-curricular Swim programme that is offered free to pupils receiving FSM (free school meals).

3.3 Physical Education

The Council has committed to achieving the Scottish Government targets of 2 hours of PE in Primary and 2 periods in Secondary Schools (S1-4 only). In 2017-18 we achieved the PE target of 100% in high schools for the first time. There are still some primary schools with facility challenges and rising school roles which can make the target difficult to achieve. Some primary schools are being creative with their timetables and the use of outdoor spaces to meet the 2 hours per week for all pupils.

We have a part time Physical Education Lead Officer (PELO) responsible for organising and conducting working groups, sharing practice, developing cluster work and delivering and developing CPD. The PELO also has a focus on the schools not meeting the PE target.

A significant development has been the introduction of PEPAS (PE, Physical Activity and Sport) working groups in each cluster. 24 groups are now active, one in each cluster plus a group for the Special Schools. These working groups have included representation from high schools, primary schools and Active Schools in each cluster. The success of these groups is shown by the pathways developed for pupils, regardless of age and stage, which allows them to participate in PE, physical activity or sport in their chosen activity.

May 2018 saw over eighty delegates attend Edinburgh’s first every PEPAS conference bringing professionals from each sector and with input from Education Scotland and sportscotland.

‘We recognise Edinburgh as being one of the leading Local Authorities developing PEPAS’ (Suzanne Hargreaves, Education Scotland).

Statistics on schools achieving 2 hours/2 periods of PE per week (S1-4 only in high schools)

Year – HS/PS	Number of schools	Number of schools achieving PE target	Percentage of schools achieving PE target
2015/16 – PS	88	81	92%
2015/16 – HS	23	22	96%
2016/17 – PS	88	85	97%
2016/17 - HS	23	22	96%
2017/18 – PS	88	82	93%
2017/18 – HS	23	23	100%

3.4 Cycle Training

The City of Edinburgh Council works in partnership with Cycling Scotland to deliver cycle training in primary schools. We successfully apply for funding annually which funds a part time co-ordinator, mentors who assist our volunteer trainers and pays for teacher cover to allow for teacher training. Edinburgh's Active Schools Co-ordinators have a significant remit to recruit volunteers, deliver training to staff and volunteers and to co-ordinate training across cluster schools.

'Bikeability' is accredited cycle training delivered to schools at levels 1, 2 and 3, and is designed to give children the skills and confidence they need to cycle safely on today's roads. Level 2 is taught on-road and teaches children the skills necessary to be able to negotiate most on-road situations.

Bikeability Statistics (Nb. 2017-18 data to be collated end of June 2018)

	2015-16	2016-17
Number of schools delivering cycle training	39	66
% schools delivering cycle training	44%	75%
Number of pupils receiving cycle training	1915	2590
Number of P6 pupils receiving cycle training	1735	2113
% P6 pupils receiving cycle training	47%	54%
Number of schools using a mentor	25	39

3.5 Active Travel (Bike4Ever)

We are working in partnership with Smarter Choices Smarter Places who have funded a new project which provides bike clubs in high schools. Initially, funding is for 8 clubs and if successful more will be established. Six of these clubs are

underway with a further two to start in August 2018. The project has been named Bike4Ever and the aim is to provide pupils with the skills to make journeys on their bikes and to use the local network of cycle routes around their schools and neighbourhood.

54 pupils from six schools (Castlebrae, Gracemount, Leith Academy, Liberton, Tynecastle and WHEC) currently participate in this programme. Forrester and Craigroyston are set to enter the programme in 2018-19.

3.6 School based Community Sport Hubs

Community Sport Hubs are a national initiative (funded by sportscotland) designed to improve school to club links and develop partnerships with sports clubs and other community organisations. The S&OLU has taken the lead role in developing six school based Community Sport Hubs initially at Forrester/St Augustine's HS Campus, Broughton HS, The Royal High School and more recently at Portobello HS, James Gillespies HS and Liberton HS.

The S&OLU also has a key involvement in the area Community Sports Hub for SW Edinburgh, which is a partnership with Heriot Watt University. The Lifelong Learning Development Officer post linked to this Hub is fully funded by sportscotland.

The Community Sports Hubs have resulted in significant success in terms of club engagement and participation. A total of 87 sports clubs and organisations are affiliated to the 7 Hubs, which is an increase of 21% over the last 5 years. Club playing membership has increased hugely from 2480 at the inception of the hub programme, to a current total of 12,422 active participants. The total number of coaches and volunteers delivering within the hubs has increased from 243 to 1,466 over the last 4 years, with 79% of the deliverers being volunteers.

There are many excellent examples of partnership programmes between the hub clubs with schools and communities across the city. Many of which specifically target girls participation, as well as creating opportunities for those children and adults living in areas of higher deprivation. A key target for the hubs going forward is to work towards the Active Scotland outcomes, focusing on increasing the number of people of all ages taking part in physical activity.

3.7 Sports Development

The S&OLU has four full time Sports Development Officers and these posts and associated programmes are funded in partnership with the National Governing Bodies (Scottish Football Association, Scottish Rugby Union, Cricket Scotland, Badminton Scotland and Tennis Scotland). These programmes include curricular programmes, after school clubs, organisation of festival and tournaments, player development centres, coach education and support and development of clubs through quality mark schemes.

The coach education programme is huge and each year well over a thousand volunteer sports coaches are put through a variety of courses from introductory level to UKCC Level 2. All our Sports Development Officers hold tutor status. Our ability to do this in-house is a very cost effective method and provides a high level of quality control as well as being an excellent way to develop relationships with clubs.

3.8 Lifelong Learning Sport and Physical Activity Development Officers

As part of an organisational review in 2016-17 that led to the creation of the Lifelong Learning service four new posts of Lifelong Learning Development Officers (Sport and Physical Activity) were created. These posts are specifically based in the four neighbourhood sectors of the city and are focussed on engaging people of all ages in sport and physical activity and addressing any related concerns by local communities through their Local Improvement Plans (LIP's).

The staff in these positions have only been in place for just over six months but are actively involved in developing a variety of initiatives such as organising local Walking and Cycling festivals, local Holiday programmes, engaging in the establishment of Physical Activity Alliance Groups in each locality and developing partnership work with local clubs and community organisations.

3.9 Transfer of Management of Secondary School Sports Facilities to Edinburgh Leisure

Following approval by the Corporate Policy & Strategy Committee in June 2016, a staff member of the S&OLU (supported by colleagues from Finance, HR, Legal and FM) has led on the transfer of management of secondary school sport facilities to Edinburgh Leisure. As of end of May this year, sport facilities at 19 secondary schools have transferred to Edinburgh Leisure with the final schools scheduled to be transferred by the end of 2018.

Given the size of operation at Wester Hailes Education Centre and the existing leisure nature of this facility a separate sub-group has been established to take forward this specific operation. Senior officials from Schools and Lifelong Learning and Edinburgh Leisure meet on a monthly basis to monitor progress.

3.10 Major Facility Developments

Meadowbank Sports Centre

Meadowbank Sports Centre is a key strategic priority for the Council. The S&OLU have led on consultation and engagement with stakeholders and worked with the project team to develop the design of the new facility.

The detailed planning application for the new sports centre has been submitted and the project is currently out to tender. The existing sports centre was closed at the end of 2017 with surveys and decommissioning taking place over the last few months prior to demolition. Construction of the new sports centre is scheduled for around autumn 2018 with the new building scheduled to open to the public in 2020.

We are also working with colleagues from Arts and Creative Learning, Culture Service and Procurement to animate the hoarding around the site. This will also involve pupils from Edinburgh primary schools creating artwork to be displayed around Meadowbank.

Hunter's Hall Park

Plans have been developed to construct cycling facilities and new 3G pitches at Hunter's Hall Park and a planning application has been submitted. Officers from the S&OLU are taking this project forward and the initial focus will be on the development of a new outdoor velodrome and two 3G pitches. The redevelopment of Jack Kane Sports Centre / Jack Kane Community Education Centre has been put on hold due to the loss of indoor space in the city whilst the new Meadowbank Sports Centre is being constructed. Project costs are currently being reviewed and our staff team will be engaging with stakeholders prior to finalising plans and going out to tender.

3.11 Club Facilities and Community Asset Transfers

We also consult and work in partnership with clubs regarding a range of facility development issues. In the past year we have created a new partnership arrangement with the Queensferry Sports and Community Hub to manage a new 3G synthetic pitch adjacent to the new High School. This has allowed for construction on the new school to commence and despite the temporary loss of playing fields this initiative shall allow for the continuous provision of both physical education and community sport.

Staff in the S&OLU are also actively engaged in a range of enquiries from sports clubs and community organisations around community asset transfers of pavilions and pitches owned by the Council.

We anticipate this topic of community empowerment may be of particular interest to elected members and a more detailed specific update on progress of applications and the actual Asset Transfer process shall be provided to this committee at a future date in 2018-19.

3.12 Physical Activity and Sport Grants

The Physical Activity and Sport Fund is an annual grants programme, where organisations can apply for funding up to a maximum of £5,000. The Physical Activity and Sport fund provides organisations with the means to increase participation and help people to lead a healthy lifestyle. It specifically targets equalities issues such as enhancing opportunities for girls to play sport and assisting people on low income and/or living in an area of multiple deprivation. The funding can be used to pay for a wide range of project running costs. It will not fund: individuals, travel expenses, accommodation, training or residential camps or non-essential merchandise. In the year 2017-2018, £38,000 was awarded to twenty seven sports clubs and community organisations.

There is an additional small grants fund that assists talented pupils (up to a maximum of £150) with costs involved in being selected for national training camps and international competition.

3.13 Coaching Edinburgh

Coaching Edinburgh is a scheme that provides CPD courses and coach education support to people coaching in Edinburgh. The programme has provided discounted workshop spaces and scholarship funding to sports coaches and club members in the city. In 2017/18 forty three coaching scholarships were granted and over 300 sports coaches and club members attended our workshops.

Our current Partnership Agreement with sportscotland outlines the importance of coach and volunteer development. Key areas for focus include:

- recruitment and deployment strategies
- coach education
- partnerships between sporting and non-sporting volunteer agencies
- public recognition for volunteering
- volunteer management practices
- access to volunteer training and development opportunities

3.14 Edinburgh Primary Schools Sports Association

Children and young people progress in sport through exposure to competition. In recognition of this the S&OLU second a teacher (for one day a week) to organise the 'Edinburgh Primary Schools Sport Association Festival and Events' programme. This covers a wide range of activities – both indoor and outdoor sports. In the past academic year 90 Primary Schools took out membership of EPSSA in order to enter these events (NB: membership is also open to independent schools).

In total 11,774 children took part in 36 EPSSA events in 2016/2017.

In addition to this we have the largest Soccer Sevens programme in the country. On Saturday mornings during 2017-18 over two thousand boys and girls represent their Primary School teams in seven –a –side matches throughout the city (a total of 201 teams - 86 teams at P4/P5 and 115 teams at P6/P7). This is a building block to becoming involved in club football and possibly the Football Performance Schools and Girls Academy programmes (see section 2.16).

3.15 School Sport Competition

In partnership with sportscotland the Council has created a new post for a Schools Sport Competition Officer. The post is initially funded for two years and aims to bring new people into school sport competition, i.e. those who enjoy sport but do not normally compete in teams or regular fixtures.

The post started in September 2017 and between December 2017 and June 2018, seventeen new events were provided for pupils in S1-S3. The events were in netball, volleyball, cricket, athletics (giant heptathlon and cross country) and water polo. The average attendance for each of these events was eight schools with approximately sixty pupils attending each event. To date twenty one of the Secondary Schools have participated in the first year events programme.

In the next session we intend to introduce four new sports; 3v3 basketball, rugby, tennis and table tennis.

The programme has also provided leadership opportunities for people and has involved twenty eight young leaders (8 from Universities and 20 senior pupils), twenty nine club volunteers and five National Governing Body staff.

We are examining ways to increase the sustainability and accessibility of the programme and are looking to provide food and water at each event and free travel on public transport. We also aim to involve new teaching probationers to run some of the events next year.

3.16 Performance Programmes

3.16.1 City of Edinburgh Schools Sports Academy

Developing potential is a key aspect of our work. The City of Edinburgh Schools Sports Academy is an extra-curricular programme and takes place on Friday afternoons and midweek evenings plus holiday camps. It is a stepping stone programme designed to assist our school pupils achieve selection to East of Scotland Regional Squads and then onto National squads. We have over the period of the last few years consistently achieved an 80% success rate.

There are 115 athletes in the 2017-18 programme (53 boys and 62 girls). There are 17 different Secondary Schools represented in the programme. There are currently five sports in the programme – Badminton (19), Cricket (27), Girls Football (24), Netball (31) and Rugby (14). Discussions are currently in progress with the National Governing Body regarding Volleyball entering the programme in 2018-19.

The programme is divided into two categories – a Development phase (generally P7/S1 pupils) and a Performance programme (generally S2 pupils and above).

3.16.2 Football Performance Schools (SFA Performance School at Broughton High School and Hearts Performance School at Balerno High School).

This is part of a national initiative covering seven regions of Scotland. It is a four year programme commencing in S1 and is for the best young players in the country. The programme combines their education with football training. The players receive football development activity every day in school and the aim is to improve the individual players through a programme of technical and game awareness activities.

These players are expected not only to enter the world of Professional football but the project expectations are designed around producing footballers of the highest calibre fit for international standard.

Celtic and Rangers operate their own programmes with the approval of the SFA. The other 'big clubs' have held the ambition to do likewise and now Hearts have taken steps to set up their own programme.

Their preferred choice of school was Balerno HS which is in very close proximity to the Hearts training base at Heriot Watt University. We (CEC) also recently installed a very good 3G synthetic pitch beside the school (Malleny Park) that is perfect for their training needs.

3.17 Outdoor Learning

The Outdoor Learning Team forms an integral part of the S&OL Unit. In line with the transformational change process, an organisational review was completed in 2017. This new structure ensures there is the breadth and depth of appropriate skills, knowledge and experience to support the long term sustainability and development of the Outdoor Learning Team and the four Centres. The structure includes a new Schools and Communities Development Officer who is working with schools and partners to develop school and community based outdoor learning in and around Edinburgh; and a new Sales and Operations Officer to support vital investment in infrastructure and resources.

3.18 Outdoor Centres:

Outdoor Centres (Benmore, Lagganlia and Bangholm)

Benmore Outdoor Learning Centre in Benmore Botanic Gardens, near Dunoon, and Lagganlia Outdoor Learning Centre in Glen Feshie, near Aviemore, are residential centres in unique locations within Scotland's two National Parks. They are owned and operated by The City of Edinburgh Council. These locations provide outstanding opportunities for children, young people and others to experience inspirational outdoor and adventurous learning in wild surroundings.

Visits can often be a participant's first taste of an adventurous activity and/or the opportunity to be challenged within a different context. This can generate a lifelong love and interest for specific activities, which are continued in and around the Edinburgh area.

In 2016, the Education, Children and Families Committee supported the recommendation that The City of Edinburgh Council's Primary Schools choose Benmore or Lagganlia as their first choice of a fully serviced residential outdoor learning week, providing there is available space during the peak period of mid February through to mid November.

The residential Centres are extremely busy with nearly no school availability for 2018/19, as evidenced by schools visiting the Centres from mid-January to mid-December.

The number of The City of Edinburgh Council's Schools visiting Benmore and Lagganlia during the 2016/17 academic year increased by 21% to 81, compared to 2015/16. This is compared to 56 in 2014/15. An increase in use by The City of Edinburgh Council's Schools is expected to continue.

The number of The City of Edinburgh Council's pupils visiting Benmore and Lagganlia during the 2016/17 academic year increased by 10% to 3201, compared to 2015/16, with a further 10.5% increase expected between 2016/17 and 2017/18.

Table 1 Increase in the number of The City of Edinburgh's Schools' pupils attending Benmore or Lagganlia

2015/16	2016/17	2017/18 (estimated)
2912	3201	3540

An online residential questionnaire, introduced in mid-September 2017, provides consistent evaluation feedback across both residential Outdoor Centres.

It asks probing questions about our Centres and the impact on key outcomes. Results are available to schools and other groups to support their self-evaluation and improvement; and provide feedback to Parent Councils. Feedback continues to indicate very high levels of satisfaction and impact. The impact of our centres across all statements is shown by mean/average scores of 96% ('strongly agree' and 'agree') and 75% ('strongly agree'). The feedback supports development planning, particularly linked to improving how residential excursions fit into the school curriculum through effective pre and post learning.

The residential outdoor centres continue to demonstrate a very strong financial performance and provide a very fine example of transformational change. Combined income continues to grow year on year.

Table 2 Combined Income – Residential Outdoor Centres

2013/14	2014/15	2015/16	2016/17	2017/18
£1,585,208	£1,699,307	£1,737,944	£1,892,835	£2,008,907

The provision to carry forward any budget surplus generated in a financial year is critical to securing sustained investment in infrastructure and resources at the two residential centres. This allows us to maintain and develop our excellent provision, reputation and support for the citizens of Edinburgh. The allocated investments include internal building improvements to Benmore/the Bernice Farmhouse and Lagganlia; fibre connectivity; a new website; new resources to support significant growth; snowsports centre at Lagganlia; and road improvements in partnership with the Forestry Commission.

The 2017/18 surplus was £140,818.

A new charity is being established at Benmore: Friends of Benmore Centre. Friends of Lagganlia already exists. Amongst many aims, both charities will provide resources to support Edinburgh's young people in attending a residential experience.

The Bangholm Outdoor Learning Centre is a city based non-residential centre located on Craighall Gardens in North Edinburgh. Bangholm staff focus on excursion approval (UK and overseas); specialist technical advice; achievement awards (Duke of Edinburgh's Award, John Muir Award and Junior Award Scheme for Schools); Curriculum for Excellence advice and support; outdoor learning partnership working; delivering training and specialist courses, equipment loans and targeted direct delivery to children, young people and others.

Current development work across all three outdoor centres includes: (i) signposting young people and families to affordable provision so they continue adventurous activities in and around the Edinburgh area; (ii) supporting poverty proofing via the 1 in 5 Project; (iii) utilising the Bernice Farmhouse (Benmore) as an affordable resource for community/school groups to deliver targeted provision to vulnerable and priority users; (iv) a new Snowsports Centre in Lagganlia for 2019; and (iv) servicing predicted increases in demand due to increasing school rolls.

3.19 The Risk Factory

The fourth and additional Centre within our S&OL Unit is the Risk Factory. Located in the Chesser area beside the Water of Leith (Southwest Edinburgh), it is an interactive centre primarily focused on delivery community safety provision to children and young people. The Centre 'manufactures' everyday risks in a safe environment with the aim to teach how to deal with or avoid risks. Risk is an essential part of Outdoor Learning and a water hazard is one of the key stations.

Four local authorities fund the Centre: The City of Edinburgh, East Lothian, Midlothian and West Lothian Councils. The core provision focuses on providing free P7 places to schools.

For 2016/17, 86 out of 88 The City of Edinburgh primary schools attended The Risk Factory (one school did not attend as it is a composite school and visits every two years). Two full time employees (City of Edinburgh Council) operate and organise the facility alongside a significant number of volunteers.

The Risk Factory is an excellent example of delivering high quality provision through effective recruitment, training and deployment of community volunteers; and forging sustained relationships with community partners. Key partners include Police Scotland, Scottish Fire and Rescue Service, SP Energy Networks, SEPA, Scotrail, Network Rail, RoSPA and Electrical Safety First.

The Risk Factory remains very popular with The City of Edinburgh and other local authority schools with high levels of satisfaction (Tables 3 and 4).

Table 3 Change in the Number of Funded P7 Participants

	2014/15	2015/16	2016/17	2017/18 (estimate)
The City of Edinburgh pupils	3295	3155	3516	3669
Total (all 4 LAs)	6949	6857	7397	

Table 4 Overall Satisfaction Levels (all Local Authorities)*

Very Good	Good	Satisfactory/okay
92%	7%	1%

*262 responses

The Friends of the Award (FOTA) moved into the Risk Factory in December 2017, which shall further support community partnership working.

Future development work will include: (i) creating a financially sustainable model, which will allow this vital, innovative and unique provision to continue; (ii) enhancing delivery to include opportunities to apply safety and risk knowledge, skills and experience outdoors within the local area and beyond; (iii) exploring opportunities to deliver community safety to other user groups; (v) developing joint community partnership work with FOTA; and (v) considering widening the scope of community safety scenarios and learning.

3.20 Outdoor Learning: School and Community Based Learning

Outdoor learning continues to be a dynamic and engaging context for the delivery of a wide range of outcomes. The policy framework for outdoor learning is well established within Scotland's Curriculum for Excellence. 'Outdoor Learning' is one of the three core strands of Learning for Sustainability, alongside Global Citizenship and Sustainable Development Education.

The S&OLU works with stakeholders to embed outdoor learning as a regular, progressive and planned experience for children, young people, and adults. The Unit delivers an extensive programme of highly-rated training, support and professional development. This is evidenced in the December 2017 Education, Children and Families Committee Outdoor Learning and Excursions Policy Reports.

In 2017, the S&OL Unit established The Edinburgh Teachers' Outdoor Learning Forum. The group has developed an exciting new resource for Edinburgh young people, schools, families and communities to explore the outdoors through activity and play: '50 ways to experience outdoors in Edinburgh before you're 11 ¾'.

The aim is to inspire and support users with practical ideas for accessing and exploring local communities and less familiar places around Edinburgh. The S&OL Unit and this group will promote and develop the resource so it is far reaching and provides a valuable link between schools, families and communities. The resource will be launched in June/July 2018.

The S&OLU established the Edinburgh Outdoor Learning Network. This brings together partners who are engaged in school and/or community based outdoor learning. Recent development work includes sharing best practice; providing partners with information about The City of Edinburgh's locality improvement approach; and exploring how partners can support the Locality Improvement Plans (LiPs).

The S&OLU works closely with many partners including the Friends of the Award (FOTA, The Green Team; Bridge8; All Ability Bike Club; the Duke of Edinburgh's Award, Scotland; and the Water of Leith Conservation Trust. These partners have a significant impact on school and community based outdoor learning. Evidence of high quality partnerships was presented in the December 2017 Education, Children and Families Committee Outdoor Learning Report.

The S&OLU will soon be writing to Primary and Special schools about an exciting new outdoor learning challenge day at Holyrood Park. This is being organised by a group of teachers and outdoor learning partners, and will be held in September. The event will be free to The City of Edinburgh schools and involve a range of exciting adventures within the Park. This builds on the success of our Secondary School Convener's Challenge, which is an adventure race across the Edinburgh area, delivered in collaboration with outdoor learning providers, and finishes at The City Chambers. These events allow young people to explore new areas of Edinburgh; try different activities; become familiar with different community based partners; and learn more about Edinburgh's landscape and culture.

3.21 Outdoor Learning: Wider Achievement

3.21.1 Duke of Edinburgh's (DofE) Award

During 2017/18, a very impressive 1390 young people started a DofE Award (Bronze, Silver, Gold).

Table 5 Change in the number of DofE Starters

	2015/16	2016/17	2017/18
2017/18 DofE Starters (April – March)	1271	1343	1390

Duke of Edinburgh's (DofE) Award contributions within Edinburgh communities are significant. The below table illustrates the vast contribution made by participants through the Volunteering section and by leaders.

Table 6 Estimated DofE Participants' and Leaders' Contributions to their Community

	2016/17	2017/18
Estimated values of DofE's participants' contributions to their community through the Volunteering section*:	24,345 hrs and £98,597*	25,380 hrs and £102,789*
Estimated values of DofE's Leaders' contributions to their community*:	160,787 hrs and £1,607,870**	167,851 hrs and £1,678,510**

Official data provided by the Duke of Edinburgh's Award. Explanation: * Based on national minimum wage for a 16 year (£4.05 per hr) old multiplied by the number of volunteered hours. **Based on average hourly rate for a youth worker (£10.00 per hr) multiplied by the number of volunteered hours

The breakdown by gender in terms of enrolment in 2017-18 was 57% female and 43% male. The total number of award groups in Edinburgh stands at 50. The S&OLU supports 193 volunteers through guidance, regular training and updates. The flexibility of the DofE allows it to be accessed by young people in a variety of establishments. In the coming year, we hope to continue this trend with DofE centres being established in Castlebrae and Drummond High Schools plus Fet Lor and Granton youth centres. This will ensure that there is a local award group in every Secondary School in Edinburgh and a widening offer beyond schools.

In 2018, the Bangholm Outdoor Centre staff have increased a programme of direct DofE expedition delivery to support certain schools. This provides affordable provision and a sustainable model is being explored and developed for post 2018.

The S&OLU has an effective working partnership with the Friends of the Award (FOTA) Charity. FOTA targets resources to ensure that the DofE Award is open to all young people. It undertakes significant community based DofE work; demonstrating in 2017 an 18% increase in participant adventure days from 2016 (6377 days) and supported 1026 young people in completing their qualifying ventures – a 9% increase from 2016 and a 92% increase from 2013. In 2017, FOTA celebrated 20 years of successful work. Part of a quote from FOTA's 2017 Annual Report:

'CAMHS in Edinburgh is delighted with the continuing partnership with FOTA. Young people experiencing mental health problems often require support and encouragement to develop skills and confidence to move into community life, work

and education. The Duke of Edinburgh's Award programme delivered by FOTA has provided a structure for young people to plan goals and to take first steps to become involved in groups and activities' (Gwyneth Bruce, Senior Occupational Therapist at CAMHS).

3.21.2 Junior Award Scheme for Schools (JASS)

JASS is a progressive and accredited learning programme for young people (5-13), which has been designed to recognise wider achievement. It is an excellent precursor to participation in the DofE Award. It develops the whole individual by offering recognition in four key areas – regular physical activity (Get Active, Stay Active), exploring a personal interest (My Interests), working for the good of the community or the environment (Me and My World) and completing an outdoor activity or challenge (Adventure). It is designed to support school and/or community based learning and participants move through the levels with increasing commitment, learning, and challenge.

JASS is jointly owned by the Friends of the Award (FOTA) and The City of Edinburgh Council. Its popularity continues to grow and is sold throughout the UK and beyond:

Table 7 Number of JASS packs and continuation bundles sold via the Friends of the Award

2015/16	2016/17	2017/18
9,748	10,116	10,771

During 2017, FOTA has researched and developed JASS to enable it to be used by younger age groups. JASS is being used successfully within the youth work environment, including new links with the Boys Brigade. It is extending its reach to other organisations, including the Confucius Institute for Scotland's Schools at Strathclyde University; and Cumbria Police who are using JASS as an early intervention and engagement tool.

3.22 Outdoor Learning: Excursions – Policy and Practice

The S&OLU is responsible for the Communities and Families (C&F) Excursions Policy. This provides employer guidance and an approval framework for all C&F excursions; ranging from regular and routine local offsite learning to more complex overseas excursions and adventurous activities in more remote locations. An effective policy facilitates staff and volunteers in taking learning and activity beyond sites into communities and further afield.

The Team approved 851 excursion requests between August 2016 and July 2017 (Category Three and Category Four - adventurous, residential, overseas and any other potentially hazardous activities). Individual requests will often include multiple

trips so the actual number of trips will be higher. This represents 66,957 excursion participant sessions during 2016/17.

Training is effective as evidenced in the December 2017 Education, Children and Families Committee Excursions Policy Report. A new training model has been developed. This includes a practical Group Leader course, which allows participants to get outdoors and discuss scenarios located in key community locations. Initial feedback has been excellent. Additional 'bolt-on' modules based on user feedback are being developed to support key topics.

The S&OLU led a recent review of the Communities and Families Excursions Policy. This is planned to go live on June 1, 2018. It provides updated guidance and improved support for Communities and Families staff, services and establishments to deliver a high quality progressive programme of excursions.

3.23 Outdoor Learning: Schools and Lifelong Learning Staff - Travelling and Working Overseas Policy

During 2017, the S&OLU was tasked with creating this new policy. It is for Schools and Lifelong Learning staff applying to undertake work and travel overseas (excludes excursions/travel with pupils), and includes teacher exchange programmes. The policy and resources provide guidance, support, and a framework for approval. This will enable the appropriate use of The City of Edinburgh's resources and safe practice to engage effectively with the global community.

4. Measures of success

- 4.1 We can demonstrate quantitative data and we can also demonstrate qualitative impact through other indices - skill acquisition, personal achievement, teamwork and confidence.

5. Financial impact

- 5.1 All work is delivered within existing budgets and in the past year new external funding has been secured for cycle training, swimming and school sport competition.
- 5.2 In addition to attracting a high level of external funding we also continue to meet the challenge of ensuring our Outdoor Centres are self funding. The combined turnover of both of our Residential Centres (Benmore and Lagganlia) now exceeds two million pounds per annum. This achievement is regarded as a very fine example of transformational change.
- 5.3 Staff within the Unit lead on the consultative and facility planning aspects of major facility developments such as Meadowbank and Hunters Hall as well as liaising on

long term leases and potential asset transfers to sports clubs and community organisations

6. Risk, policy, compliance and governance impact

- 6.1 There are no adverse risks or policy impacts associated with this report.

7. Equalities impact

- 7.1 A significant number of programmes and projects are specifically targeted at addressing inequality and deprivation. Some key examples are featured in the Report section

8. Sustainability impact

- 8.1 There are no adverse economic, social or environmental impacts resulting from these areas of activity. Learning for sustainability and environmental education are a key part of our Outdoor Learning Strategy

9. Consultation and engagement

- 10.1 All areas of work require significant levels of consultation and engagement.

10. Background reading/external references

- 10.1 None

Alistair Gaw

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11. Appendices

- 12.1 Appendix 1 – Sports and Outdoor Learning Unit Spring Newsletter 2018

SPRING
2018

SPORTS AND OUTDOOR LEARNING UNIT NEWSLETTER

**'Sport has the power to unite
people in a way little else does'
Nelson Mandela**

**In this edition of our newsletter we have once again tried to
capture some of the varying aspects of our work.**

There is, however, in many of the featured articles an
emerging common thread that sport and physical activity are
inextricably linked to confidence and attainment. Those of
us familiar with being active have long known this but as we
enter a new year it is undoubtedly our responsibility to find
new and innovative ways to share this message.

Your news

- p2 A golden glow at Broomhouse
- p4 Swimming with confidence
- p6 Toni gets truly active
- p7 Boyd's spirit soars
- p9 Shoes to fit everyone
- p10 The Royal High School go continental
- p12 Being adaptive is key
- p13 Being adaptive part 2



Be SPORTY Be ACTIVE Be HEALTHY



• EDINBURGH •
YOUR COUNCIL - YOUR FUTURE



A golden glow at Broomhouse

Broomhouse Primary School was recently presented with the sportscotland Gold School Sport Award; the highest award possible for showing a commitment to deliver sport and physical activity in schools in Scotland.

To date, three City of Edinburgh Council Primary Schools have been awarded 'Gold' status. Broomhouse's award caught the eye nationally because it is in an area of multiple deprivation. Over 70% of the families in the school are entitled to free school meals. Research shows that many children in areas such as Broomhouse can struggle with their Health and Wellbeing and disengage from sport and physical activity at a young age.

According to the Head Teacher, Jamie Petrie, *'In education we are, in many ways rightly or wrongly, judged by results and data from one-off tests. Those with the vision to see a bigger picture realise that attainment is important, but the journey (or River of Life as we call it here) to be able to attain is one full of complexities. The most*

'The most effective way to be able to attain is to be fit and healthy'

effective way to be able to attain is to be fit and healthy. There is mileage in the phrase – a healthy body equals a healthy mind.'

Jamie expands on this theme by saying, *'The challenge is to get this right for every child. It is our role to prepare our children for life and work. I have asked many business leaders what their top five attributes are for a potential employee. Surprisingly, exam results did not feature. The key skills and attributes desired are resilience, communication skills, confidence, leadership and the ability to solve problems. Exams or tests do not necessarily demonstrate all of these factors; participation in sport and physical activity do.'*

Tracking children's involvement in sport and building strong partnerships with local sports clubs are two key factors in Broomhouse's success.

As Jamie further explains, *'Children are in school*

approximately ten per cent of their lives up to the age of sixteen. It was clear we had to build stronger partnerships within our local community. The uptake at lunchtime clubs was good but there was a trend for children at Broomhouse not to attend sport and activity clubs after school or in the community’.

This began with a shared vision with Active Schools Coordinator Shona Clark. The school introduced a mechanism to identify, track and share the participation of every child. They were then able to encourage the inactive to become active.

The next step in the journey was to consult children and parents to find out what they wanted, where and when. The school looked at charges and committed funds to support children into clubs

The Community Sport Hub clubs based at nearby Forrester High School campus supported

the school by providing activities both in and out of school. The results were amazing. New opportunities arose including free swimming, canoeing and tennis.

According to the most recent survey by Active Schools, Broomhouse now boasts the highest participation levels in sport and physical activity in their cluster and are currently the second highest in Edinburgh.

A golden glow rightly surrounds their approach and their achievements.

Footnote

The City of Edinburgh now have seven schools with a gold award; Broomhouse joins Hermitage Park Primary, St Joseph’s Primary, Woodlands ASN, Kaimies ASN, Portobello High School and Firrhill High School.

Core areas of the School Sport Award



Swimming with confidence

Everyone can Swim!

This is the strapline Scottish Swimming use to gain support from the Scottish Government for their campaign which aims to ensure that everyone can swim.

At the recent Parliamentary Reception to promote this campaign, Minister for Public Health and Sport Aileen Campbell spoke about getting active, building confidence and gaining resilience; just some of the many benefits that swimming brings to people at all ages and stages of life.

Aileen Campbell talks about getting active, building confidence and gaining resilience

The City of Edinburgh Council's Sport Unit currently provides a comprehensive curricular swimming programme that offers lessons to every primary school in the City.

Our swimming teachers regularly discover that some pupils who may be struggling in other subject areas find themselves excelling in the pool, not just in executing the strokes but in cooperating with and supporting other pupils.

'Edinburgh are to be commended for continuing to provide children with the opportunity to learn to swim at school as for many of the children living in the more socially disadvantaged areas of the city it will be their only opportunity to do so'

According to the Director of Development at Scottish Swimming Sharon MacDonald, *'Edinburgh City Council are one of few local authorities across Scotland who provide a comprehensive school swimming programme. This programme provides children across the city with the opportunity to learn a vital life skill. Edinburgh's programme is hailed by Scottish Swimming, the governing body for aquatics in Scotland as one of the best school swimming programmes as it is delivered by excellent teachers who have a wealth of experience in teaching children and swimming.'*

Edinburgh are to be commended for continuing to provide children with the opportunity to learn to swim at school as for many of the children living in the more socially disadvantaged areas of the city it will be their only opportunity to do so'.

As part of the Glasgow 2018 European Championships legacy, Edinburgh is to receive £8,000 to reintroduce our award winning 'Swimming Top Up' programme throughout 2018. This programme will target eighteen primary schools in Edinburgh in areas of multiple



‘Edinburgh are to be commended for continuing to provide children with the opportunity to learn to swim at school as for many of the children living in the more socially disadvantaged areas of the city it will be their only opportunity to do so’

deprivation, with the aim of increasing the number of pupils who leave school deemed safe swimmers.

The Top Up programme provides funding to employ additional swimming coaches, mainly from Edinburgh Leisure, as CEC Swimming teacher Fiona Hamilton explains, *‘I have been working collaboratively with the Swim Co-ordinators from Edinburgh Leisure and have found them both to be flexible, helpful and friendly. Using a group of Level 2 coaches, we have identified sessions where the coaches will lead small sessions with the pupils. More importantly, it has had a positive impact on the pupils. Each lesson that I would have been leading by myself has been enhanced by additional coaches. I have organised the classes into smaller differentiated groups which helps to provide a faster pace and a higher frequency of individual feedback to the pupils’.*

Footnote

Over the last 5 years, 60% of pupils participating in the Council’s swimming programme leave primary school having achieved a safe swimmer award.





Toni gets truly active



Toni Niven

One hundred S3 girls from secondary schools across the City recently came together at Castlebrae High School to attend the Council's second 'Girls Day Out' Conference. Disengaged in sport or physical activity, they took part in six workshops and learnt about the power of sport, met inspiring role-models and had fun!

Returning this year was Toni Niven S5 from Craigroyston Community High School. Toni attended last year as a participant and came along this year to support younger pupils and share her story in the opening speech.

By her own admission, just a year ago she was not fully participating in school sport, or really enjoying school and didn't always feel part of the school community. She gained so much from the activities and friendships formed at the Conference; she returned to school after the event determined to do more herself and encourage other girls to get involved in extra-curricular clubs, even helping to establish a 'girls-only' fitness club.

She spoke with passion about last year's conference and what she had gained. *'I realised if I could go to an event with lots of strangers and get up on a trampoline in front of everyone then I could do more. I learned that even though it was daunting, I could not only try something new but be good at it and even enjoy it. My friend and I*

realised we had found something we could get involved in at school. We had enjoyed the day so much we were determined to get our own girls-only club at school'.

As Toni proudly recalls, *'I started to join in clubs myself and helped our senior Sports Committee. When we got the chance to trial a girls-only fitness club after school I helped to promote it and encourage girls to give it a go. We started small with only one or two girls coming along but one year on we now have a busy after school fitness club, a very popular girls football club, and more and more girls attending all the other lunch clubs every week'.*

'I am more confident, happy, focused in class and engaged in school generally. I know I am a role model for the younger pupils and that feels great'.

Her keynote message to the girls was simple, *'Grasp this opportunity. Make new friends. Try new stuff and let it make a difference'.*

'I know I am a role model for the younger pupils and that feels great'.

Footnote:

The actual percentage of girls taking part in Active Schools programmes throughout Edinburgh is 48% – the highest gender balance ratio of any city in the country. However, the 'Girls Day Out' initiative organised and run by our Active School Co-ordinators recognises a very specific challenge with some teenage girls.

Boyd's spirit soars



We waited with bated breath for the decision. Getting planning permission in the Cairngorm National Park can be a delicate matter, so when the news that our application for a new 'snowsports base' adjacent to the artificial ski slope at Lagganlia had been approved the cheering could be heard all the way down the A9 to Edinburgh.

The spirit of the late George Boyd Anderson must have soared that day. Due to a chance encounter with skiing in Switzerland, Boyd decided the children of Edinburgh must also experience at first hand the joy of this sport. First, he built the dry ski slope at Hillend (1965) and then purchased and gifted land in the Scottish Highlands to the citizens of Edinburgh so that our pupils could discover the 'real stuff'.

Today the Lagganlia Centre stands proud as a highly respected outdoor learning venue; delivering inspirational adventure experiences in

a stunning rural location. Opened by the Duke of Edinburgh in June 1970, Boyd Anderson's signature is the first in the Visitors' Book and one lodge is named after him in recognition of his role in establishing such a valuable facility.

'A fitting tribute to Boyd Anderson's legacy'

The 'Snowsports base' will provide an all year-round facility to engage the young people of Edinburgh and the local community; promoting opportunity and developing talent. The development has been designed to create a purpose-built

resource, comprising a large flexible community and teaching room, state of the art equipment store, viewing deck and modern changing facilities. The building will be at the foot of the impressive dry ski slope, providing direct access and improved accessibility for participants with additional needs.



Architects impression of the development



Just as Boyd imagined it ... ski-ing on the 'real stuff'

The new Convenor for Education, Children and Families Councillor Ian Perry commented, 'The new base will build on the heritage of the Lagganlia Outdoor Centre, it will be a fitting tribute to Boyd Anderson's legacy.'

One Head Teacher that can vouch for this is Alasdair Friend. Alasdair was previously Head Teacher at Leith Primary School and recently took over at Towerbank. He has a successful history of snow sports residentials and is inspiring his new school to embark on its first ski residential to Lagganlia, which will be in February 2018 with fifty six pupils attending.

As Alasdair states, 'I have always been convinced of the benefits of taking children to learn and challenge themselves in the outdoors, especially when the skies are blue and the sun is warm.'

The Scottish hills in winter, however offer just as many opportunities for schools. The chance for children to experience what it is like to stand at the top of mountain and look across a frozen landscape before sliding to the bottom with a level of control. Snow sports require a level of physical independence, determination and can provide a true sense of achievement, joy and wonder.

'The Scottish hills in winter, however offer just as many opportunities for schools'

Lagganlia has outstanding instructors that provide caring and challenging learning experiences for the children and who can adapt to the potential winter weather variations. The whole experience is always exceptionally well planned and they can deliver snow sports to all children regardless of their prior ability or needs.

Like Boyd Anderson, I am passionate that all children should have the right and opportunity to try snow sports in our spectacular country'.

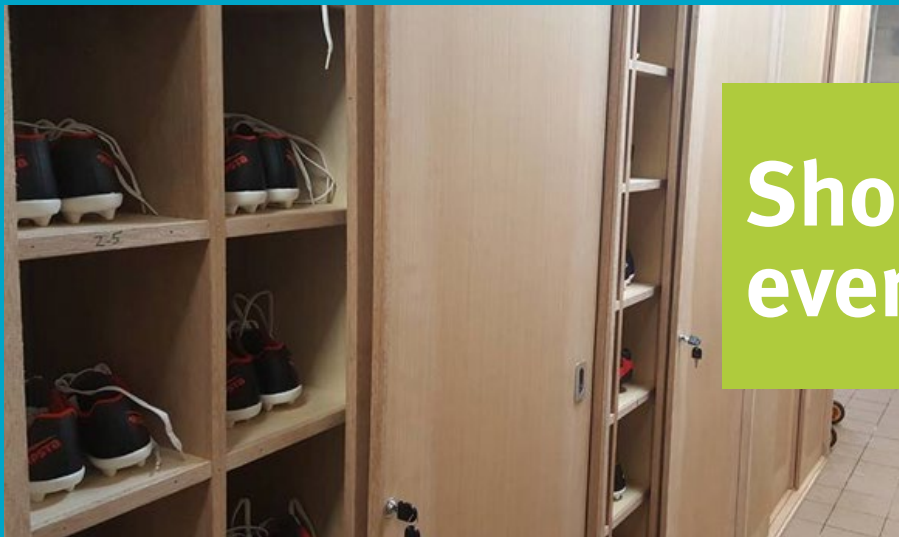
Footnote:

2017/18 has been a record academic year with a total of 5,722 participants visiting the Centre, including 37 Edinburgh Council Schools. 2018/19 is even busier and schools have been invited to book early for 2019/20

The venue can accommodate up to 120 guests- comprising a main building, 5 lodges and 12 camp huts, Lagganlia offers popular self-catering accommodation for groups, organisation and individuals at holidays and weekends. Catered adventure packages are also available.

City of Edinburgh employees receive a discount for self-catering family and friend's bookings.

contact: info@lagganlia.com
or 01540 651265



Shoes to fit everyone

The recent publication of the ‘1 in 5 Cost of the School Day’ booklet brought home to many of us in the Sports and Outdoor Learning Unit the need to assess each and every situation to ensure there are no unnecessary hurdles to children and young people participating in sport and physical activity.

The title of the publication reflects the sad fact that there are currently one in five children in Edinburgh who are experiencing child poverty. The stigmatising effects of poverty can make it difficult for families to ask for help and support. In the context of sport, many children in these circumstances just simply don't sign up for classes and don't join sports clubs.

A fine example of positive action to address such a hurdle is to be found out at South Queensferry. The Queensferry Sports and Community Hub recently refurbished the synthetic courts adjacent to their community facility.

As Allan Carson, the Hub Manager recalls, *‘A lot of blood, sweat and tears went into raising the funds and persuading funding bodies to support our cause. We raised over two hundred thousand pounds to transform the formerly tired and dilapidated courts into a first class facility for our community. However, that is just part of the story. You have to be able to manage and maintain such a facility and for a small organisation like ourselves that is no easy task’.*

As Allan explains, *‘To play on these new pitches it is important that suitable footwear is worn otherwise the surface gets damaged and the lifespan is greatly reduced. It became apparent that a substantial proportion of the local children*

did not have appropriate footwear and for the hub to be fully inclusive a solution had to be found. This is when the idea of a ‘trainerbank’ kicked in’.

The Queensferry Sports and Community Hub successfully applied for funding support through the City of Edinburgh Council's Sport and Physical Activity Awards. This allowed the Hub to purchase a range of appropriate footwear and built a ‘trainerbank’ shoe wall to house them. The hub now loans the shoes out to any child who do not have appropriate footwear free of charge.

Furthermore, the Hub recently came to an agreement with Queensferry High School to provide access for them to deliver PE sessions on the hubs new 3G synthetic courts. The new ‘trainerbank’ allowing everyone to fully participate wearing the proper footwear.

We leave the final word on this project to Alastair Rarity, a member of the Queensferry Hub Committee,

‘The trainerbank. What a great idea this is. Children's feet grow so quickly you have no sooner bought one pair of boots they are onto the next. So many people simply cannot afford them’.

That pretty much nails what the ‘1 in 5’ booklet is saying.

‘This is when the idea of a ‘trainerbank’ kicked in’

Footnote

In 2017-18 the Sports Unit through our Sport and Physical Activity Awards approved small funding grants to twenty three clubs and organisations in the city. The prioritisation of awards goes to projects such as the one outlined in the above example and to encourage sports clubs to engage in new developments that address equality issues.

The Royal High School go continental



In parts of continental Europe particularly Germany and Scandinavia, the concept of schools hiring their own specialist sports development officers is an established practice.

Anna Signeul, Former Swedish Internationalist and until recently the Head Coach of the Scottish International women's football team, recalls her experience of being brought up in her home town north of Gothenburg;

'The biggest influence on my career was my football coach at school. Every three years the pupils at our school would vote on the three sports that we most wanted. Our school went for football, handball and ice hockey and then went out to hire the best coaches they could possibly get'.

These coaches, it should be highlighted, were in addition to the Physical Education teachers. PE staff often have a specialist sport and while many excel in a range of sports it is not feasible for them to operate at a highest level of several sports.

It is therefore very encouraging to see our own Royal High School take the first step in this direction. In September of this year the school advertised for a Rugby Development Officer, an opportunity made possible by a partnership between The Royal High and the Scottish Rugby Union and supported by the parent community.

The recent success of The Royal High School Rugby curriculum includes entry to the BT School of Rugby Programme, boys' victories in recent Scottish School Plate, Calum Veith Memorial, Edinburgh State School 7's Tournaments and finalists in the girls' Scottish Shield. While these achievements mark the school as an excellent candidate for development support, it is both this and the additional aspects of the role which make the position a huge asset to the school community.

The appointed officer, Steven Leckie, brings a wealth of experience of rugby development and coaching in addition to a background in 'positive mindset' mentoring. It made him the perfect candidate for a forward thinking role in which Steven's responsibilities are 75% rugby development with a 25% focus on leading and mentoring those on positive intervention programmes.

Rector of The Royal High School, Pauline Walker, provides additional insight into Steven's appointment, *'The appointment of a Rugby Development Officer in the school has made an outstanding contribution to the school curriculum.'*



Steven Leckie



‘The programmes in place compliment the Physical Education curriculum tremendously’

Through this post we have been able to integrate the RHS School of Rugby as well as enhance our well established core rugby programme and teams. Rugby makes a valuable contribution in the school to the lives of our young people with both improved fitness levels and increased positive mental health. We have found the young people in the rugby programme have really valued this investment in their sport.

The School of Rugby also includes an inclusion group which supports young people who are finding it difficult to work positively with the school. They have found Stevie Leckie to be a real anchor for them and his ability to ‘mentor on the move’ while completing their rugby training is enabling them to engage more positively with the wider curriculum and begin to see real success in school’.

While the post is in its infancy it is clear from all involved the immediate positive impact of the relationships Stevie is building.

Curricular Leader of Health and Well Being, Steven Raeburn, notes;

‘I feel very fortunate to have Stevie join our Health and Wellbeing Team at The Royal High School as the Rugby Development Officer. I have been able to witness first-hand the positive impact that both the rugby and focussed mentoring classes have made to our students. We have focussed on having a genuine triangulation from the outset, where our teachers, students and parents are involved and informed of progress being made within the programmes. The programmes in place compliment the Physical Education curriculum tremendously and it is clear that the students involved are taking on board the vision and values of what we are striving for- aspiration, respect, creativity, courage, achievement, resilience and individuality. It is an exciting time for Physical Education and Sport at The Royal High School and I look forward to seeing what the future brings’.

Footnote:

Rugby has a growing presence in our schools. 85% of City of Edinburgh Council High Schools and over 95% of our Primary Schools receive Rugby delivery. To our knowledge, this is the first Development Officer (DO) to be directly employed by an Edinburgh school. We look forward to this initiative being replicated in some of our other High Schools. Neighbouring schools sharing a DO, be it rugby or another popular sport might also be an option.



Being adaptive is key

Taylor pictured using the Boma buggy to complete an orienteering course

In the 'Can Do' world and language of Outdoor Learning the word adaptive is a key term. The introduction of adaptive equipment has transformed the possibilities for many children, young people and adults with additional needs.

An example of this is the experience of Taylor, a pupil at Juniper Green Primary School who recently went on a school trip with his fellow pupils to Lagganlia Outdoor Centre. Taylor was able to fully participate in his residential week thanks to the assistance of some newly acquired equipment through a partnership with a specialist Outdoor Adventure company 'Equal Adventure'.

According to Alexa Pope, the Depute Head at Juniper Green Primary School, *'The opportunities provided for Taylor at Lagganlia were outstanding, he was fully included in every activity which is a real achievement for inclusion... it has a significant impact on the life of Taylor who has experienced things that he did not believe were possible'.*

As well as opportunities within our schools, there are community based organisations within the City. The All Ability Bike Club (ABC) is one example. Operating at Bangholm Outdoor Learning Centre in North Edinburgh, it offers participants the chance to get cycling whatever their ability or background. They use a range of adaptive bikes, including trikes, hand cycles, recumbents, side by side tandems trikes and wheelchair accessible bikes; and standard solo bikes.

Bangholm Outdoor Learning Centre has been able to support the Edinburgh ABC in several important ways. In addition to offering the use of the meeting area and café, the Centre has provided bike maintenance workshops, additional bikes and safety equipment, and found storage solutions for the adaptive bikes.

'Taylor experienced things he did not believe were possible'

Furthermore, they secured external funding to provide direct access to the cycle path network (by way of a new gate that allows easy passage for all bikes no matter how wide or long).

A key element of the ABC project has been the training programme. 26 volunteers and support staff to date have accomplished Cycle Ride Leader training programme.

An outstanding example of volunteer development is the emergence of David Aris as a volunteer cycle ride leader. David has balance and coordination difficulties, he first came to the project as a participant. Since getting involved, Edinburgh ABC supported him through the Cycle Ride Leader training (organised through the Sports and Outdoor Learning Unit); and a Velotech Silver mechanics course with the Edinburgh Bikestation.

We leave the last word with David. As he says, *'The best thing about helping with Edinburgh ABC is meeting people and helping them get cycling. I love it. Love meeting the group'.*

'The best thing about helping with Edinburgh ABC is meeting people and helping them get cycling. I love it'



David Aris (on the left) returning from a cycle trip with fellow rider William Porter.

Footnote:

If anyone would like to get involved with Edinburgh ABC please contact the Development Officer david.glover@cyclenguk.org

Interested in belonging to a community of people who love the outdoors? You can join one of our charity organisations set up to support the work of our residential outdoor learning centres. They support safe, educational, flexible and fun experiences to motivate learning and create memories for a lifetime.

Funding from the friends of Lagganlia has helped to purchase adaptive equipment.

Contact either www.friendsoflagganlia.com/ or info@benmore.com

Being adaptive part 2

To find out a bit more about the ABC project and in particular the emerging advancements in adaptive equipment we decided to jointly interview David Glover (DG), the part time ABC Development Officer and Cliff Smith (CS), the Technical and Training Officer for the City of Edinburgh Council's Outdoor Learning Team based at Bangholm.

Q. What are the aims of the ABC project?

DG: The same as any cycling project – becoming more active; improve physical health and mental wellbeing; improve independence; boost confidence and self-esteem; and of course meet new people and have fun.

Q. How did it all come together?

CS: We were approached by Cycling UK in July

2015. We worked together on devising elements of the project and providing practical support. The project is delivered by Cycling UK and funding by Transport Scotland and RS MacDonald Charitable Trust, supported by City of Edinburgh Council Outdoor Learning staff.

Q. What has been your major achievement to date?

DG: There have been many but if we had to choose one I would say the training aspect of the project. The emergence of key volunteers is critical to the long term success of the project.





An ABC session on the synthetic pitch next to Bangholm Outdoor Centre in North Edinburgh. An ideal surface for beginner cyclists.

Q. Are we right in thinking this project just couldn't have taken place say ten years ago. Is that your view?

CS: Almost certainly. The advances in technology and the design of mobility features has been incredible but it's not just about the equipment. It's a societal change that is taking place in so much as people are looking at cycling in a much more positive way and saying how can we do that, rather than why can't we do that. Designers are then responding to demand by building these bikes

Q. What is the most innovative piece of equipment you have come across?

CS: There is no one single piece of equipment as so much of the equipment is designed to meet very specific needs.

I'm constantly amazed at the ingenuity of designers and the determination of organisations like Cycling UK to open up cycling to everyone.

Q. Are these items expensive to purchase?

DG: Yes. An individual item say a side-by-side trike or wheelchair accessible bike can cost anything up to £7500, depending on the features and extras that are required. We have had to secure grants to obtain the equipment.

Q. Is storage an issue?

CS: It could be. Fortunately, we had space here at Bangholm for a storage container and a bike shelter. Both are situated very close to the North Edinburgh cycle path so that is a real bonus in terms of access.

I think we have made a very positive start but there are still so many ambitions for us here at Bangholm. For instance access to the cycle path network is across rough grass which is a nightmare for the heavier all ability bikes especially when the ground is wet. All that is required is a short section of tarmac and access would be so much easier and safer. If anyone knows of sources of funding to help us with this landscaping work please let me know...

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Education, Children and Families Committee

10.00am, Tuesday, 14 August 2018

Revenue Monitoring 2018/19 – month three position

Item number 7.10

Report number

Executive/routine

Wards

Council Commitments

Executive Summary

The report sets out the projected month three revenue monitoring position for the Communities and Families Directorate, based on analysis of actual expenditure and income to the end of May 2018 and expenditure and income projections for the remainder of the financial year. Following approval of a number of changes to Chief Officer roles at Council on 3 May 2018, the Safer and Stronger service is now realigned to Communities and Families and monitoring projections for this service are included in this report.

The total projected (full year) unfunded budget pressure is currently £9.9m, partially offset by mitigations totalling £0.1m, and resulting in a net residual unfunded budget pressure of £9.8m.

The Executive Director of Communities and Families is fully committed to making all efforts to identify management action to reduce the budget pressures. However, given the magnitude of these pressures, there is the potential for a significant level of overspend, estimated at £5m at this stage. A clearer monitoring position will be established in the coming months as mitigation measures are implemented. This will be reported to the Finance and Resources Committee on 11 October 2018 as part of a Council wide revenue monitoring update and to this Committee at its meeting on 11 December 2018.

Revenue Monitoring 2018/19 – month three position

1. Recommendations

- 1.1 Members of the Education, Children and Families Committee are asked to:
- 1.1.1 note the net residual budget pressure of £9.8m which remains at month three and the estimated £5m potential overspend;
 - 1.1.2 note that approved savings in 2018-19 total £2.84m, with £2.29m on track to be delivered in full, £0.15m assessed as amber pending further detailed implementation plans and £0.40m assessed as red and non deliverable;
 - 1.1.3 note that the Executive Director of Communities and Families is taking measures to reduce budget pressures and progress will be reported to the Finance and Resources Committee on the 11 October 2018 and to the meeting of this committee on 11 December 2018.

2. Background

- 2.1 The total 2018-19 revised net budget for Communities and Families is £382.6m.
- 2.2 This report sets out the projected overall position for the Communities and Families revenue expenditure budget for 2018/19, based on analysis of month two data.
- 2.3 With effect from 2018/19, the Communities and Families Directorate now includes the Safer and Stronger Communities area of service.

3. Main report

Overall Position

- 3.1 As at month two, the Communities and Families Directorate is projecting net budget pressures of £9.8m for 2018/19 as a result of increasing costs in several demand-led areas of service.

Unfunded Budget Pressures - £9.9m

- 3.2 To date, projected unfunded budget pressures of £9.9m have been assessed. The main service areas affected include temporary accommodation, home-to-school transport, rising school rolls, community access to schools and the increased use of out-of-Council area placements linked to accommodating a number of

Unaccompanied Asylum-Seeking Children (UASC) within the city. Management action of £0.1m has been identified, which leaves a net residual budget pressure of £9.8m. Appendix 1 provides further details on these areas of pressure and mitigating action.

- 3.3 Communities and Families is fully committed to making all efforts to identify mitigations to reduce the emerging pressures, and a strategy has been developed to identify and implement management actions required to address these. This will include vacancy control measures, a review of reserves, identification of income generation opportunities, an examination of the scope to stop or reduce planned levels of expenditure, and the identification of any spend-to-save opportunities. However, given the magnitude of these pressures, there is the potential for a significant level of overspend, estimated at £5m at this stage.

Savings Delivery – Approved Savings 2018/19 Budget

- 3.4 The approved budget savings for Communities and Families for 2018/19 total £2.840m. Progress in the delivery of the savings programme is reviewed regularly.
- 3.5 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, £2.290m of savings are on track to be delivered in full (green); and £0.150m relating to management savings requires further work (amber). Savings relating to Home to School Transport (£0.400m) have been assessed as non deliverable (red) and form part of the overall budget pressures total. Further details are included in Appendix 2.

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 2018/19 and successful delivery of approved savings.

5. Financial impact

- 5.1 The report highlights projected net budget pressures of £9.8m for 2018/19. This position is subject to active monitoring, management of risks and identification of further mitigation.

6. Risk, policy, compliance and governance impact

- 6.1 The delivery of a balanced budget outturn for the year is the key target. The risks associated with cost pressures, increased demand and savings delivery targets are regularly monitored and reviewed, and management action is taken as appropriate.

7. Equalities impact

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

8. Sustainability impact

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

9. Consultation and engagement

- 9.1 There has been no external consultation and engagement arising directly from this report.

10. Background reading/external references

- 10.1 None

Alistair Gaw

Executive Director of Communities and Families

Contact: Jane Brown, Principal Accountant

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

11. Appendices

- 11.1 Summary of forecast net revenue budget pressures;
11.2 Summary of approved budget savings 2018-19

Appendix 1

Forecast Areas of Budget Pressure and Management Action

Service area	Pressure	Mitigation	Net residual pressure	Description
	£m	£m	£m	
Home to School Transport	2.3	0.0	2.3	Full year effect of existing pressure in 2017/18 plus expected increase in number of classes and individual transport requests. Additional Support for Learning £2.0m; Mainstream schools £0.3m
Out-of-Council residential schools	2.0	0.0	2.0	Large influx of Unaccompanied Asylum- Seeking Children resulting in limitation of capacity for Edinburgh's own children, necessitating the purchase of independent residential school placements. Residual pressure net of additional funding.
Schools - emerging demographic pressures	1.5	0.0	1.5	Projected demographic pressures within Devolved School Management staff budgets as a result of rising school rolls.
Community Access to Secondary Schools	1.1	0.1	1.0	Out-of-hours management of sports lets transferred to Edinburgh Leisure with approved savings attached. Introduction of leisure attendants to some facilities and increase in service quality.
Temporary Accommodation	3.0	0.0	3.0	Increase in average length of stay in temporary accommodation resulting from a lack of available 'move-on' accommodation. Full year effect of 2017/18 pressure plus continuing growth in B&B and short term lets in 2018/19.
TOTAL	9.9	0.1	9.8	

Appendix 2

Summary of approved budget savings 2018-19 with RAG assessment

	Approved 2018-19 saving	Saving RAG assessment		
Proposal description/ area	£m	Red	Amber	Green
SCHOOLS & LIFELONG LEARNING				
Reviewing Early Years services to deliver efficiencies	0.885			0.885
Edinburgh Leisure	0.270			0.270
	1.155	0.000	0.000	1.155
CHILDREN'S SERVICES				
Home to School Transport	0.400	0.400		
Review of Support Staff in Special Schools	0.148			0.148
Reduce residential provision by four beds	0.267			0.267
	0.815	0.400	0.000	0.415
DEPARTMENT-WIDE SAVINGS				
Transformational efficiencies	0.200			0.200
Budget realignment	0.245			0.245
Senior Management efficiencies	0.150		0.150	
Inflationary efficiencies in contracts	0.100			0.100
	0.695	0.000	0.150	0.545
SAFER & STRONGER COMMUNITIES				
Advice Services Review	0.175			0.175
TOTAL	2.840	0.400	0.150	2.290

Education, Children and Families Committee

10.00, Tuesday, 14 August 2018

Edinburgh Community Learning and Development Partnership Plan 2018-2021

Item number 7.11

Report number

Executive/routine

Wards

Council Commitments

[CP1, CP2, CP4, CP7](#)

Executive Summary

Led by the Council Lifelong Learning service, a refreshed Edinburgh Community Learning and Development (CLD) Partnership has produced an Edinburgh CLD plan for 2018-2021. The plan will not articulate the totality of CLD activity across the city, which is wide ranging and is already contributing to and reported in other plans and strategies. Instead it will focus on key areas of activity identified by partners, which will *add value* to community learning and development delivery, by identifying where the partnership can bring fresh thinking and collaborative effort to make a difference and improve outcomes.

Edinburgh Community Learning and Development Partnership Plan 2018-2021

1. Recommendations

- 1.1 That Committee notes the Edinburgh Community Learning and Development Plan 2018 - 2021 and will receive annual updates on progress

2. Background

- 2.1 Under the powers of the 1980 Education (Scotland) Act, the Council has to fulfil the Requirements for Community Learning and Development (Scotland) Regulations 2013.
- 2.2 Local authorities are expected to identify individuals and groups and their needs in regard to community learning and development; to assess the degree to which these needs are being met; to identify barriers to the adequate and efficient provision of community learning and development; to publish a three year CLD plan.
- 2.3 The plan specifies how the local authority will co-ordinate this community learning and development with other people (including partners) who provide this activity; what action the local authority will take to provide community learning and development over the three years; what action the other people including partners will take to provide community learning and development; any needs for community learning and development which will not be met within the period of the plan.

3. Main report

- 3.1 The new Edinburgh Community Learning and Development Plan 2018-2021 reflects the ambition of the CLD Partnership to do all in its collective power to be effective at making a positive difference for people in Edinburgh.
- 3.2 A refreshed Community Learning and Development Partnership was formed in October 2017. Organisations include Police Scotland, NHS Lothian, Edinburgh University, Edinburgh College, Edinburgh Youth Work Consortium, Desire Lines (Arts and Cultural sector), Edinburgh Voluntary Organisations Council, Volunteer Edinburgh, Edinburgh Leisure, Lothian Association of Youth Clubs, Skills

Development Scotland, Edinburgh Inter Faith Association, Workers' Educational Association, the Council Lifelong Learning, Economic Development and Strategy and Insight teams. The remit of the Partnership is attached at Appendix One.

- 3.3 The Partnership has developed the new plan for 2018-21. This plan recognises that a wide range of organisations deliver CLD in the City. These include the public and third sector working with children, young people and adults. The intention of the plan is to *add value* to this delivery by identifying where the partnership can bring fresh thinking and ideas to address what are often longer term so called 'thorny' issues. The partnership does this by using data to identify some of these intractable issues and agreeing to harness their collective resources to focus in on actions which will bring about positive change and progress.
- 3.4 The plan therefore does not reflect the broader CLD activities already reported in other plans. It will however monitor this broader range of CLD activity, promote sharing of good practice and challenge Council and partners where it feels that there is lack of activity or the activity itself is less effective in meeting identified needs and/ or national and City priorities.
- 3.5 The plan is a living document and as such will develop organically and change over time. When the Partnership meets quarterly it will review progress and make changes as required.

4. Measures of success

- 4.1 Key performance indicators being met.
- 4.2 Annual report on plan progress.

5. Financial impact

- 5.1 None. The majority of actions are within existing resources or may require a realignment of resources. There may be potential for the Partnership to identify sources of external funding sources to commission research on the impact of community learning and development.

6. Risk, policy, compliance and governance impact

- 6.1 The success of the plan will depend upon an ongoing commitment from all partners (including the Council) to sharing, collaborating and targeting resources.

7. Equalities impact

- 7.1 The plan activity focuses in improving life chances and opportunities for groups who

have protected characteristics including young people, older people, people affected by mental health and wellbeing issues.

8. Sustainability impact

- 8.1 The plan supports a sustainable Edinburgh by targeting resources at those most in need and by adopting an enabling approach ie: supporting people and communities to realise their potential.

9. Consultation and engagement

- 9.1 The plan reflects some of the priorities identified through the Locality Improvement Plans consultation, an evaluation of the CLD plan 2015-18, face to face conversations and questionnaires with learners and volunteers, Council and partner staff workshops, audit of the four locality action plans, the developing Local Outcome Improvement Plan and its themes, relevant council, partner and community plans.

10. Background reading/external references

- 10.1 N/A

Alistair Gaw

Executive Director for Communities and Families

Contact: Paul McCloskey, Strategic Manager CLD & Libraries

Email: paul.mccloskey@edinburgh.gov.uk Tel: 0131 529 6156

11. Appendices

- 11.1 Appendix One Edinburgh Community Learning and Development Partnership Remit
11.2 Appendix Two Edinburgh Community Learning and Development Plan 2018-2021

Edinburgh Community Learning and Development Partnership Remit, October 2017

1. Act as the main agency for the strategic development of community learning and development in Edinburgh
2. Share good practice, develop new areas of work and collaboration in response to new and emerging needs
3. Provide governance for the new CLD Plan and monitor its performance and progress
4. Ensure the new plan draws down relevant CLD actions in other partnership plans and the Locality Improvement Plans and that interrelationships between plans are clearly articulated
5. Oversee the extent, quality and impact of CLD across the city. Identify how good CLD in Edinburgh is as a community of practice, i.e. what works well, where there are gaps, and how collectively/strategically these might be addressed
6. Set up or ensure consistent use of a performance framework to support the monitoring of progress
7. Advise the Community Planning Partnership on community engagement and community empowerment
8. Investigate practice in other local authorities and partners which could provide learning for the way we do things in Edinburgh
9. Represent Citywide Community Learning and Development activity to national agencies, forums etc including Education Scotland

Membership:

- Volunteer Edinburgh
- Edinburgh Voluntary Organisations Council
- Edinburgh Youth Work Consortium
- Lifelong Learning Strategic Manager (CLD and Libraries)
- Senior Education Manager (Lifelong Learning)
- Lifelong Learning Strategic Development Officers (CLD) (2)
- Locality LL Service Managers (4)
- Council Strategy and Insight
- NHS Lothian
- Skills Development Scotland
- Lothian Association of Youth Clubs
- Edinburgh College
- Edinburgh Leisure
- Police Scotland
- Edinburgh University
- Edinburgh Inter Faith Association
- Workers Educational Association
- Desire Lines (Arts and Culture)
- Council Economic Development

EDINBURGH COMMUNITY LEARNING AND DEVELOPMENT PLAN

Changing lives through learning
2018 – 2021

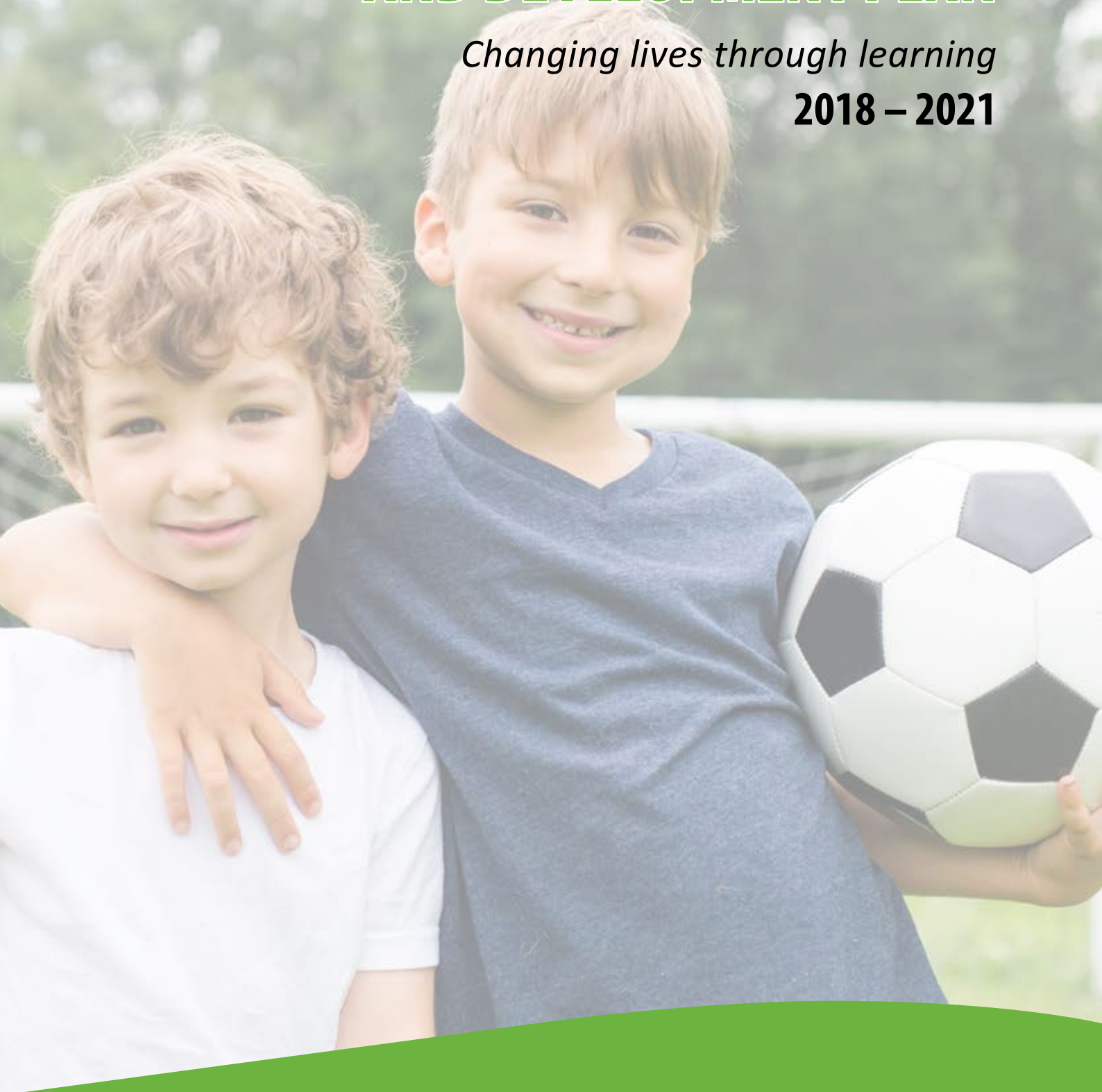




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CLD: Vision

By 2021 community learning and development activity will have enabled people, particularly those people who are more vulnerable or disadvantaged, to make positive changes in their lives and in their communities through learning.

Welcome

Welcome to the Edinburgh Community Learning and Development (CLD) Partnership plan which sets out our collective ambition to make a positive difference for people in Edinburgh.

We recognise that a wide range of organisations deliver community learning and development in the City. These include the public and third sector working with children, young people and adults. The intention of the plan is to add value to this existing delivery by identifying where we as a partnership can bring fresh thinking and ideas to address what are often longer term, so called 'thorny' issues. The partnership will do this by using data to identify some of these intractable issues; consider what actions have worked in the past or are working presently, both in Edinburgh and in other local authorities, to address these issues; engage with target groups to co-design service activity and harness the collective resources across the partnership, focusing on actions which will bring about positive change and progress.

The plan therefore does not reflect the broader CLD activities already reported in other plans. It will however monitor this broader range of CLD activity, promote sharing of good practice and challenge Council and partner organisations where it feels that there is lack of activity or the activity itself is less effective in meeting identified needs and/ or national and City priorities.

Thank you to learners, volunteers, partners and CLD staff who have contributed to the plan development. This contribution has been carried out through evaluation of the CLD plan 2015–18, face to face conversations and questionnaires with learners and volunteers, Council and partner staff workshops, an audit of key themes in the four locality action plans, the developing Local Outcome Improvement Plan and its themes, relevant council, partner and community plans.

The plan is a living document and as such will be reviewed and amended in light of experience and changing needs and expectations.

Ian Brooke and Paul McCloskey

The Partnership welcomes comments and feedback on the plan and you can do this by contacting Ian or Paul as below .

Ian Brooke

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What will the CLD Partnership change and improve in Edinburgh?

The changes and improvements fall into four main areas:

Planning for Improvement

Reflection and self-awareness through self-evaluation are fundamental for good CLD practice: seeking to improve professional competencies around community learning and development and continually improving practice in order to become more effective and have greater impact. The Partnership will champion self-evaluation, share and promote examples of how this has led to improved practice and outcomes for citizens. It will also champion the effective use of data through workshops to improve staff knowledge and in sharing data across partners in order to inform effective practice.

Improving the life chances for people of all ages

Youth work is intrinsic to community learning and development and to meeting the needs of children and young people, who have a right to experience the best possible start in life. It isn't easy being young today and sometimes, through circumstances beyond their control, they may find life particularly challenging. Delivering high quality youth work requires high quality youth work practitioners: confident and competent, knowledgeable and skilled, ambitious for children and young people and able to help them achieve their potential and be the best they can be. The Partnership will champion existing competencies for youth work, identifying and developing training to enable staff to effectively communicate with young people, appreciate and understand their realities. There is a perception among partners that children and young people from black, Asian and minority ethnic communities do not engage widely in youth work. There are likely to be a number of reasons for this. The Partnership will establish a baseline of participation levels and consult with young people to explore potential barriers to participation and identify ways in which these could be overcome.

Literacy and numeracy are important life skills and not having these can be a disadvantage in a society which assumes the possession of these skills. The Partnership seeks to more effectively meet the needs of the learners including the systematic use of individual learner plans that clearly identify learner progression. It recognises the need to be more creative in engaging people who would not necessarily want to come forward or identify themselves as being someone in need of literacy and numeracy support.

Mental health and wellbeing touches all of our lives. Staff sometimes lack knowledge and communication skills in communicating effectively with people who are affected by mental health issues. The Partnership will work alongside existing training plans and programmes to share knowledge of what is available and to create new staff learning opportunities.

Building stronger, more resilient communities

Social isolation, linked increasingly to poor health outcomes, can occur in rural and urban environments and has been linked to wider changes in society. There are a range of organisations in Edinburgh which exist to connect people who are socially isolated. The Partnership will look at examples of the impact of models in Edinburgh and beyond and work on how good practice models could be extended and professional awareness of what is available improved.

Involving local people in decision making and services design, while a key Christie Commission recommendation and intrinsic to community empowerment, isn't always as widely adopted as it could be. The Partnership will look at successful models within and outwith Edinburgh and seek to encourage the adoption of effective forms of local decision making.

Monitoring and Reporting

One of the issues for community learning and development has been, albeit that some good practice examples exist, a lack of consistency in data gathering and in particular baseline performance gathering and reporting. A consequence of this is that what is at times excellent work remains hidden as staff are not able to demonstrate improvement and change. The Partnership will develop a means of monitoring and reporting information to measure the impact of CLD Partnership activity in this CLD plan. It will also identify existing mechanisms and those in development which together will ensure that it has an overview of the impact of citywide CLD activity.

Unmet need

There is a requirement to identify unmet need – as in those needs which will not be met in the three years of the plan. The Partnership will seek to interpret what this means for Edinburgh and the role of the CLD Partnership, identifying potential unmet need during the first year of the plan. Certainly, at a time of unprecedented budgetary constraint, it behoves the Partnership to, as Jim Collins states, 'confront the most brutal facts of your reality'. It may be that CLD, as much as it needs to define what it can do, needs to also define what it cannot do.

A three year plan

As a result of engagement with partners and an exercise to identify key priorities, the plan shows a greater level of detail in year one; some of these year one actions may extend into years two and three. A list of additional themes for years two and three are included at the end of the plan. Plans are living documents and planning an organic process. The more detailed picture for year two will be teased out during the course of year one; the detail of year three will be developed in year two.

This approach recognises the need for flexibility in planning: being able to adapt to unforeseen circumstances, as needs change and demand on resources increases or other resources become available. These changing needs and demands will require improved partnership and collaborative working, in order to target resources and develop services for those most vulnerable and disadvantaged in society, a principal tenet of community learning and development.

'The true measure of any society can be found in how it treats its most vulnerable members'

Mahatma Gandhi

What is Community Learning and Development?

Community Learning and Development (CLD) supports primarily disadvantaged or vulnerable groups and individuals to engage in learning, personal development and active citizenship, bringing about change in their lives and communities. CLD is a distinctive process of engagement and support, with a learning content that is negotiated with learners.

Community Learning and Development activity has a strong focus on early intervention, prevention and tackling inequalities.

Community Learning and Development is widely understood to include:

- * community development (building the capacity of communities to meet their own needs, engaging with and influencing decision makers)
- * youth work, family learning and other early intervention work with children, young people and families
- * community-based adult learning, including adult literacies and English for Speakers of Other Languages (ESOL)
- * learning for vulnerable and disadvantaged groups in the community, for example, people with disabilities, care leavers or offenders
- * volunteer development
- * learning support and guidance in the community.

Community Learning and Development's specific focus should be:

- * Improved life chances for people of all ages, through learning, personal development and active citizenship
- * Stronger, more resilient, supportive, influential and inclusive communities.



The Edinburgh CLD Partnership Plan

Community Learning and Development (Scotland) Regulations 2013

Under the powers of the 1980 Education(Scotland) Act, the City of Edinburgh Council, in common with every local authority, has to fulfil the Requirements for Community Learning and Development (Scotland) Regulations 2013. Local authorities are expected to:

- * Identify target individuals and groups and their needs in regard to community learning and development
- * Assess the degree to which these needs are being met
- * Identify barriers to the adequate and efficient provision of community learning and development
- * Publish a (three year) plan which specifies:
 - How the local authority will co-ordinate this community learning and development with other people (including partners) who provide this activity
 - What action the local authority will take to provide community learning and development over the three years
 - What action other people including partners will take to provide community learning and development
 - Any needs for community learning and development which will not be met within the period of the plan

Consultation is intrinsic to the development of the plan. Consultation with learners who are representative of the target groups, people including partners who provide community learning and development, volunteers, sessional staff, Council staff, other organisations and groups relevant to the provision of community learning and development. The result of this consultation is an Edinburgh CLD Partnership Plan which is relevant to the community learning and development needs and aspirations of Edinburgh's citizens and communities.

The plan is an evolving document that is reviewed annually and amended in light of changing priorities and circumstances.

Who is involved in creating the plan?

The Community Learning and Development Partnership is involved in writing, developing, reviewing and monitoring the plan. This planning process is led by the Lifelong Learning Strategic Manager (CLD and Libraries). Central to the development of the plan is consultation and engagement: with learners, volunteers, members, target groups, sessional staff, partners, Council staff, others involved in community learning and development activity.

The Community Learning and Development Partnership includes organisations with a citywide remit including representatives from National Health Service Lothian, Police Scotland, Edinburgh University, Edinburgh College, Edinburgh Youth Work consortium, Edinburgh Voluntary Organisations Council, Volunteer Edinburgh, Desire Lines (Arts and Cultural Sector), Edinburgh Leisure, Lothian Association of Youth Clubs, Skills Development Scotland, Edinburgh Inter Faith Association, Workers' Education Association, the Council Lifelong Learning, Economic Development and Strategy and Insight teams.

The CLD Partnership acts as the main agency for the strategic development of CLD in the city and provides governance for the three year plan through:

- * Sharing good practice and developing new areas of work in response to new and emerging needs
- * Ensuring the plan reflects Council and partner community learning and development activity in response to new and emerging needs
- * Overseeing the extent, quality and impact of community learning and development activity across the city
- * Developing a performance framework to monitor progress and identify strengths and areas for improvement
- * Advising the Edinburgh Partnership on community engagement and empowerment
- * Learning from good practice in other local authorities



The wider legislative and policy context for the plan

A wide range of national and local guidance, plans and policies provide a framework to inform and influence the plan. Some of these key documents are listed below:

Strategic Guidance for Community Planning partnerships: Community learning and development (2012) promotes a more integrated approach to support active community participation in planning and delivery of services <https://www.gov.scot/Publications/2012/06/2208>

The Requirements for Community Learning and Development (Scotland) Regulations 2013 provides the legislative framework for Community Learning and Development <http://www.legislation.gov.uk/ssi/2013/175/introduction/made>

National Youth Work Strategy 2014– 2019 aims to improve outcomes for young people through youth work. PDF file: National Youth Work Strategy 2014– 19 <https://education.gov.scot/Documents/youth-work-strategy-181214.pdf>

Adult Learning in Scotland, a Statement of Ambition 2014 sets out the ambitions for adult learning in Scotland, defining three principles for adult learning: that it is lifelong, life-wide and learner-centred PDF file: Adult Learning in Scotland – A Statement of Ambition <https://education.gov.scot/Documents/adult-learning-statement.pdf>

Adult Literacies in Scotland 2020 (ALIS 2020) aims to promote equal access to and participation in literacies learning for all adults. PDF file: Adult Literacies in Scotland: Survey of progress and priorities 2010–2015 http://www.employabilityinscotland.com/media/121308/adult_literacies_in_scotland_2020-_strategic_guidance.pdf

PDF file: A professional development framework for Scotland's adult literacies workforce (911 KB) aims to develop professional development of workers, leading to improved achievement and progression by literacies learners <https://education.gov.scot/Documents/AdultLiteraciesCPDFramework.pdf>

Welcoming Our Learners: Scotland's ESOL (English for Speakers of Other Languages) Strategy 2015–2020 sets out the importance and context of ESOL learning in Scotland. PDF file: Scotland's ESOL Strategy 2015– 20 <https://education.gov.scot/Documents/ESOLStrategy2015to2020.pdf>

Wider policy context:

- * Children and Young People (Scotland) Act 2014 legislation on the rights of children and young people in Scotland <http://www.legislation.gov.uk/asp/2014/8/contents/enacted>
- * Getting it right for every child (GIRFEC) is the national approach in Scotland to improving outcomes and supporting the wellbeing of children and young people <https://www.gov.scot/Topics/People/Young-People/gettingitright>
- * Developing Scotland's Young Workforce is a response to the challenge of youth unemployment <https://www.gov.scot/Publications/2014/06/4089/0>



- * Opportunities For All – Post-16 transitions – Policy and Practice Framework <https://www.gov.scot/Publications/2014/08/4869/0> aims to provide guidance for those involved in supporting post-16 transitions, and the planning and delivery of education, training and careers information advice and guidance for young people in Scotland.
- * Community Empowerment (Scotland) Act <https://beta.gov.scot/policies/community-empowerment/> aims to help communities to do more for themselves and have more say in decisions that affect them.
- * Skills for Scotland: A Lifelong Skills Strategy <https://www.gov.scot/Publications/2007/09/06091114/0> has a vision for a smarter Scotland with a globally competitive economy based on high value jobs, with progressive and innovative business leadership

What are the local policies and plans which influence the plan?

'Live Well in Later Life', Edinburgh's Joint Commissioning Plan for Older People 2012–2022 covers care and support services to older people over 65 years of age and aims to improve outcomes for older people.

Youth and Children's Work Strategy for Edinburgh 2017–20 provides a framework for the delivery of children and young people's services

The Edinburgh Children's Partnership Children's Services Plan 2017–20 directs strategic planning, development and delivery of children and young people's services on behalf of the Edinburgh Partnership .

The Edinburgh Partnership is the community planning partnership for Edinburgh. The aim of the Partnership is to deliver better outcomes for communities, and particularly for those experiencing the greatest inequality. How it does this is set out in a Local Outcome Improvement Plan. This plan focuses on partners working together to address poverty and inequality with the priority themes covering income maximisation, housing and place, education and employability. Community participation and influence is central to the work of the Partnership.

This citywide activity is complemented by four Locality Improvement plans (LIPs), one for each of the South West, North West, South East and North East localities. The LIPs aim to deliver better outcomes for individuals and communities by simplifying and strengthening existing improvement planning and partnership working, placing communities at the heart.



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

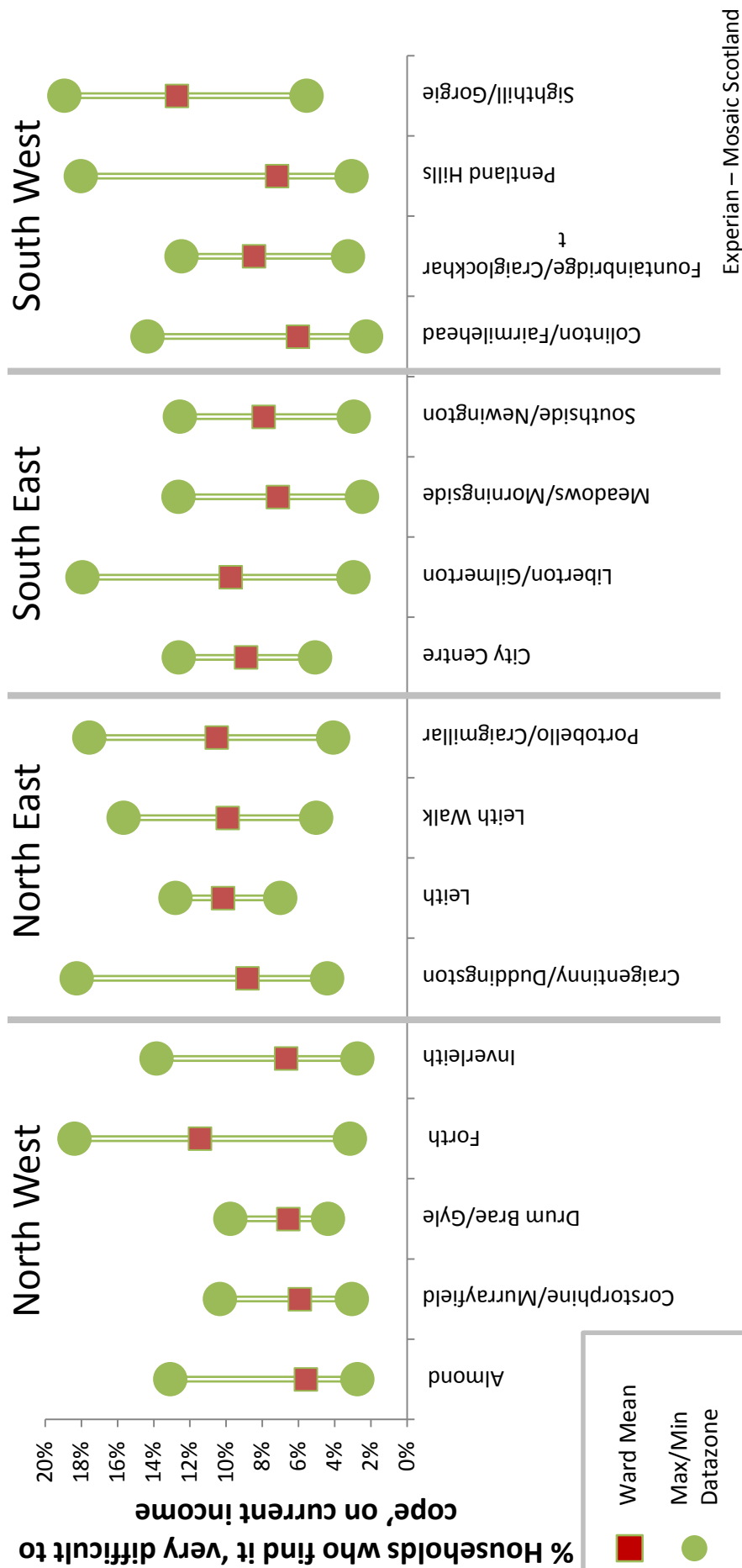
Over the last 10 years	Over the next 10 years
<ul style="list-style-type: none"> * Edinburgh has been one of the fastest growing local authorities in the UK * Edinburgh has an estimated population of 506,000 which makes it the second most populous city in Scotland and the 7th in the United Kingdom * From 2005 to 2015, the population of the city grew by 10% – over 49,000 people * This is more than double the growth seen across Scotland, and faster than that of any other city 	<ul style="list-style-type: none"> * Analysis suggests that Edinburgh is likely to see further population growth – it is estimated that it will reach 567,000 by 2030 * The projected population increase from 2014 – 2024 is 44,500 people (9%) with strong growth at both ends of the age spectrum * The population aged 12 – 17 is projected to grow by around 23% in this period * The population aged over 75 is projected to grow by 25%, almost 3,000 people over the same 10 year period

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

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

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

FINANCIAL STRESS



Section 1: Planning for improvement

Steps taken by the CLD Partnership to identify and put in place actions that will result in a continuous cycle of improvement for all partners

High level improvements		1.1	Improve self-evaluation across the CLD Partnership, ensuring it is consistent and systematic.			
		1.2	Improve the way in which data is gathered, shared, analysed and used for planning and evaluation across the CLD Partnership.			
		1.3	Improve mechanisms for reporting on the impact of Community Learning and Development as a community of practice.			
		1.4	Increase engagement with all stakeholders in training, planning and evaluating CLD activity.			
Outcomes		Links to other plans and strategies	Time scale	Actions	Leads	Key Performance Indicators
1.1 1.3 1.4	A culture of self-evaluation and improvement exists across the CLD Partnership	Team Plans: Strategic teams CLD Plan: Lifelong Learning Paul McCloskey Locality Improvement Plans: Locality teams	Jan 2017 and ongoing Review annually from July 2019	Support colleagues to strengthen practices in self-evaluation using How Good is Our Frameworks Develop a Lifelong Learning service-wide self-evaluation calendar Introduce Lifelong Learning staff and relevant CLD partners to Improvement Methodology	Christine McKechnie Lifelong Learning	Most staff report increasing confidence in using self-evaluation through attendance at, and feedback from, training and CLPL No of staff that participate and engage in actions defined within the Self-evaluation calendar

1.1 1.2	<p>Self-evaluation is embedded across the CLD Partnership Staff and partners confidently engage in a continuous cycle of planning and evaluation</p> <p>Using data to inform planning and generating evidence to demonstrate impact is routine and embedded in practice</p>	<p>Education Authority (NIF) Improvement Plan Lifelong Learning Linda Lees:</p> <p>CLD Plan: Lifelong Learning Paul McCloskey:</p> <p>Integrated Children's Services Plan: Identified strategic leads for Lifelong Learning</p> <p>Locality Improvement Plans: Lifelong Learning Paul McCloskey, Linda Lees, Robin Yellowlees</p> <p>Growing the Learning Culture in CLD: A strategy statement and framework for action</p>	Ongoing Review annually from July 2019	<p>Explore feasibility of creating a post of Lifelong Learning Development Officer (Continuous Improvement) to provide support and challenge</p> <p>Deliver a structured programme of self-evaluation and data training</p> <p>Managers create more opportunities for joint planning and evaluation and practice sharing</p> <p>Ensure at least one senior officer becomes an HMI Associate Assessor for CLD and explore opportunities for officers to become Culture and Sport AAs</p> <p>All teams and partners contribute to writing reports for Education, Children and Families Committee demonstrating the impact of planned activity</p> <p>Lifelong Learning staff actively encourage partners to participate in joint self-evaluation and training opportunities</p> <p>Produce a Lifelong Learning Standards and Quality Report annually from July 2019</p> <p>Increase the number of staff who become members of the CLD Standards Council</p>	<p>Paul McCloskey Lifelong Learning</p> <p>Ian Brooke Edinburgh Voluntary Organisations Council</p>	<p>All Lifelong Learning Team Plans are aligned with relevant other plans</p> <p>Data is evident in planning and reporting.</p> <p>Baseline templates are updated annually in July with a snapshot annually in October/ November.</p> <p>Realistic and challenging targets are set each July.</p> <p>All Lifelong Learning teams report against priorities.</p> <p>All Lifelong Learning teams contribute to the Lifelong Learning Standards and Quality Report from July 2019</p>
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Section 2: Improving life chances for people of all ages

Steps taken by the CLD Partnership to promote prevention and early intervention, and reduce inequalities

High level improvements	1.1	Increase the focus of the CLD Partnership on activities that are designed to intervene early.				
	1.2	Increase the focus of the CLD Partnership on activities and interventions where the purpose is preventative.				
	1.3	Increase the focus and capacity of the CLD Partnership to reduce inequalities and improve life chances for people of all ages.				
Outcomes	Links to other plans and strategies	Time scale	Actions	Leads	Key Performance Indicators	
Year 1						
1.1 1.2 1.3	We have learning opportunities which are designed to meet the needs and support the ambitions of vulnerable and disadvantaged groups and individuals Vulnerable groups and individuals are engaged through effective collaborative planning and co-ordination Vulnerable and disadvantaged groups and individuals are able to access facilities and participate in social cultural and learning opportunities	Our ambitions for improving the life chances of young people in Scotland: National Youth Work Strategy 2014–2019	A set of competencies and skills for sessional youth work staff will be identified. Sessional Youth Work staff will be upskilled through workforce development opportunities offered through the CLD Partnership. Training opportunities will be promoted and shared with partners. This will include digital skills and social media; how to encourage participation of children and young people from minority communities; people’s mental health and wellbeing.	Simon Jacquet Edinburgh Youth Work Consortium Laurene Edgar Lothian Association of Youth Clubs John Heywood Lifelong Learning Tommy George Edinburgh Leisure	Set of competencies produced Numbers attending training Evaluation and feedback from staff participants Examples of improved practice	

1.3	Barriers to participation in youth work provision for young people from Black, Asian and Minority Ethnic communities are reduced			<p>Develop a means of actively recruiting youth workers from Black, Asian and Minority Ethnic (BAME) communities</p> <p>Carry out an assessment/ audit of what barriers may exist, real or perceived, for BAME youth from mainstream provision. Assessment needs to look at what provision is provided within communities and how mainstream could interact with that</p> <p>Establish a baseline for numbers of BAME young people participating in youth work provision across the city.</p> <p>Young people from Black, Asian and Minority Ethnic (BAME) communities will be targeted to become more involved in local youth work provision</p>	<p>Julie Coyle Skills Development Scotland</p> <p>John Heywood Lifelong Learning</p> <p>Paul Wilson Volunteer Edinburgh</p> <p>Laurene Edgar Lothian Association of Youth Clubs</p>	% increase in participation by young people from BAME communities (November 2018 snapshot compared to snapshot in May 2019)
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	Meet the needs of the learners involved including the systematic use of individual learner plans that clearly identify learner progression	Adult Learning in Scotland Statement of Ambition (2014)		<p>Literacy and Numeracy provision will be reshaped to meet the needs of the users of the service.</p> <p>Develop pathways and progression routes for adults where a literacy/ numeracy need has been identified.</p> <p>Resources are targeted to develop new, first step literacy provision for adults and families.</p> <p>Meet the needs of the learners involved including the systematic use of individual learner plans that clearly identify learner progression</p> <p>Provide shared practice events for literacy practitioners to identify 'Literacy Challenge' activities to engage new and hard to reach learners.</p> <p>CLD Partnership to revisit the delivery of literacy and numeracy classes within the workplace.</p> <p>Professional Development Award Literacies training to be offered to Lifelong Learning Development Officers</p>	<p>Sheila Duncan Lifelong Learning</p> <p>Archie Campbell Workers Educational Association</p> <p>Diane Gordon Edinburgh College</p> <p>Tommy George Edinburgh Leisure</p> <p>Jon Buglass Edinburgh College</p> <p>Sheila Duncan Lifelong Learning</p>	<p>Examples of learner progression</p> <p>Number of events and participants; written evaluation</p>
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1.3	Staff will be able to better communicate and work with people affected by mental health issues	Scottish Government Mental Health Strategy 2017–2027	April 2019 and ongoing thereafter	<p>Share existing training and development programmes and create new learning opportunities in this area.</p> <p>Increase partner staff awareness and knowledge around mental health and wellbeing for people of all ages</p>	<p>Moyra Burns NHS Lothian</p> <p>Diane Gordon Edinburgh College</p>	<p>Numbers attending training</p> <p>Follow up feedback from staff as to the impact of training on practice</p>
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Section 3: Building stronger, more resilient communities

Steps taken by the CLD Partnership to build the capacity and agency of communities

High level improvements	1.1	Provide more opportunities for local communities to participate in decision making and the co-design and delivery of service.				
	1.2	Improve skills, knowledge and confidence of communities to build active participation.				
	1.3	Local people feel their voices are heard and are more connected and invested in their communities.				
Outcomes	Links to other plans and strategies	Time scale	Actions	Leads	Key Performance Indicators	
Year 1						
1.1 1.2	Community groups and individuals have the opportunity to be engaged in planning and evaluation of services Skills and learning opportunities are co-ordinated by partners and communities to ensure that provision is targeted and reaching those most in need	June 2019	Partners will be involved in this review The CLD Partnership will contribute to a review of criteria applied to the distribution of funding through the Third-Party Revenue Grants.	John Heywood Lifelong Learning Ian Brooke Edinburgh Voluntary Organisations Council Laurene Edgar Lothian Association of Youth Clubs	Record of consultation and feedback Revision of Third-Party Revenue Grants.	

1.2	Vulnerable people are supported to reduce sense of loneliness and social isolation by building better connections between services.			Look at the impact of models such as Community Connectors in Frome (Dorset) and Next Door App. Audit similar programmes in Edinburgh, share this information widely. Look at how successful initiatives can be extended to other parts of the City	Paul Wilson Volunteer Edinburgh Ian Brooke Edinburgh Voluntary Organisations Council Peter Strong (North West Locality) Gill Geany (Police Scotland) Paul McCloskey Lifelong Learning	Reported improvements in vulnerable people feeling less isolated as a result of improved local/ city connections
1.1	Local communities are more involved in decision making (particularly people who don't usually participate in dialogue) and their capacity to effect change is increased.		May 2019	Learn from other successful models within and outwith Edinburgh eg: Fife model which focused on political literacy, asset transfer and helping people define and address local issues (partnership of Fife College and CLD). Consider role of 'critical thinking' for citizens as part of this process.	Gill Geany (Police Scotland) Paul McCloskey Lifelong Learning Archie Campbell (Workers Education Association) Sheila Duncan Lifelong Learning	Examples of successful models
1.1 1.3	Citizens are more involved in deciding how budgets are spent.		February 2019	Explore different ways of engaging people in communities of all ages to influence the budgeting affecting their lives eg Canny Cash	Jan-Bert van den Berg Artlink Ian Brooke Edinburgh Voluntary Organisations Council John Heywood Lifelong Learning	Examples of good practice
1.1 1.2 1.3	Community Centre Management Committees are confident in managing and making the most of local assets	Community Empowerment (Scotland) Act	December 2019	Training programme developed and implemented Review and revision of Community Centre Handbook Development of Keyholder policy	Ian Brooke Edinburgh Voluntary Organisations Council Paul McCloskey Lifelong Learning	Feedback for Management Committees Record of training Production and implementation of Keyholder policy

Section 4: Monitoring and reporting

Steps taken by the CLD Partnership to improve governance, monitoring and reporting

High level improvements	3.1 Strengthen the governance arrangements for CLD and the links with Locality Governance					
	3.1 Improve and strengthen the monitoring of CLD across the partnership					
	3.1 Improve mechanisms for reporting on the impact of the CLD Partnership					
Outcomes	Links to other plans and strategies	Time scale	Actions	Leads	Key Performance Indicators	
Year 1						
3.3	There is a clearer understanding of the purpose and impact of CLD across the Council and Community Planning Partnerships.	CLD Improvement Plan Locality Improvement Plans Local Outcome Improvement Plan Lifelong Learning Plan Edinburgh Children's Partnership Children's Services Plan 2017–20:	November 2018	Ensure the Local Outcome Improvement Plan and CLD Plan are aligned and complementary Report on CLD activity through Locality Dashboards Produce and circulate annual report demonstrating impact of CLD across partnership activity Report on CLD activity in Education, Communities and families Business Bulletin Reports to the Locality Committees and the Culture and Communities Committee. Actively participate in CLD Managers Scotland Forum	Paul McCloskey Lifelong Learning Ian Brooke Edinburgh Voluntary Organisations Council Paul McCloskey Lifelong Learning David Bruce and Paul McCloskey Lifelong Learning	Clear alignment between the two Clear alignment with Locality Improvement Plans

3.2 3.3	Clear evidence of improved performance is achieved through systematic use of baseline templates	Lifelong Learning plan		Use templates to measure progress Quantitative baseline templates are in place to facilitate clear, consistent monitoring and reporting mechanism	Christine McKechnie Lifelong Learning John Heywood Lifelong Learning	
3.1 3.2 3.3			January 2019	Clear monitoring and reporting of the CLD Partnership plan is established Develop an agreed means of sharing monitoring and information to measure the impact of the CLD Partnership plan activity by tabling this at September and January meetings	John Heywood Lifelong Learning	Development and use of a simple quarterly reporting process
3.1	The CLD Partnership receives quarterly information on CLD development and activity citywide		March 2019	The CLD Partnership receives quarterly information on CLD development and activity citywide Identify existing mechanisms and those in development which together will ensure the CLD Partnership has an overview of the impact of citywide CLD activity Table this at September and January meetings Annual cycle in place to report to the Edinburgh Partnership, CLD Partnership, Education, Children & Families Committee.	John Heywood Lifelong Learning David Bruce and Paul McCloskey Lifelong Learning	

Themes for years two and three

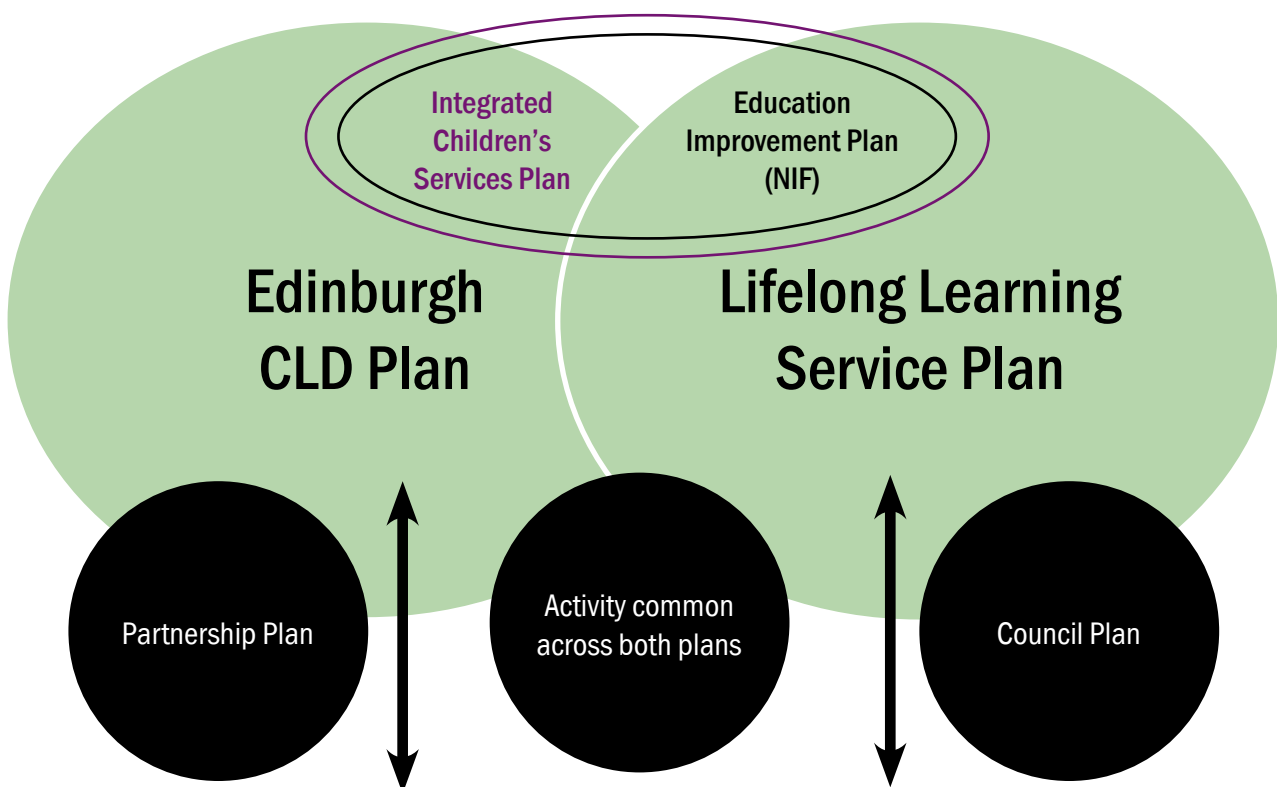
Outcomes		Links to other plans and strategies	Time scale	Actions	Leads	Key Performance Indicators
	<p>We have meaningful evidence that individuals are supported to access and maintain volunteering opportunities</p> <p>The number and range of volunteering opportunities has increased</p>	<p>The Volunteering and Active Citizenship Strategy</p> <p>National Framework of Volunteering Youth and Children's Work Strategy for Edinburgh 2017-2020</p>	Consider September 2019	<p>Consider this again in September 2019</p> <p>Support individuals to access volunteering opportunities with a focus on improving employability skills and support those individuals to translate and utilise those employment skills and experiences gained through volunteering.</p> <p>Develop volunteering opportunities to gain work related experience and life skills</p>	<p>Paul Wilson Volunteer Edinburgh</p> <p>Ian Brooke Edinburgh Voluntary Organisations Council</p>	
	Reduce levels of antisocial behaviour as highlighted by the partnership, including motorbike crime, bonfire night issues, violence and knife crime by developing fresh thinking and approaches.		Consider April 2019	Consider this again in April 2019 to explore whether the CLD Partnership can apply fresh thinking.	<p>Gill Geany Police Scotland</p> <p>Paul McCloskey Lifelong Learning</p>	
	Sustained positive destinations for young people		Consider in December 2019	Explore fresh thinking around the need to increase the number of young people Edinburgh who are achieving sustained positive destinations	<p>Julie Coyle Skills Development Scotland</p> <p>Paul McCloskey Lifelong Learning</p>	

Relationship between The Lifelong Service Plan, Edinburgh CLD Plan and other plans

A Lifelong Learning Service Plan sets out the strategic context for the work of the newly formed Council Lifelong Learning service area.

Lifelong Learning Service provides locally delivered lifelong learning opportunities for individuals and groups, including access to libraries and information services, youth work, adult education, community capacity building, arts and creative learning, health and wellbeing, parent and carer support, sport and physical activity.

The diagram below illustrates the relationship between the Council Lifelong Learning Service Plan and the new Edinburgh CLD Partnership Plan.



Community Learning and Development is a major contributor to national outcomes as outlined in Scotland's National Performance Framework below.

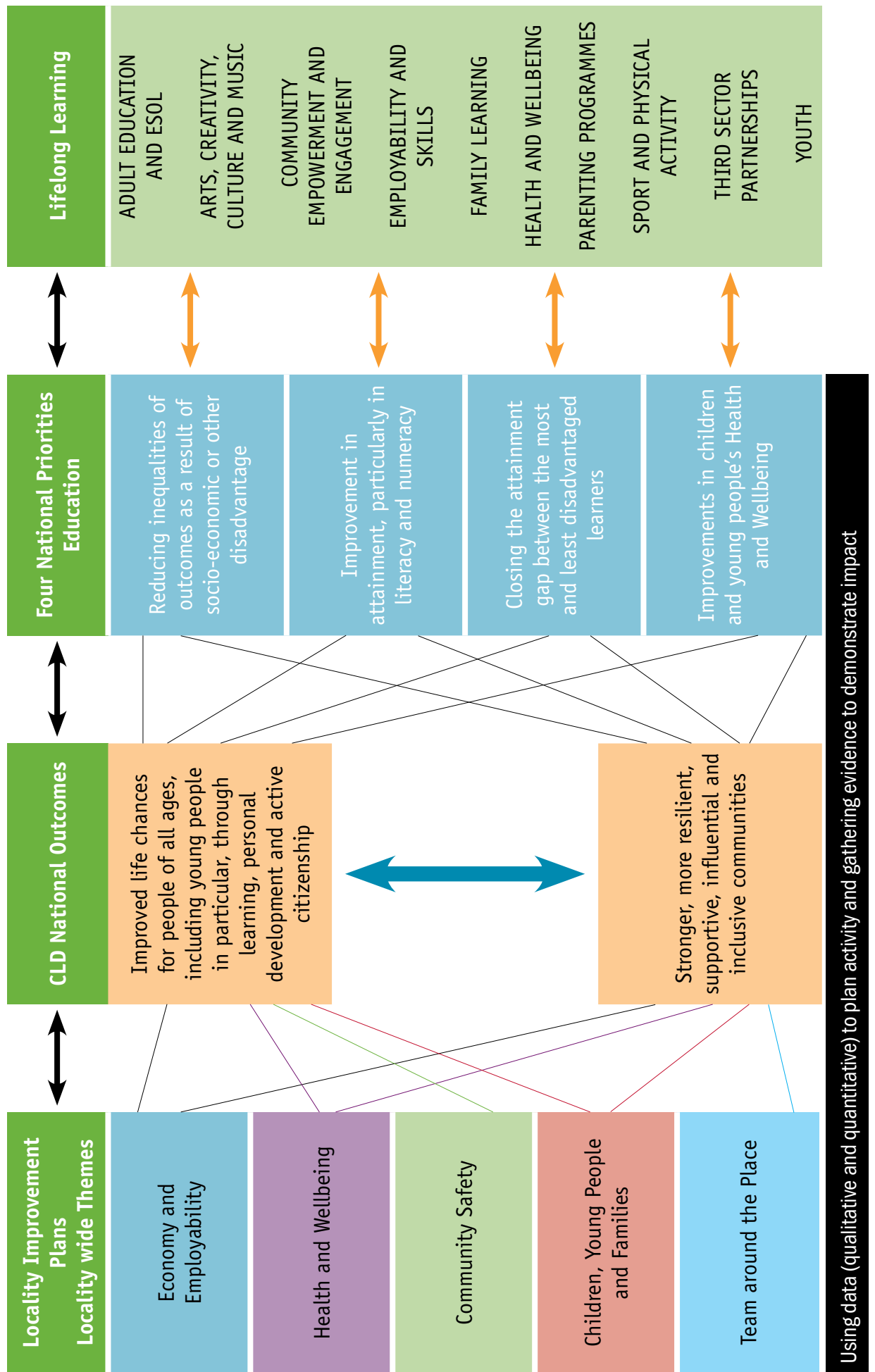
Scotland's National Performance Framework

Since 2007, National Outcomes have provided a focus and direction for policy action across the public sector. The National Performance Framework (NPF) has transformed the way public services are delivered in Scotland into an outcomes based approach. The outcomes approach is now placed in statute through the Community Empowerment Scotland (2015) Act.

In June 2018 the new NPF was launched, based on the kind of Scotland people said they would like to live in. A new set of National Outcomes was developed, which reflect a unified vision as described in the NPF's Purpose, Values and National Outcomes (left). This helps us to achieve goals that improve the wellbeing and quality of life of the people of Scotland. They reflect our values as a nation and the aspirations we hold for our future. It also links with our commitment to the United Nations Sustainable Development Goals which are aimed at improving wellbeing across the world.



The relationship of Community Learning and Development to the national CLD Outcomes, National Education Priorities, Locality Improvement Plans and Lifelong Learning is illustrated below



Overview – CLD outcomes

Outcomes set by Community Learning and Development Managers Scotland (CLDMS) and key partners.

Youth Work	Adult Learning	Community Development
* Young people are confident, resilient and optimistic for the future.	* Adult learners are confident, resilient and optimistic for the future.	* Communities are confident, resilient and optimistic for the future.
* Young people manage personal, social and formal relationships.	* Adult learners develop positive networks and social connections.	* Communities manage links within communities and to other communities and networks.
* Young people create, describe and apply their knowledge and skills.	* Adult learners apply their skills, knowledge and understanding across the four areas of life.	* Community members identify their capacities, learning and skills, enhance them and apply them to their own issues and needs.
* Young people participate safely and effectively in groups	* Adult learners participate equally, inclusively and effectively.	* Community members form and participate equally, inclusively and effectively in accountable groups.
* Young people consider risk, make reasoned decisions and take control.	* Adult learners are equipped to meet key challenges and transitions in their lives.	* Communities consider risk, make reasoned decisions and take control of agendas.
* Young people express their voice and demonstrate social commitment.	* Adult learners express their voices, co design their learning and influence local and national policy.	* Communities express their voice and demonstrate commitment to social justice and action to achieve it.
* Young people's perspectives are broadened through new experiences and thinking.	* Adult learners critically reflect on their experiences and make positive changes for themselves and their communities.	* Community members' perspectives are broadened through new diverse experiences and connections.

