

Notice of meeting and agenda

Education, Children and Families Committee

10:00am, Tuesday 9 October 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 14 August 2018 (circulated) - submitted for approval as a correct record

5. Forward planning

- 5.1 Rolling Actions Log (circulated)
- 5.2 Work Programme (circulated)

6. Business bulletin

- 6.1 Business Bulletin (circulated)

7. Executive decisions

- 7.1 Year of Young People 2018 – report by the Executive Director for Communities and Families (circulated)
- 7.2 Towerbank Primary School – On-Site Cooking of School Meals – report by the Executive Director of Resources (circulated)
- 7.3 School and Early Years Playgrounds Development – report by the Executive Director for Communities and Families (circulated)
- 7.4 Lifelong Learning Plan – report by the Executive Director for Communities and Families (circulated)
- 7.5 Arts and Creative Learning Update - report by the Executive Director for Communities and Families (circulated)
- 7.6 Gaelic Medium Education Improvement Plan and Growth Strategy – report by the Executive Director for Communities and Families (circulated)
- 7.7 Raising Attainment: Frameworks for Learning; Teaching and Learning – report by the Executive Director for Communities and Families (circulated)
- 7.8 Educational Attainment in the Broad General Education for Primary and Secondary Schools 21018 – report by the Executive Director for Communities and Families (circulated)

- 7.9 West and South West Schools Review – Approval to Progress Statutory Consultation – report by the Executive Director for Communities and Families (circulated)
- 7.10 Update on Supporting Children and Young People’s Mental Health and Wellbeing in School – report by the Executive Director for Communities and Families (circulated)
- 7.11 Child Poverty Action Unit (a) report by the Executive Director for Communities and Families and (b) referral from the Culture and Communities Committee (both circulated)
- 7.12 Internal Audit Update Report: 1 January - 31 July 2018 – referral from the Governance, Risk and Best Value Committee (circulated)

8. Motions

- 8.1 If any

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 .

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

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

For remaining item of business likely to be considered in private, see separate agenda.

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Education, Children and Families Committee

10.00am, Tuesday 14 August 2018

Present:

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

Parent Representative

Alexander Ramage (non-voting)

1. Minutes

Decision

- 1) To approve the minute of the Education, Children and Families Committee of 22 May 2018 as a correct record.
- 2) To approve the minute of the Additional Meeting of the Education, Children and Families Committee of 21 June 20 18 as a correct record.

2. Rolling Actions Log

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

Decision

- 1) To close the following actions:
 - Action 1 – Duncan Place and Leith Primary School
 - Action 7 – Schools and Lifelong Learning Estate Strategic Review – Additional Capacity for Boroughmuir High School on the India Quay site
 - Action 8 – Educational Attainment in Primary and Secondary Schools 2016
 - Action 12 – Schools and Lifelong Learning Review – Update on Informal Consultation
- 2) To update the rolling actions log to reflect decisions taken at this meeting.
- 3) To otherwise note the remaining outstanding actions.

(Reference – Rolling Actions Log 14 August 2018, submitted)

3. 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)

4. Business Bulletin

The Education, Children and Families Committee Business Bulletin for 14 August 2018 was presented.

Decision

To note the Business Bulletin.

(Reference – Business Bulletin, submitted)

Declaration of Interest

Councillor Perry declared a non-financial interest in the above item as his daughter was a member of a dance charity supporting the holiday play scheme for children and young people with disabilities.

5. The Edinburgh Children's Partnership – Annual Report 2017-18 for the Children's Service Plan

Approval was sought for the first Annual Report on the Edinburgh Children's Partnership Children's Services Plan 2017-2020. Performance progress was reported against the following five strategic outcomes in the Plan:

- 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.

Decision

To approve the Annual Report for 2017-18 for the Edinburgh Children's Partnership's Children's Services Plan 2017-2020.

(References – Minute of the Education, Children and Families Committee 15 August 2017 (item 6); report by the Executive Director for Communities and Families, submitted)

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

The Committee was 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 were detailed in appendices 1 to 5 of the report by the Chief Executive.

Motion

- 1) To agree the membership, Conveners and remits for the Sub-Committee on Standards for Children and Families, Consultative Committee with Parents and Working Groups for 2018/19 as set out in Appendices 1 to 5 of the report by the Chief Executive.
 - 2) To amend the recommended membership of the Wester Hailes Working Group as set out in Appendix 6 of the report as follows:
 - To appoint a representative from each political party.
 - A parent council representative from Wester Hailes Education Centre and a parent council representative from the three feeder Primary Schools (Canal View, Clovenstone and Sighthill).
 - The Head Teacher from Wester Hailes Education Centre and a Head Teacher to represent the three feeder Primary Schools.
 - An officer from Quality, Improvement and Curriculum.
- moved by Councillor Perry, seconded by Councillor Dickie.

Amendment

- 1) To agree the membership, Conveners and remits for the Sub-Committee on Standards for Children and Families, Consultative Committee with Parents and Working Groups for 2018/19 as set out in Appendices 1 to 5 of the report by the Chief Executive.
 - 2) To appoint membership of the Wester Hailes working Group as set out in Appendix 6 of the report.
 - 3) To call for the Committee to appoint the four local Ward members in addition to the five councillors listed in Appendix 6.
- moved by Councillor Webber, seconded by Councillor Cook

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

Decision

- 1) To appoint the membership of the Sub-Committee on Standards for Children and Families as set out in Appendix 1 of the report by the Chief Executive.
- 2) To appoint Councillor Perry as the Convener of the Sub-Committee on Standards for Children and Families.
- 3) To appoint the membership of the Consultative Committee with Parents as set out in Appendix 2 of the report.
- 4) To appoint Councillor Perry as the Convener of the Consultative Committee with Parents for 2018/2019.
- 5) To appoint membership of the Working Groups as set out in Appendices 3 to 5 of the report.
- 6) To amend the recommended membership of the Wester Hailes Working Group as set out in Appendix 6 of the report as follows:
 - To appoint a representative from each political party.
 - To agree that substitutes are permitted from within the membership of the Education, Children and Families Committee or local Ward Members.
 - A parent council representative from Wester Hailes Education Centre and a parent council representative from the three feeder Primary Schools (Canal View, Clovenstone and Sighthill).
 - The Head Teacher from Wester Hailes Education Centre and a Head Teacher to represent the three feeder Primary Schools.
 - An officer from Quality, Improvement and Curriculum.
- 7) To investigate ways of engaging young people in the Working Group's discussions.
- 8) To submit a progress review and update to the Education, Children and Families Committee in six months.

(References – report by the Chief Executive, submitted)

7. Expansion of Early Learning and Childcare from 600-1140 hours by 2020. Current Progress and Next Steps

An update was provided on the Council's 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 had now been agreed and the finalised plan would continue to be reviewed and adapted where necessary.

Decision

- 1) To note the progress made towards 1140 hours.
- 2) To approve the phasing in expansion plan, (appendix 1 of the report by the Executive Director for Communities and Families) including increasing the number of local authority early years settings open all year round between the hours of 8.00am and 6.00pm.
- 3) To approve the plan to setup a working group to explore the centralisation of the allocation of early learning and childcare places.
- 4) To approve the proposed capital investment plan as outlined in appendix 2 of the report.
- 5) To note the risks as outlined in Section 6 of the report in particular the significant challenges in the Council's ability to deliver the expansion from 2020 and ask officers to assess and report back on risk mitigation strategies within two cycles.

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

8. Communities and Families Assurance Framework Report

The Communities and Families Assurance Framework had been in place for two years during which time the service, Internal Audit and Business Partners had created a Local Assurance Statement for Head Teachers and Heads of Establishment to complete.

The key themes emerging from the Assurance Framework were reported together with recommendations towards providing continual improvements in Communities and Families establishments' management of risk through a robust control environment. The focus was on the self-assurance process, findings and subsequent actions.

Decision

To note the report.

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

9. Daylight Impact Assessment Central Library

The Committee had previously 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 had completed a report highlighting the impacts and some recommendations for mitigation.

Decision

- 1) To note the findings of the daylight impact assessment.
- 2) To note that this assessment did not include the book stack, which was an area of the Central Library proposed for public use in the future.
- 3) To note that Library Services had not determined the target levels for daylight, in excess of minimum requirements identified in the report, that may be required for a building of such cultural and community importance, for sustainability reasons (to limit use of artificial lighting) and/or when designing for elderly or visually impaired users.
- 4) To agree to carry out the recommended mitigation measures in the report by Malcolm Hollis Independent Building Consultants.
- 5) To agree to refer this report to Planning Committee for a decision:
 - i) To request that the developers of India Buildings and the gap site to the west of the library also take mitigation measures, and report this decision back to Education Children and Families Committee.
 - ii) To request the Planning Committee to consider reviewing the required lighting standards to be applied to planning applications coming forward in the future.

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

10. Looked After Children: Transformation Programme Progress Update

Expenditure on Looked After Children (LAC) had 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.

At March 2018 many of the targets had been achieved or exceeded. These included an overall reduction in the LAC population, a reduction in the number of children in foster care, an increase in overall kinship care placements and a reduction in the use of secure care.

Decision

- 1) To note the progress made to date against the starting position at March 2013 as set out in appendix 1 of the report by the Executive Director for Communities and Families.
- 2) To note the actions in progress to deliver further improvements during 2018/19.
- 3) To refer the report to Governance, Risk and Best Value Committee.

(References – Education, Children and Families Committee 8 December 2015 (item 13); report by the Executive Director for Communities and Families, submitted)

11. Accounts Commission – Local Government in Scotland – Challenges and Performance 2018- Referral from the Governance, Risk and Best Value Committee

The Governance, Risk and Best Value Committee on 5 June 2018 had considered a report detailing the Accounts Commission's report assessing the 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 had been referred to the Education, Children and Families Committee for consideration.

Decision

To note the report.

(References - Governance, Risk and Best Value Committee on 5 June 2018 (item 8); report by the Executive Director for Communities and Families, submitted)

12. Play Schemes for Children with Disabilities Progress Report

An update was provided on the review being undertaken on the provision of the holiday play scheme service for children with disabilities.

A consultation paper had been prepared to gather views of families and service users on term time support, out of school activities and transition to adult services.

It was proposed that a full report would be brought back to Committee with recommendations for future service provision once the outcomes of the consultation had been analysed and agreed with the families affected.

Decision

- 1) To note the report.
- 2) To 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.

(References – Education, Children and Families Committee 6 March 2018 (item 18); report by the Executive Director for Communities and Families, submitted).

Declaration of Interest

Councillor Perry declared a non-financial interest in the above item as his daughter was a member of a dance charity supporting the holiday play scheme for children and young people with disabilities.

13. Sport and Outdoor Learning

An update was provided on the work undertaken by the Sports and Outdoor Learning Unit which was now part of the recently created Lifelong Learning service. The Unit provided front line service delivery for children, young people and adults engaging in sport and physical activity both in schools and in community settings.

Further details were provided of the scope of the work, the composition of the unit and funding arrangements.

Decision

- 1) To note the scope of work and the impact on key outcomes.
- 2) To 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.
- 3) To 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.
- 4) To 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.
- 5) To agree that a further and more detailed report on Community Asset Transfer of sports facilities would be presented to this Committee in 2018-19.

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

14. Revenue Monitoring 2018/19 – Month Three Position

Details were provided of 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.

The total projected full year unfunded budget pressure was currently £9.9m, partially offset by mitigations totalling £0.1m, and resulting in a net residual unfunded budget pressure of £9.8m.

Decision

- 1) To note the net residual budget pressure of £9.8m which remained at month three and the estimated £5m potential overspend.
- 2) To 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.

- 3) To note that the Executive Director for of Communities and Families was taking measures to reduce budget pressures and progress would be reported to the Finance and Resources Committee on 11 October 2018 and to the meeting of the Education, Children and Families Committee on 11 December 2018.

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

15. Edinburgh Community Learning and Development Partnership Plan 2018-2021

Details were provided of the Edinburgh Community Learning and Development Plan 2018-2021. The plan would focus on key areas of activity identified by partners, which would add value to community learning and development delivery.

Decision

- 1) To note the Edinburgh Community Learning and Development Plan 2018 – 2021.
- 2) To agree to receive annual updates on progress.

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

16. Motion by Councillor Mary Campbell – Towerbank Primary School – On-Site Cooking of School Meals

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

“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 eg: oven, grills, microwave)
 - Staff resource requirements to include training requirements for current employees
 - Costs
 - Potential timescale for implementation
- moved by Councillor Mary Campbell, seconded by Councillor Callum Laidlaw

Decision

To approve the motion by Councillor Mary Campbell.

Education, Children and Families Committee

09.10 2018

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
1	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
2	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		
3	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) Recommended for closure

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
4	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		
5	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		
6	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		
7	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		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
8	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)
9	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		
10	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) Recommended for closure.
11	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
12	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.		
13	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		
14	12-12-17	Open Library	That an update report be submitted to Committee in six months.	Executive Director for Communities and Families	December 2018		
15	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
16	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		
17	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
18	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		
19	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		<p>Included in Playscheme/ Disability report (see agenda item 7.8)</p> <p>Recommended for closure</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
20	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		
21	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
22	22-05-18	Central Library Daylight Impact Assessment – motion by Councillor Miller	<p>“Committee:</p> <p>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.”</p>	Executive Director for Communities and Families	May 2018 August 2018		<p>Continued from 22 May 2018.</p> <p>Report on this agenda (see item 7.5).</p> <p>Recommended for closure.</p>
23	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
24	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		
25	14-08-18	Appointments to Sub-Committees on Standards for Children and Families, CCWP and Working Groups 2018/2019	To request a report back to Committee in October 2018 setting out the proposed aims and objectives of the Wester Hailes Working Group To submit a progress review and update to the Education, Children and Families Committee in six months.	Executive Director for Communities and Families Executive Director for Communities and Families	October 2018 March 2019		
26	14-08-18	Expansion of Early Learning and Childcare from 600-1140 hours by 2020, Current Progress and Next Steps	To 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 and asks officers to assess and report back on	Executive Director for Communities and Families	December 2018		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			risk mitigation strategies within two cycles.				
27	14-08-18	Play Schemes for Children with Disabilities Progress Report	To request a further report on the outcome of parental engagement and consultation of the future management of the holiday activity play scheme in December 2018	Executive Director for Communities and Families	December 2018		
28	14-08-18	Sport and Outdoor Learning	To agree a further and more detailed report on Community Asset Transfer of sports facilities shall be presented to this Committee in 2018/19.	Executive Director for Communities and Families	T.B.C.		
29	14-08-18	Revenue Monitoring 2018/19 – Month Three Position	To 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 11 October 2018 and to	Executive Director for Communities and Families	December 2018		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			the meeting of the Education, Children and Families Committee on 11 December 2018.				
20	14-08-18	Edinburgh Community Learning and Development Partnership Plan 2018-21	That Committee notes the Edinburgh Community Learning and Development Plan 2018-2021 and will receive annual updates on progress.	Executive Director for Communities and Families	Ongoing		
21	Council 20-09-18	Motion by Councillor Jim Campbell – School Recruitment	See appendix 1.	Executive Director for Communities and Families	December 2018		
22	Council 20-09-18	Motion by Councillor Smith – Liberton High School	See appendix 2.	Executive Director of Resources	December 2018		

9.1 By Councillor Jim Campbell – School Recruitment

“Council

Notes the efforts Officers made this year to recruit newly qualified teachers earlier than previous years, and is interested to understand how successful this was.

Therefore, asked for a report to Education, Children & Families Committee within two cycles to include:

- 1) The number of teaching and teaching assistant posts which were (a) taken up and (b) still vacant as schools and nurseries returned for this new academic year, providing a comparison with the previous five years.
- 2) A survey of Head Teachers assessing their satisfaction with the end to end recruitment process. Other sources of Head Teachers' views should also be included.
- 3) Data covering the last five years obtained from Education or HR records, indicating the average number of days between:
 - (a) Head Teachers advising of a vacancy (or the need to re-advertise a vacancy) and an advert being placed?
 - (b) Head Teachers advising of a vacancy and the last interview being held?
 - (c) A successful candidate first being interviewed and an offer being made to that candidate?
 - (d) A candidate accepting an offer and the Council gaining PVG clearance?
 - (e) A Head Teacher advising of a vacancy and a new appointment taking up that role?
- 4) An analysis of any candidates that were made offers but chose not to take up any role with this Council.
- 5) Reviews any benchmark reporting of end to end recruitment performance for similar vacancies within the Council, with other Councils, or with other organisations.”

9.1 By Councillor Smith – Liberton High School

“Council

- 1) Notes serious concerns over the Liberton High School remedial works which were to be completed over the summer break which have not been completed in line with deadlines set out to both the parent council and the Education, Children and Families Committee.
- 2) Calls for an action plan and strategic timetable be drawn up urgently for the required works to reassure parents, children and teachers at Liberton High School that the safety in our schools is of utmost importance.
- 3) Requests that a report to update members on the remedial works is brought to the next Education, Children and Families Committee.”

Coalition Addendum Approved

- 4) To note that the Convener and Vice-Convener had agreed to meet with the Head Teacher and Chair of the Parent Council at Liberton High School and that local ward councillors will be invited to attend.

Education, Children and Families Committee

Item	Key decisions	Expected date of decision	Wards affected	Director and lead officer	Progress updates	Council Commitments
1.	Edinburgh Learns: Parental Engagement	11/12/2018		Executive Director of Communities and Families Lead Officer: Lorna Sweeney 0131 469 3138 lorna.sweeney@edinburgh.gov.uk		
2.	Equally Safe Multi Agency Centre for Gender Based Violence and Child Protection	11/12/2018		Executive Director of Communities and Families Lead Officer: Andy Jeffries 0131 469 3857 andy.jeffries@edinburgh.gov.uk		
3.	Year of Young People Youth Programme for Euorcities	11/12/2018		Executive Director of Communities and Families Lead Officer: Linda Lees 0131 469 3956 linda.lees@edinburgh.gov.uk		



Item	Key decisions	Expected date of decision	Wards affected	Director and lead officer	Progress updates	Council Commitments
4.	Anti-Bullying	11/12/2018		Executive Director of Communities and Families Lead Officer: Lorna Sweeney 0131 469 3138 lorna.sweeney@edinburgh.gov.uk		
5.	Discover (Holiday Hunger Programme)	11/12/2018		Executive Director of Communities and Families Lead Officer: Linda Lees 0131 469 3956 linda.lees@edinburgh.gov.uk		

Education, Children and Families Committee

10.00am, Tuesday 9 October 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>

Rowanfield School

Merlin's Magic Wand teamed up with Edinburgh Dungeon to transform an unloved classroom into a magical new castle inspired soft play area, for pupils at Rowanfield School which was launched on the 5 September. Rowanfield School is situated in the North of Edinburgh and is a city wide, multi-agency school for primary aged children with severe and complex social, emotional and behavioral needs.

Merlin's Magic Wand is a Children's Charity that supports children facing challenges of serious illness, disability or adversity, by supplying tickets and travel grants to enable them to visit attractions.

Rosy Hume – Acting Head teacher at Rowanfield School said -“The Magic Space at Rowanfield School was created through our close collaboration with The Edinburgh Dungeon, finally opening its doors to pupils in August after four months. Our Pupil Council and staff were heavily involved in providing ideas to help the designers. Their first reactions were mainly stunned silence; they were totally overwhelmed - a couple of the older students screamed with delight! To find out more please visit www.merlinsmagicwand.org



Zoo Partnership

Pupils from Corstorphine Primary School dressed up in their favourite animal onesies and joined Edinburgh Zoo mascots Ruby and Zed to celebrate a new educational partnership between the zoo and school.

As part of their week of activities the school had education staff from the zoo carrying out workshops with pupils, sessions with the night zoo keeper for writing projects and a special zoo-themed dress down day.

The focus for the partnership is on Developing the Young Workforce, developing skills in the STEAM subjects and to develop interesting contexts for learning.

Many more exciting events are planned over the coming year.



Leith Schools Raise STEM Aspirations

Science and technology community roadshow at Leith Academy

A day of free family friendly activities took place in Leith on Saturday 22 September as part of a programme focused on igniting interest in Science, Technology, Engineering and Maths (STEM).

The Raising Aspirations in Science Education (RaiSE) programme aims to encourage young people into STEM careers, through inspiring STEM learning for pupils, teachers and families.

The Leith Family Fun Day is collaboration between RaiSE, The City of Edinburgh Council and the University of Edinburgh with involvement from other commercial and educational science partners.

Outdoor Learning Challenge

Thousands of school pupils turned Edinburgh's iconic Holyrood Park into the country's largest outdoor classroom on 20 September. The Outdoor Learning Challenge is the first event of its kind to be staged in Scotland. It has proved so popular that organisers from the City of Edinburgh Council's Sports and Outdoor Learning Unit had to put on an extra day to accommodate all the schools wanting to take part. It's been organised with partners Historic Environment Scotland and Dynamic Earth.

Over the day there was a wide variety of outdoor challenges for the 2,343 pupils to tackle in three themed zones – Explore, Discover and Create.



The three zones - Explore (red), Discover (blue) and Create (yellow)

Cllr Ian Perry, Convener for Education, Children and families at the City of Edinburgh Council, said: "As well as providing an exciting and challenging day for pupils, the events aim was to provide school staff with ideas and stimulus to take their regular teaching into the outdoors, and to showcase the many providers who operate across the city to support and provide Outdoor Learning experiences.

The outdoor learning challenge is a fantastic opportunity to bring together young people from across the city and showcase just how amazing our planet really is alongside discovering many other exciting ways you can learn and play in the outdoors.

Anna Danby, Learning Manager for Dynamic Earth, said: "We're really excited to be supporting Edinburgh's first ever Outdoor Learning Challenge. Our mission is to inspire people to learn all about how our Earth works and we believe that hands on outdoor learning is an essential part of achieving this. In Edinburgh we are so lucky to have the amazing landscape of Holyrood Park at the heart of our city.

"Experiencing first-hand how landscapes form, walking on ancient lava flows, discovering fossilised tropical beaches and getting up close with a whole manner of unique wildlife are just some of the learning potential the park offers. Our learning team enjoyed the outdoor time travelling to uncover the explosive past of Arthur's seat.

Southfest

Southfest' brought a new community event that focused on highlighting the vast amount of opportunities there are in the South of Edinburgh. They invited everybody in the local community to Liberton High School on 22 September, to sample and find out about some of these opportunities.

It was attended by local sports clubs, community initiatives, local businesses, parent council, school departments, etc. Throughout the day, there was plenty to see and do, from free sports sessions, dance performances, a market place, music acts, raffle draw, a café and much much more!



West/South West Working Group

A verbal update on the progress of the first meeting (due 3 November) will be available for the Committee when it meets on the 9 October.

Holiday Activity Grant Programme

The City of Edinburgh Council has been funding a holiday playscheme for children and young people with disabilities through a contractual arrangement. There has been a waiting list for this provision and to help meet demand the Council identified some additional funding over and above the Playscheme provision. In consultation with convenors Alistair Gaw, Executive Director of Communities and Families approved funding of £600k through delegated powers to enable further social, play and leisure opportunities to run from October 2018 through to March 2020. These clubs and groups will run during Edinburgh School holidays and term time and are delivered by a range of voluntary organisations to meet the varying needs of children and young people with disabilities. See Report item 7.13 for further information.

Education, Children and Families Committee

10am, Tuesday, 9 October 2018

Year of Young People 2018

Item number	7.1
Report number	
Executive/routine	
Wards	
Council Commitments	

Executive Summary

As part of its themed years programme, the Scottish Government designated 2018 as the Year of Young People. Young people across the country are increasingly involved in celebratory activities showcasing their successes and achievements, as well as participatory activities that influence decisions about issues affecting their lives

The Report of March 2018, described the approach required to progress Edinburgh towards becoming a Child and Young Person Friendly city as part of its 2050 vision.

This report, updates the committee on the steps required, and actions taken to date, to gather young people's ideas on how their voice may influence decision making processes of the council and contribute to the deliberations of the Education, Children and Families Committee.

This report reflects work that is led by several teams within Communities and Families and Place (Planning and Economic Development). As such it reflects the potential impact of Year of Young People across the council, as well as for children and young people themselves

This report also updates the committee about how Edinburgh's young people are contributing to a legacy of Year of Young People 2018, helping create the conditions for today's children to become the city's active citizens and effective contributors in 2050.

While young people have not written this report, their written comments are featured throughout, many having expressed that writing a committee report and attending a committee meeting is a daunting process. With a few known exceptions, young people do not generally want to commit to detailed report reading, although all are enthusiastic about opportunities to influence decisions.

Year of Young People 2018

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the contents of this report
 - 1.1.2 Note the number of distinct but related initiatives that are celebrating young people and developing youth participation in decision making
 - 1.1.3 Note that officers and members will continue to develop engagement work with children, young people and their families to increase their participation in the life of the city and in guiding the implementation of the Children's Services Plan 2017-20.
 - 1.1.4 Note that this report covers work led by a range of teams within Communities and Families and other council services such as Planning and Economic Development
 - 1.1.5 Endorse the efforts to connect themes running through initiatives and projects during Year of Young People, such as Child Friendly Edinburgh (working title), *What Kind of Edinburgh?* and the work of Young Edinburgh Action (YEA)
 - 1.1.6 Endorse the approach which is co-designed with young people, to meaningfully engage, consult and ensure their views are heard and taken account of.
 - 1.1.7 Recognise the significant voluntary contributions and effort that young people put into participation activities for the wider benefit of all young people in Edinburgh
 - 1.1.8 Agree that the approach to developing a Child Friendly Edinburgh is co-produced with young people and should be developed as part of the council's 2050 vision.
 - 1.1.9 Agree for work to begin on the design of a public campaign to promote the Child Friendly Edinburgh brand as part of the council's communication strategy on 2050 vision, and that children and young people are involved in designing the approach.

- 1.1.10 To take account of young people's own suggestions on the best mechanism for their views to be heard, including potential representation on the Education, Children and Families Committee.
- 1.1.11 To co-produce a children and young people friendly information bulletin in an appropriate format setting out the key points of all Committee reports and decisions. Following each meeting, officers will work with young people to draft the bulletin which will then be disseminated to schools, youth work agencies, Young People's Centres and other appropriate settings.
- 1.1.12 Agree to receive a further report in March 2019, updating the Committee on young people's views, feedback and suggestions, including progress with implementing a public campaign
- 1.1.13 Agree to refer the report to Corporate Policy and Strategy Committee with a recommendation to endorse the report.

2. Background

- 2.1 The Scottish Government designated 2018 as the Year of Young People as part of its programme of themed years.
- 2.2 Local Authorities and partners are developing projects with, by and for young people. These combine celebrations of young people, their talents, successes, and achievements, with participation in youth-led opportunities to get involved in a range of decision-making processes
- 2.3 The council has in place, and is further developing, several projects, activities and approaches to engaging with children, young people and their families, to increase participation as described in the December 2017 and March 2018 committee reports on the Year of Young People 2018.
- 2.4 Recent actions supported by staff across Communities and Families, include:
 - 2.4.1 The production of Issue 2 of the Year of Young People programme featuring events and case studies
 - 2.4.2 Further action following the completion of a pilot with the Scottish Government, the Children's Parliament, and Young Edinburgh Action involving a cross section of over 40 children and young people, drawn from a diverse range of social backgrounds. The project is called *What Kind of Edinburgh?*
 - 2.4.3 A series of events with young people facilitated by Children's Parliament and Schools and Lifelong Learning staff, to address key themes of the Children's Services Plan 2017-20 has begun. This ensures children and young people can guide and be involved in how the plan is implemented, and will form a key legacy from the Year of Young People.
 - 2.4.4 Planning sessions and an event in the City Art Centre on 19th June introduced the concept of Child Friendly, celebrated young talent and

discussed themes and priorities for marketing the launch of Child Friendly Edinburgh (name to be agreed)

- 2.4.5 A series of events specifically focussing on the needs of families of children with additional support needs and the involvement of Looked After Children in the design of an Edinburgh Champions Board for Looked After Children. A plan is in place to set up some events for children and families affected by disability.
- 2.4.6 Actions to address mental health and wellbeing in schools (See report on Mental Health – Report Item 7.10).
- 2.4.7 Young Edinburgh Action’s numerous and ongoing activities including LGBTI+ work.
- 2.4.8 Placing young people at the heart of decision making is very much part of the approach taken by Screen Education Edinburgh (SEE). SEE Youth is very involved in the content and approach taken by SEE Staff, and the young people regularly contribute to management meetings. (See Report Item 7.5, Arts and Creative Learning Update).
- 2.4.9 Engagement with young people with Additional Support Needs (ASN) has been ongoing with further information in a report to the Education, Children and Families Committee in December 2018.

Analysis of a recent small-scale consultation with learners with ASN indicates that for these young people the key issues impacting on school attendance are: relationships with staff; perceptions of the behaviour of their peers; the availability of spaces and, activities at less structured time of the school day.

The relevance of the curriculum doesn’t emerge as a specific issue, which might be due more to this being an ‘unknown unknown’ for these learners.

More extensive research would need to be undertaken to validate these findings

- 2.4.10 The Eurocities Conference to be hosted in Edinburgh in November, has placed a strong emphasis on young people. Three Young Ambassadors from Edinburgh are attending the conference along with 67 Young Ambassadors from Eurocities member cities. There are also 16 youth volunteers selected from Edinburgh to support the youth programme that is woven throughout the conference.
- 2.4.11 At least 22 primary schools have included actions around pupil voice in their Standards and Quality Improvement Plans
- 2.4.12 The CEC Raising Attainment in Writing Strategy (under the Learning and Teaching umbrella) is at the year 1 pilot study phase and took direction from pupil voice surveys and focus groups across a number of schools and sectors. This pupil feedback informed the strategy. Liberton Cluster,

including the high school, St. Catherine's RC PS, Gracemount PS, St. David's RC PS, Brunstane PS and Leith Academy are pilot schools.

- 2.4.13 The Edinburgh Learns Raising Attainment frameworks are all at slightly different stages and on different timelines but those furthest progressed are due to be launched in November. The longer term aim is to include young people on the "governance" groups for each framework.
- 2.4.14 Early discussions have taken place between the Quality Improvement Team and Education Scotland about the Young Inspectors programme – it is an opportunity for very limited number of young people (potentially 3 secondary and 6 primary schools each identifying 4 pupils) who could be involved in school self-evaluation and develop their leadership skills.
- 2.5 Further activity is taking place in other Council service areas, most notably within the Planning Service, where initiatives involving young people have been shortlisted in the Scottish Awards for Quality in Planning in the Children and Young People category. Engagement with young people is developing through the opportunities afforded by Edinburgh hosting the Eurocities Conference in November, with a keen focus on creativity, democracy, and legacy projects.
- 2.6 Significant work around the youth programme linked to the Eurocities Conference in November and hosted by Edinburgh is underway. Led by Lifelong Learning (Arts and Creative Learning with the Strategic Youth Work Team) in partnership with Economic Development, should lead to legacy projects in Edinburgh.
- 2.7 At the December Education Children and Families Committee, there was a motion to explore the possibility of electing a senior school student to the Education, Children and Families Committee on the same basis as the parental representative. Work has begun and is to be further explored to establish and implement the most appropriate and authentic ways of ensuring young people's voice contributes to the deliberations of this committee.

3. Main report

- 3.1 Young people are involved in various initiatives that aim to increase young people's participation in decision making. These initiatives are taking place across the council and include projects with partners. This is extremely positive but as they often involve the same staff and/or include some of the same young people, a degree of confusion has arisen as to their different approaches, purposes and identities.
- 3.2 This report seeks to help clarify the different projects and to show where links and synergies are being formed, particularly in pursuit of the council's 2050 vision.
- 3.3 This report, while not authored by a young person, contains young people's written views and comments at relevant sections. As with any engagement process, confidence and capacity building is essential, particularly if genuine representation is sought.

- 3.4 Feedback from several young people suggests that attending a committee can be daunting. A few young people have expressed an interest in this type of role, however work is planned around a specific workstream related to this. The motion to explore the possibility of electing a senior school student to the Education, Children and Families Committee, or an alternative and appropriate mechanism, needs further exploration, particularly as this should now include discussions with the Planning Service. (see below at 3.44 – 3.55 and 3.82)
- 3.5 Led by the Lifelong Learning's Strategic Youth Work Team with young people and colleagues in Children's Services, Schools and Lifelong Learning, the Planning Department and Economic Development, the following key projects are celebrating young people's achievements and driving youth participation and engagement:

Year of Young People 2018 (Schools and Lifelong Learning)

- 3.6 The Year of Young People (Schools and Lifelong Learning) Steering Group agreed to complement rather than duplicate the participation work that is underway and ongoing, which is primarily led by the Lifelong Learning Strategic Youth Work Team. The Steering Group has focussed on promotion and celebration of young people's involvement in activities such as school based events, sporting and cultural activities and achievements.
- 3.7 Three members of the Steering Group are also members of the Child Friendly Steering Group, ensuring that joint actions, where appropriate, can take place and that information is shared.
- 3.8 In addition to joint work around Child/young Person Friendly Edinburgh, the Year of Young People (Schools and Lifelong Learning) Steering Group has co-ordinated the production of two programmes for the Year of Young People, the second of which featured some case studies and can be viewed at Appendix 1. The third of four programmes will be available mid/end October.
- 3.9 Young people planned the first *joint* Year of Young people and Child Friendly Edinburgh event, which took place at the City Art Centre on 19th June 2018.
- 3.10 Young people set the agenda and planned the workshop content at two planning sessions, supported by the Youth Participation Team. The first planning session included a workshop on values to help the young people think about branding and how to influence and develop a marketing campaign. At the second planning session, young people worked on structuring the programme and agreeing how to facilitate the event and who would do it. All hosting and facilitation roles were taken on by young people themselves.
- 3.11 At the City Arts Centre on 19th June, the concept of Edinburgh as a Child Friendly city was introduced to young people and adults attending. See Appendix 2 for the summary feedback
- 3.12 The event aimed to build awareness of Edinburgh's commitment to becoming a Child Friendly City (or other name decided by young people). It marked the

beginning of a campaign that is based on consultation and co-production with young people in Edinburgh.

- 3.13 One of the benefits of officers working with young people across several initiatives is to ensure that there is read-across, and that each initiative works towards a common goal. The event on the 19th June builds upon the ongoing work of the Child Friendly Edinburgh Working Group, the Year of Young People Working Group, Young Edinburgh Action and the Scottish Youth Parliament.
- 3.14 The event had three aims:
- Celebrate the work and achievements of young people – which were centre stage with singing and rapping/spoken work performances, a film made by young people and certificates presented to young youth work volunteers
 - Build commitment to the idea of Edinburgh as a child and young person friendly city
 - Share ideas on how to publicise the idea
- 3.15 The main part of the event was group discussions, bringing children young people and adults together and co-facilitated by young people and staff. The discussions focussed around four questions (which emerged from the planning workshop on values and branding):
- What would a truly child and young person friendly Edinburgh look, feel and be like?
 - What are some of the key words that come to mind?
 - What do you think it should be called?
 - Can you come up with a strapline?
- 3.16 Young people are excited by the concept and about being major influencers. They are also clear that their ideas and opinions are important if Edinburgh is to genuinely be an authentic child and young person friendly city. The next step is to co-produce a public campaign based on the feedback, and work has begun on planning this.

Child Friendly Edinburgh

- 3.17 A major legacy of Year of Young People 2018, will be to develop and launch Edinburgh as a Child Friendly City. This will only be authentic if it is achieved by working directly with a range of children and young people to design the approach.
- 3.18 Respecting Children's Rights is core to the development of a Child and Young Person Friendly Edinburgh. The approach that has been agreed and adopted is to create the conditions under which children and young people can participate and engage in shaping the policies and actions of local government. Encouraging partners and citizens to reflect on how their own behaviours, individually and collectively, can contribute to this approach.

3.19 In other local authorities that have developed a Child Friendly identity (such as Leeds), key elements of the model have been:

- participation and engagement of children and young people, letting their voices and views influence policy and practice
- celebrating the successes of children and young people
- placing an emphasis on doing things with people, not to or for them, to improve wellbeing outcomes
- a focus on restorative practice to improve relationships and reduce conflict

Edinburgh has adopted these elements as key to its child friendly approach.

3.20 The Child Friendly Steering Group has met since the June 19th event to consider feedback and next steps. A further event is being planned for January/February 2019 to launch the media campaign. It too, will be planned and presented by young people. This will mark Edinburgh as a Child Friendly City, a major legacy from Year of Young People 2018 and will carry forward into 2019 and beyond. Communications support is being provided through the Steering Group and planning sessions are currently being organised by the Youth Participation Team and Young Edinburgh Action.

3.21 The young people will meet regularly from October in advance of a launch event in early 2019. They will develop two strands of the public campaign, namely the visual communications and the media communications elements. The first meeting is scheduled for the week beginning 12th October tbc.

3.22 The feedback, ideas and suggestions gathered on the 19th June have been grouped into themes and are currently being worked into a design brief for young people to use in designing the public campaign. See Appendix 2

Young Edinburgh Action

3.23 Young Edinburgh Action (YEA) is an innovative approach to young people's participation that is informed by the views of young people, professionals and academic theory. YEA supports young people to set the agenda rather than respond to adult agendas. The approach is flexible, allowing young people to move between different levels of involvement depending upon their interests, capacities and other commitments.

3.24 At the annual YEA Gathering young people identify topics that the project will focus upon for the following year. An action research group is established for each of these topics. Action research groups are at the heart of YEA's approach and enable a core group of young people to explore and present the views of a wider group of young people in Edinburgh. From the beginning of the action research process the groups discuss the impact that they hope to have. The Conversation for Action is an important interface where young people and adult decision-makers invited by the young people come together to discuss the topic and develop an action plan.

3.25 Topics that young people have chosen to research over the last two years are:

- Gender inequality
 - Sex education
 - Equal opportunities for all young people regardless of background
 - The things that really need to be learned in school (skills)
 - Support for LGBTI+ students in school
 - Mental Health support for young people
 - Stress
 - Climate Change
- 3.26 Young Edinburgh Action works closely with council colleagues and partner organisations to address these issues. Outcomes from these groups have been varied, including: a published book for early years pupils about challenging gender stereotypes, a new post funded jointly by NHS Lothian and CEC, young people's views represented in several city-wide reviews and consultations, young people working with adults to develop and refresh resources, several events for young people across the city looking at different topics.
- 3.27 Young Edinburgh Action has developed a partnership with Edinburgh University's Centre for Research on Families and Relationships and is seen as innovative practice in the academic field of young people's participation. YEA has contributed to several academic papers and book chapters, and young people have presented at multiple academic conferences.
- 3.28 A forthcoming exhibition features stories and photographs from 4 members of YEA. So not to reduce the impact of the exhibition, only a few brief extracts in their own words are contained in this report as follows:
- *I've made lots of new friends and I've felt like I've made a difference in the community, I'm doing my bit.*
 - *I was 12 when I got involved and now I'm nearly 17. I was at a point where I didn't have any confidence in myself and I didn't think that anyone, young or old, really cared what I had to say, so I thought 'let's give this a shot' and then people did care what I had to say.*
 - *I think it's really important that young people should have their say and should be able to have some influence in how things are in Edinburgh. At one event I remember talking to one councillor about mental health for ages and I felt like that was really positive, she said 'I hadn't heard that point of view before'. I feel like talking about my mental health is a big thing, like Young Edinburgh Action is an outlet for me to talk about the things that are important to me, like mental health and disability issues and lgbt issues and I think not enough adults know how big an issue these things are for young people.*

- *There were loads of other young people who cared about social change and I hadn't really met other passionate young people before, so it was pretty cool to do.*
- 3.29 Young Edinburgh Leaders for Year of Young People is a course which includes 3 evenings, a weekend residential and meeting afterwards leading up to planning a celebration Year of Young People event. It requires commitment from all participants.
- 3.30 Meetings took place over 3 weeks in August with a Residential from 31 August to 2 September. Follow up sessions are planned (possibly fortnightly) and an event (November) tbc by the group.
- 3.31 Numbers have varied between 8 and 23 young people and feedback includes:
- *I got involved because I never tried one of these groups before and wanted to see what it was like*
 - *I hope that people (even if only a small number) start to appreciate that we are the future, and will inherit what they leave behind*

What Kind of Edinburgh?

- 3.32 In 2017, The Children's Partnership carried out a pilot on engaging children and young people in service planning for the Scottish Government. The pilot project established a year-long process which began in April 2018, and is called '*What Kind of Edinburgh?*' It is delivered by the Children's Parliament and Young Edinburgh Action.
- 3.33 *What Kind of Edinburgh?* involves over 40 children and young people, and adult champions who are officers and elected members. The adult champion's main role, is that of Duty Bearer – they liaise with children and young people and are adults with agency and authority to make decisions and/or instruct actions based on young people's views and feedback
- 3.34 The aim is to develop relationships so that adult decision-makers gain a better understanding from the child/young person's point of view. The outcome is for adults to use this understanding to deliver better services and ensure children and young people *know* if adults have done the things they said they would. *What Kind of Edinburgh?* is developing approaches and activities that engage strategically with children and young people.
- 3.35 A key and crucial element of the work is in supporting the children and young people to be 'participation ready'. The time and energy required to build this confidence and capacity in young people should not be underestimated, particularly those for whom participation is not easy.
- 3.36 Where possible, the participating children and young people were recruited to reflect the diversity of the city, including those who:
- live in the most disadvantaged areas;
 - are Looked After/Care experienced;

- are young carers;
- are from a Black or Asian minority ethnic background;
- have a disability or live with a chronic or life-limiting health condition;
- or are lesbian, gay, bisexual or transgender (LGBT).

3.37 The question *What kind of Edinburgh?* runs through the programme. The Children's Services Plan identifies strategic outcomes around which engagement is structured. The themes and links to the Strategic Outcomes (SO) are:

- Best Start (SO1: Every child will have the best start in life)
- Attendance, Attainment, and Achievement (SO2: Children and young people's attendance, engagement and achievement will be improved and the poverty related attainment gap will be reduced)
- Health and Wellbeing: (SO3: Every child and young person will have good wellbeing and achieve the best possible health)
- Equity: (SO4: Equity amongst children and young people and their families will be advanced)
- Empowered communities: (SO5 Children and young people, their families and communities will be empowered to improve their wellbeing)

Engagement is based on and respectful of the lived experience of participants, whilst being creative, child-centred and aspirational.

3.38 To carry out the 'What Kind of Edinburgh?' project successfully, the following actions are underway:

3.38.1 A group of over 40 children and young people are being supported throughout the year-long process. The early stages of preparation and team building are currently in progress and are crucial for successful engagement. Individual and group support is essential throughout, to make the commitment to inclusion meaningful and long term.

3.38.2 Children and young people meet with adult champions at eight planned city-wide thematic sessions (the first of which took place on Wednesday 29th August – more detail at 3.40 – 3.43 below).

3.38.3 Duty-bearers communicate issues and points of discussion to the children and young people for their reflection and feedback at regular points in the process; discussion and reporting on these is supported by Children's Parliament and Young Edinburgh Action facilitators.

3.38.4 Staff are currently exploring how to link this work with Youth Talk in localities.

3.38.5 The intention is to establish a public-facing blog which will report on the process.

3.39 Following a period of early engagement with the 40 plus children and young people and the officers and members, the first Meet and Greet event took place on 29th

August at Hibs Stadium. Young people were involved in planning the event with support from the Children's Parliament and the Youth Participation Team.

- 3.40 46 young people and 20 adult champions attended. Around 40 of the young people attending were new to engage. Around 6 attendees had previously been involved to some degree with Young Edinburgh Action and/or are members of the senior Children's Parliament Youth Parliament
- 3.41 The first hour and a half was for children and young people alone, with the second hour and a half spent with adults.
- 3.42 The Meet and Greet event was primarily about getting young people together, outlining the hopes and aspirations for *What Kind of Edinburgh?*, and promoting the next event which is the first of the 5 themed events (see 3.11 above).
- 3.43 The first theme is Equity, which while not the first Strategic Outcome in the Children's Services Plan, was considered by the young people as an important starting point. In holding the first event around the theme of equity, the aim is to ensure that the ethos is right and that concepts of fairness, equity and Children's Rights can permeate the entire process.

City Planning and Young People

- 3.44 The Planning Service, with support from other Council services including Lifelong Learning, schools and organisations such as Planning Aid for Scotland (PAS) whose tagline is Building Active Citizenship, is undertaking unprecedented levels of engagement with children and young people
- 3.45 On 23rd April, Young Edinburgh Action led a training session with members of the planning team. The session helped staff to consider the most effective ways of engaging young people in sharing their ideas and contributing opinions, and on ensuring that these voices are heard and acted upon.
- 3.46 The Scottish Awards for Quality in Planning are one of the Scottish Government's most prestigious awards. They celebrate achievements in planning from the detail of processing applications to creating places. With 2018 being the Year of Young People, a fifth category, 'Children and Young People' was introduced.
- 3.47 Edinburgh's Planning Service's entry, *City of Edinburgh Council - Planning with Children and Young People in Edinburgh*, was recently shortlisted under the Children and Young People category. The Awards Ceremony takes place in November.
- 3.48 For more information on the shortlisted submission and the Planning Service's work with schools and young people, see the link at 10.6 below

Edinburgh: Connecting Our City, Transforming Our Places

- 3.49 On 29th August at the City Chambers the Planning Spatial Policy Team and Road Safety and Active Travel colleagues facilitated an event to engage with young people. The purpose of this event was to explore ideas and gain feedback from S5 and S6 pupils from 12 high schools across the city on the following themes:

- a more active and connected city
 - a healthier street environment
 - a transformed city centre
 - improved neighbourhood streets
- 3.50 Young people in S5 and S6 were invited via schools and 30 young people attended from: Balerno; Boroughmuir; Craigmount; Drummond; Forrester; Gracemount; Holy Rood RC; James Gillespies High School; Portobello; Queensferry; Royal High School and Trinity. Three teachers attended and three pupils also attended from George Watson's College.
- 3.51 The facilitated morning session introduced the young people to the themes and gave them direct access to professionals in each of the fields of expertise. The participants had opportunities to express and record their own thoughts on ways forward. The young people chose a theme to work on in more detail, which they did in small teams. There were then opportunities to hear the other teams' views and respond.
- 3.52 Adult contributions to the session were made from council staff and partners such as Sustrans, Cycling Scotland and Living Streets.
- 3.53 Feedback from young people was very positive, with many pupils saying they had enjoyed the process and are interested in making further contributions. A follow up session is planned for later in the autumn and those expressing an interest will be invited to make further contributions to the planning process and to explore in more depth some of the ideas for change.
- 3.54 Feedback from pupils included:
- *I found this morning's event very informative on the changes that will be happening around the city. We learnt about the different projects that will potentially be taking place in the city centre in the next 10 years. Before this event I was not aware about the majority of these plans that were taking place or that the council took this much care over the city's transport systems and how they affect the environment. The organisers presented the information in a way that was easy to understand but also engaging and informative. I enjoyed the day and would return for future events.*
 - *I'm very glad that I was given the opportunity to participate in this event! I enjoyed meeting students from other schools and being able to express my ideas and opinions, as well as being able to meet professionals from the relevant fields. The food was great as well!*
- 3.55 The outputs of the event will be used to review and amend the City of Edinburgh Council's communications for the forthcoming public engagement, as well as serving as 'public' feedback.

Eurocities and Cities4Europe Campaign: Youth Programme in Edinburgh

- 3.56 Eurocities is the primary membership network of European Cities and Edinburgh has been a member for almost 30 years. At the meeting of the Council on 29 June 2017, the Lord Provost and the Convener of the Housing and Economy Committee were appointed as the Council's representatives to the network.
- 3.57 Eurocities membership comprises both EU and non-EU member countries. The result of the UK referendum on membership of the European Union does not affect the status of Edinburgh's membership of the network nor its role as host of the Eurocities Conference and AGM in Edinburgh in November 2018.
- 3.58 The Eurocities conference and AGM in Ljubljana in November 2017 agreed to launch a new initiative on 7 May 2018 called 'Cities4Europe' aimed at citizen outreach and citizen engagement across Europe, delivered through cities' local democratic processes and participatory decision-making. All member cities were invited to engage with the 'Cities4Europe'.
- 3.59 The purpose of the 'Cities4Europe' initiative is to address growing divisions and hostility in Europe and global challenges faced by cities.
- 3.60 The Corporate Policy and Strategy Committee on 27 February 2018 agreed to participate in the Eurocities' 'Cities4Europe' initiative, recognising the opportunity to link activities to Year of Young People. The conclusions of the Cities4Europe will be presented at the Conference in Edinburgh in November.
- 3.61 On 12 December 2017 the Education, Children and Families Committee considered a report on Scotland's Year of Young People 2018 and opportunities for Schools and Lifelong Learning. This report referenced the opportunity to include the Council's engagement with Eurocities and the Eurocities conference in November as part of the planned activities.
- 3.62 The theme of the Eurocities Conference in November is Creative, Competitive Cities.
- 3.63 A major aspect of the Conference is the involvement of young people in planning and shaping the conference.
- 3.64 The Arts and Creative Learning Team and the Youth participation teams have been working closely with colleagues in Economic Development, developing the Conference programme and liaising with local partners and Eurocities in Brussels.
- 3.65 In the light of the Scottish Government's Year of Young People, Edinburgh will for the very first time in the history of the EUORCITIES Conferences, host young ambassadors from across Europe. It is a unique opportunity for our capital and Scotland to show it values and appreciates the voices of young people and considers young people as equal partners in discussions surrounding city planning and urban development. Young people will join their city delegations to represent their concerns and ideas surrounding present and future living conditions in European cities.
- 3.66 A call to involve Young Ambassadors in the conference was extended to all member cities and to date 67 Young Ambassadors (between the ages of 16 and

- 30) have been chosen by cities to attend the conference in Edinburgh. They all have an interest in civic and democratic processes, some already being very involved in their home cities.
- 3.67 Three young Ambassadors from Edinburgh will attend the conference on the same basis as those from other cities. Two were selected from a public call out and the third is a young Modern Apprentice working with Economic Development. He attended the Eurocities conference in Ljubljana in November 2017 and formally invited cities to send their young ambassadors to Edinburgh in November. Linked to the themes, all three have strong cultural, creative and political interests.
- 3.68 With 3 Edinburgh Young Ambassadors and 67 other European Young Ambassadors there will be a platform for young people to share their opinions and expectations surrounding the issues of transport, culture and heritage, safety, social inclusion, and urban green spaces. The 3-day conference will result in an increased engagement with and understanding of municipal decision-making processes and greater youth participation in civic society.
- 3.69 Most of the Young Ambassadors have made a short film titled 'If I were Mayor for a Day' which will provide a stimulus for conversation across a number of conference sessions and beyond.
- 3.70 In addition, the aim is to engage 20 young people from across Edinburgh to volunteer with the conference youth programme. The youth programme volunteers currently includes secondary school pupils (Trinity Academy, Firrhill High School, Balerno High School) and undergraduates (University of Edinburgh, Edinburgh College).
- 3.71 The Arts and Creative Learning Team is also working with two young autistic volunteers who will contribute their artwork to decorating the events spaces at the conference venues (EICC, the Hub, NMS). Young dancers and musicians from Edinburgh will showcase Edinburgh as an inclusive, child and young person friendly city where young talent is nurtured and showcased.
- 3.72 Edinburgh's Eurocities Young Ambassadors and youth programme volunteers will be encouraged and supported to engage in an expressive arts project that shows Edinburgh through a young person's lens. An Edinburgh-based Visual Artist, will provide guidance and training in capturing unique corners of Edinburgh and presenting photographs in creative and imaginative ways. A project exhibition will be on display throughout the EUROCITIES 2018 Edinburgh Conference.
- 3.73 Alison Greaves was the UK's representative at the United Nations 2017 Winter Youth Assembly summit in 2017. Alison will be directly engaged in a number of activities throughout the conference sharing her experience as a youth representative who speaks on behalf of young people across the UK.

Mental Health and Wellbeing

- 3.74 Work around young people's mental health and opportunities to influence decisions and actions that will support positive mental health are underway. These are reported fully in the Mental Health and Wellbeing Report.
- 3.75 Further updates will be available in the next update report on actions determined by Young Edinburgh Action, who have chosen mental health as a theme

Mapping Young People's Participation

- 3.76 An MSc. student at University of Edinburgh, has completed a placement with Young Edinburgh Action where she mapped young people's participation with the City of Edinburgh Council. This placement built on the ongoing partnership work between Young Edinburgh Action (YEA) and University of Edinburgh's Centre for Research on Families and Relationships (CRFR).
- 3.77 This placement findings will help generate information that is useful to help collectively think about existing participatory practice. It also suggests better ways in which the council could work together to engage young people and increase their involvement in policy-making and practice.
- 3.78 With this aim, Professor Kay Tisdall from CRFR and young people from YEA co-facilitated a meeting to build upon the MSc student's work. The meeting included young people together with officers and elected members who either currently engage with young people in their work or are thinking about how to engage young people in their work.
- 3.79 Those who work directly with young people and senior decision-makers were encouraged to attend the meeting so that the discussion took place not only across the breadth of Council departments but also across all levels of roles and responsibility. The meeting was on Friday 14th September and feedback is attached at Appendix 3

Motion to explore the possibility of electing a senior school student to the Education, Children and Families Committee

- 3.80 In the June sitting of the Scottish Youth parliament the following motion was passed with 93% of the voting young people agreeing:
The Scottish Youth Parliament believes that all local authorities should have in place a formal structure to consult young people on decisions that will affect them, which includes a youth representative on key committees such as Education and Planning.
- 3.81 In light of this vote and the motion at the December Education Children and Families Committee coupled with the Planning Service's youth engagement activities, generating ideas and options with the widest possible range of young people across a wider number of initiatives is crucial for authentic and meaningful representation.

- 3.82 The Youth Participation Team is developing approaches to consulting and engaging young people in the most inclusive manner possible. Options as to how all young people are represented by their peers are varied and further work to reach a consensus among young people is required.
- 3.83 Consideration is being given to how these suggestions and options are extended to young people potentially being represented on the Planning Committee, as per the recent vote by the Scottish Youth Parliament.

4. Measures of success

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

5. Financial impact

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

6. Risk, policy, compliance and governance impact

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

7. Equalities impact

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

8. Sustainability impact

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

9. Consultation and engagement

- 9.1 Consultation has taken place with the Lifelong Learning Arts and Creative Learning Team, the Strategic Youth Work team, the Mental Health and Wellbeing Team, The Child Friendly Edinburgh Steering Group and the Principal Officer, Engagement and Involvement.
- 9.2 Consultation has also taken place with colleagues in Economic Development and Planning.
- 9.3 Consultation with young people is ongoing across a range of initiatives, projects and platforms and related to different areas of interest.

10. Background reading/external references

- 10.1 Year of Young People 2018, Schools and Lifelong Learning report to Education Children and Families, 12 December 2017, Item 7.20
http://www.edinburgh.gov.uk/meetings/meeting/4293/education_children_and_families_committee
- 10.2 Year of Young People 2018 and Child Friendly Edinburgh; report to Education, Children and Families, 6 March 2018, Item 7.9
http://www.edinburgh.gov.uk/meetings/meeting/4345/education_children_and_families_committee
- 10.3 Eurocities Conference and Cityies4Europe Campaign, report to Corporate Policy and Strategy Committee, 27 Feb 2018, Item 8.3
- 10.4 http://www.edinburgh.gov.uk/meetings/meeting/4339/corporate_policy_and_strategy_committee
- 10.5 Cities4Europe Campaign: Young Ambassadors in Europe 2018,
<http://cities4europe.eurocities.eu/eu-campaign/index.html#/search-results/1536576510626>
- 10.6 Planning and engagement with young people
<https://plannedinedinburgh.com/category/children-young-people/>

Alistair Gaw

Executive Director for Communities and Families

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11. Appendices

- 11.1 Appendix 1: Year of Young People (Schools and Lifelong Learning) Programme, June 2018
- 11.2 Appendix 2: Summary Feedback from children and young people attending the event at the City Art Centre on 19 June
- 11.3 Appendix 3: Power Point presentation from 19 June Event

Year of Young People

2018



Issue 2, June 2018



SUPPORTING

year of young people
bliadhna na h-òigridh
2018

Introduction

Welcome to the second issue of the Year of Young People programme. This issue includes some case studies to give an idea of just a few of the exciting, innovative and engaging things that have been happening this year so far. There are many more not reflected here.

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

Colleagues in Schools and Lifelong Learning have adopted an approach which gives a flavour of what they are doing and some of what is happening across the city – but it is by no means an exhaustive list.

We are actively seeking content and links from anyone who has something they would like to share.

We aim to embrace the spirit of Year of Young People and:

- **Promote** as widely as possible the fantastic opportunities for young people to influence and participate; opportunities that take place in our schools, colleges, universities, workplaces and communities every day, every week, every year.
- **Hear** from young people about how all those opportunities, as well as new activities, programmes and initiatives could be more appropriate to the needs and aspirations of all young people
- **Consider** how we consult with young people, change our approaches as required and reflect young people's feedback in our plans, policies and programmes
- **Celebrate** the talents, achievements, aspirations, contributions and potential of all young people
- **Become** a child friendly city

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

SchoolsandLifelongLearning.BusinessSupport@edinburgh.gov.uk

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

Themes for the Year of Young People

Identified by young people



Culture:

Share and celebrate young people's talent and contribution to Scottish culture and arts



Education:

Allow young people to have more say in their education and learning



Enterprise:

Celebrate young people's role in innovation, entrepreneurship and the Scottish economy as well as making Scotland a greener and more pleasant place to live



Equality and Discrimination:

Recognise the positive impact of young people in Scotland and encourage them to take the lead in challenging all forms of prejudice and discrimination



Health and Wellbeing:

Make sure young people have the chance to lead healthy, active lives and understand the importance of mental health and resilience



Participation:

Give young people the chance to influence decisions that affect their lives



Duke of Edinburgh Silver Award Winners help launch Edinburgh's Year of Young People 2018 in January at the City Chambers





The story so far.....

Case Studies

Below are a few Case Studies, gathered to give an indication of some of the exciting activities that have been taking place across Edinburgh. In this issue we have featured case studies which mostly reflect Culture, Equality and Discrimination and Health and Wellbeing Themes.

The case studies are a tiny snapshot; they barely do justice to the volume, diversity and range of opportunities in Edinburgh for young people. More will be featured in the next issue of the programme.

Look out next time for Case Studies where youth participation is beginning to impact on decision making.

Event	Place, Date and Time	Age Group	Theme (s)	For more information contact:
Access to Film Making Screen Education Edinburgh working with young people in Wester Hailes	WHEC and WHALE February 2018	13 - 16	   	Dina Subasciaki dina.subasciaki@edinburgh.gov.uk dina@screen-ed.org

Screen Education Edinburgh, worked in partnership with Wester Hailes Education Centre (WHEC) and WHALE arts, to work with a group of young people to make a film. During the course, young people were trained in the key aspects of film making from camera and sound to screenwriting, directing and editing. They used state of the art film equipment and worked towards the overall outcome of developing, filming and editing their very own short film. The drama film they created is called "Changing Perspective".

How young people were involved in planning

The young people are in complete control of their own film. We give them the tools, skills and knowledge to be able to use the equipment, screen write, shoot, direct and edit. We support them through the process so they can learn all the craft areas of film making. Ultimately the vision is theirs and we work towards nurturing that. The group members each came up with their own idea for a story, they then pitched this idea to the group and the group decided which story to choose. Through collaborative working, the story was developed and they were taught the craft of telling this

story on screen, through screen writing and storyboarding. The young people were taught the practical skills and knowledge of how to use the equipment and together they directed, shot, sound produced, acted and edited their story into the finished film.



Legacy/Impact

Feedback from Alan Stewart, Family Engagement Worker at WHEC and Helena Bartlett, Creative Placemaker at WHALE, both believed the course was a significant experience for the young people taking part in all aspects of their personal and social development. New friendships were created and an increased social circle developed. The young people felt like a proper crew and now have the confidence, skill and knowledge to progress onto further courses.

Screening events take place after each completed project and are a celebration of the achievement for young people who took part. Screenings share that achievement with friends, family and partner organisations and are opened to the wider community if the young people choose this option. At WHALE arts centre, 45 people, young people, families, extended families, friends, WHEC teachers and WHALE arts staff attended the screening of "Changing Perspective".

Helena Bartlett stated that *"a majority of the people who attended had never been into the arts centre before so it was a great way to introduce them to the service."* She continues *"it has had a huge impact on WHALE arts, bringing this age group of young people into here"*.

Partnerships within the community between WHEC, WHALE arts and the community library have formed and strengthened. The library has become another "safe space" for the young people to gather and there is hope that as an extension of this project and the progression course, the community filming equipment will now be used for future projects. WHEC also screened the film to all pupils and parents therefore involving the whole school community.

The film was chosen by the Tinderbox Project's Intermediate Orchestra, to re-score the film which will be shown during the Edinburgh International Film Festival in June. The young film makers will

also be visiting Tinderbox during the recording session giving them the chance to meet the 20 musicians and offer some feedback on the music and the process.







Additionally, the film has been shortlisted for the Edinburgh and Lothians Schools Competition at the Edinburgh International Film Festival taking place in June

5 of the original 8 have progressed onto the more advanced course we offer at Screen Education Edinburgh.

To see more visit:

Link to 'Changing Perspective' <https://vimeo.com/263497054>

Screen Education Edinburgh <https://screen-ed.org/>

Event	Place, Date and Time	Age Group	Theme (s)	For more information contact:
Year of Young People Summer Fair	Saturday 26 th May Sciennes Primary School	All ages	     	Lucy Gallagher lucy.gallagher@sciennes.edin.sch.uk alison.noble@sciennes.edin.sch.uk

This year, Sciennes' Summer fair had an array of YOYP activities and events focusing on six themes that young people identified as most important for them as young Scots:

Participation: Looking at how young people can influence public services and decisions which affect their lives **P6/P7 Fair Makers**

Education: Creating a stronger role for young people in shaping their learning **P4-P7 pupils leading activities; STEM activities with STEM Ambassadors and University of Edinburgh; Local business, Robotical Marty the Robot coding sessions; P5-7 and one P3 leading coding sessions**

Health and Wellbeing: Supporting young people to lead healthier, active lives and have opportunities to learn about and improve their mental health and resilience **Fruit Group, Smoothie Bike, Relax Kids; Sciennes Football Group; Sciennes Netball Team; Foot Forward Coaching**

Equality and Discrimination: Broadcasting the value of young Scots, challenging negative perceptions of young people, and supporting young people to take leading roles in challenging discrimination in all its forms. **P6/7 Equalities Group 'The Equals'; P7 LGBT Awareness Group; Mercy Corps**

Enterprise and Regeneration: Celebrating young people's role in innovation, entrepreneurship and the Scottish economy as well as making Scotland a greener and more pleasant place to live **P4/5 Enterprise – P4 selling plants and flowers; P5 running games/activities; Pupil ECO Group Green Ambassadors Bug Hotels; Parent ECO Group; Meadows Community Gardening**

Culture: Celebrating young people's talent and contribution to Scottish culture and arts. Music and Dance performances **Glee Club; Ihayami Indian Dance; The Friendship Band**

How young people were involved in planning

Primary Five pupils designed and led their own enterprising activities, such as smoothie bikes and makeovers. Primary Four pupils took part in ECO gardening and Science activities in class then their plants and flowers were sold at the Summer Fair. Primary Six and Seven pupils were Fair Makers, lending a hand to proceedings. Primary Five to Seven pupils and one Primary Three pupil led Scratch coding sessions with Marty the Robot, on iPads and in the ICT Suite. ECO reps designed bug hotel activities with Meadows Community Garden and our P6/7 Equalities and LGBT Awareness groups led surveys and shared information about the campaigns they have designed and led throughout the year. P5-P7 Glee Club pupils sang on stage, joined by a local orchestra of retirees, The Friendship Band.



Legacy/Impact



Sciennes' Primary Five pupils (who led events at this year's Summer Fair) pupils will again lead our Summer Fair in 2019 (when they become P6 pupils). They have already undertaken evaluation activities to plan next steps and improvements. These pupils will also mentor current P4 pupils to take the lead with them as P5 pupils next session.

Bruce Adamson, Children and Young People's Commissioner Scotland dropped by to lend support to Sciennes' Year of Young People Fair.

To see more, visit:

<https://sciennesprimaryschool.com/2018/05/12/year-of-young-people-summer-fair/>

<https://sciennesprimaryschool.com/2018/05/27/fantastic-yoyp-summer-fair/>

Event	Place, Date and Time	Age Group	Theme (s)	For more information contact:
Dance Extravaganza	Churchhill Theatre February 2018	P1 – S6	 	Alan Reid, Active Schools Co-ordinator alan.reid@edinburgh.gov.uk

This year all Active schools dance clubs, worked towards the third annual, Active Schools Dance Extravaganza, and worked again with the city's Dance Development Officers based in the Arts and Creative Learning Team.

Within Edinburgh, including special schools, 114 out of 115 schools have dance clubs. On average there are one to two dance classes per week operating out of each school, which highlights the huge scale of participation.

Eight staff across the city act as school/dance club links. They help deliver the classes in which there is an average of 16 student per class. This all adds up to 86,232 participant sessions throughout the year. Pupils are all practising to perform in cluster shows at the end of term 1, Dec 2018. The Dance Clubs account for around 19% of all Active School sessions in Edinburgh, demonstrating the great appetite for dance as a fun way to get and stay fit.

All areas hosted Christmas shows in December 2017 and from these, a few schools qualified for the Dance Extravaganza final, held at The Church Hill theatre, Edinburgh on Tue 27th Feb 2018.

Around twenty primary and twenty high school dance groups from across the city, performed magnificently to a capacity crowd of over 600 proud parents, carers and friends.

The show was opened and closed by professional performance dance groups including Edinburgh Dance Academy, Twisted perfection, Mini Jackers and Morningside Dance Academy, all of which went down a storm with the crowd.

How young people were involved in planning

The Introduction to Dance Leaders and new Dance Ambassador Course gave participants an introduction into the safe and effective delivery of a dance class, equipping the them to deliver dance sessions.

These young dance leaders then volunteered at the Dance Extravaganza and played a part in the organisation, planning and delivery of this large event.




Legacy/Impact

Following opportunities that arose from taking part in cluster dance shows, the Dance Extravaganza and Introduction to Dance Leaders course, a 3rd year pupil from St Thomas of Aquin's RS High School, further developed her new interest by attending the High School Dance Club.

As her confidence grew she began leading parts of the dance class, such as the warm up and cool down, whilst being mentored by the lead coach. Her coach then nominated her for the Dance Leaders course delivered by Edinburgh Dance Academy. From this first taste of planning, organising and delivering dance sessions to school aged pupils, she went on to volunteer at Active Schools locality shows and the city Dance Extravaganza. She recently led her first dance session to her peers, teaching them an entire new dance in one session.

Not only has this pupil has been attending dance every week practicing new moves and learning choreography as part of the Dance group, her team came first in the After School Club category at the Edinburgh Junior Secondary Schools dance competition. She also won best dancer and was selected by Edinburgh Dance Academy to take part in their dance scholarship programme.

An amazing achievement in such a short space of time.

Event	Place, Date and Time	Age Group	Theme (s)	For more information contact:
Paolozzi Prize for Art	National Galleries of Scotland on the Mound	S4 – S6		Linda Lees linda.lees@edinburgh.gov.uk Lorna Macdonald

Open to all nominated pupils, their teachers and 2 guests

Wednesday
6th June
2018 5.15-
7.15pm



Lorna.macdonald@edinburgh.gov.uk

Art & Design teachers in all City of Edinburgh High Schools were invited to nominate up to four of their S4-6 pupils for this prestigious award. The teachers entered pupils into four categories: Talent & Creativity, New Directions, Overcoming Barriers and Spirit of Paolozzi. The judging panel of Christopher Breward (National Galleries of Scotland), Richard de Marco (artist and friend of Eduardo Paolozzi) and Duncan Robertson (sculptor trained under Paolozzi) considered the art work and the written nominations in selecting winners.

All nominees were invited to the Award Ceremony to find out who had won and celebrate the artwork of all the pupils. There were young musicians to entertain during the ceremony and afterwards over refreshments. Young photographers from Holy Rood RC High School captured the event.

Parents, friends, teachers and council staff attended to enjoy the event and congratulate the 39 pupils from 15 schools across the city. The winner from the previous year, from Pilrig Park school, spoke movingly at the start of the event and said that winning in the Paolozzi Prize for Art had been the best thing that had happened to him in what had been a very difficult year in his life and he wished all nominees well. This year's winner from James Gillespie's High School had made an animation film and composed all the music for it himself.



"I'm really proud of what she has achieved, it's a way of expressing how she's feeling – it's really brought out her confidence." **Mother of Amber Baillie (Commended – Talent and Creativity 2018), Liberton High School**

How young people were involved

Young musicians and young photographers had the opportunity to take on roles like professionals. The photographers could decide and select what to capture and express themselves in how they did this. The musicians also expressed themselves musically through their playing of pieces.

The art & design pupils made decisions in their artwork and expressed thoughts, feelings and ideas through their art which was shared with the audience.


Legacy/Impact

Each year the previous overall winner returns to the award ceremony to describe what winning meant to them.

Increasingly aspiring young artists are using the Paolozzi Prize as part of their applications to Art Schools across Scotland. Their teachers are recognising that being nominated is an important dimension of their journey as artists.

In the Overcoming Barriers category, pupils who are nominated, their parents, carers and teachers, describe the profound impact, particularly on self confidence and self-esteem

As the young photographers was a new aspect of the event this year, and found to be popular with young people in that all who were approached were interested to have the opportunity, we will continue this next year and beyond.

Event	Place, Date and Time	Age Group	Theme (s)	For more information contact:
Est Para Sport Festival Open to all primary and secondary pupils	Forrester High School / St. Augustine's RC High School Campus 23 March 2018	All ages	 	Jill Coleman jill.coleman@ea.edin.sch.uk

The event was attended by 81 school aged pupils with physical or sensory impairments. The festival, supported by the Celtic Foundation, aims to provide young people the opportunity to access sports delivered by experienced coaches from local inclusive clubs, while also raising awareness of Para Sport. The sports delivered on the day were Athletics, Boccia, Goalball, Judo, Swimming, Tennis, Triathlon and Wheelchair Basketball.

The event demonstrates strong partnership working between Active Schools Edinburgh and Scottish Disability Sport with significant input from Lothian Disability Sport and Edinburgh Leisure. For the first time, this year Edinburgh College sports students became involved and played a significant role on the day. We were delighted to be joined by a previous Para Sport Festival participant, a Royal High School pupil who is learning British Sign Language. Having attended the event for the past few years the pupil decided she wanted to swap roles and help others participate, She worked alongside a signer from the City Of Edinburgh Council helping the young people with hearing impairments to join in.

How young people were involved in the planning

Young people, as part of the previous years' event evaluation, were asked to give feedback on the day of the event as to what they felt had gone well and not so well, which sports they had most

enjoyed, which sports they had participated in for the first time and previous knowledge of disability/para sports etc. This information was fed into the planning for this year's event.



Legacy/Impact

The event was attended by current young sporting stars, Hope Gordon (Swimming) and Luke Pearce (Wheelchair Basketball), who talked about their journey as an athlete so far. Hope and Luke both supported sessions in their respective sports providing fantastic role models to the potential rising stars of the future!

The collaborative working between Active Schools, Scottish Disability Sport, governing bodies of sport and local inclusive clubs provides an ideal opportunity for many young people to try particular sports that may not normally be accessible to them for the first time and provides a direct link with clubs for young people who are keen to make the transition into more regular sporting opportunities.




Discussions are currently taking place with Scottish Disability Sport and several of the sports involved looking at the development of a regular wheelchair multi-sport session... watch this space!

To see more, visit:

<http://www.lothiandisabilitysport.co.uk/>

<https://www.scottishdisabilitysport.com/>

<https://youtu.be/-AzP4sztaDY>

Event	Place, Date and Time	Age Group	Theme (s)	For more information contact:
Games at the Hub	Forrester High School / St. Augustine's RC High School Campus 23 rd May	P6 pupils	  	Shona Clark shona.clark@ea.edin.sch.uk

Games at the Hub – how in 2018, young people were involved in the planning

As part of Year of the Young People 2018, the Annual Games @ The Hub event involved more young people leading more aspects of the day. Active Schools identified young people who are members of sports clubs and who expressed an interest in take on the role of promoting their club/ sport at the event and encouraging other pupils to get involved in the sports club after the event. This involved:

Before the event:

1. Getting promotional material from their sports club to hand out on the day
2. Getting information from the sports club to add to Active Schools web page which will be distributed to all participants (all 1800 participants will receive a sports logo bug with the web page on it)
3. Asking their club if they have any prizes that they could give out on the day

On the day:

1. Organising spot prize competitions on the day and nominating 4 schools for certificates for various skills/ behaviours shown such as team spirit
2. Promoting their sport/ club and handing out club information
3. Taking photos and using social media to showcase their club and the event
4. Gathering feedback from participants on how they have found the day

After the event:

1. Feeding information back to Active Schools on any impact the club has seen since the event
- The Young people from the clubs were responsible for planning and deciding how to structure the promotion/ prizes/ feedback on the day.

Legacy/Impact

For the first time we have young people leading the promotion of clubs to encourage pathway from school to club. As part of the project, we have created a new club page which will continue to be utilised as a key method of promoting pathways for young people to get and stay active. We hope that the young people from the event will be keen to continue volunteering with us throughout the year and we will discuss opportunities to do so with them.

To see more, visit:







www.joininedinburgh.org/sports/active-schools/clubs




Events and opportunities

Recently



April, May and June

April and May

Event	Place, Date and Time	Age Group	Theme (s)	Contact or Join in
A Conversation with key decision makers for LGBTi young people	27 th April 4 – 5.30 Serenity Cafe	Secondary Age	  	Christine McMellon christina.mcmellon@edinburgh.gov.uk
Residential Training Weekend Youth Participation focussing on local issues – planning for North East Youth Ambassador Showcase	May 11-13 Wiston Lodge	12 – 18 North East Youth Ambassadors only		kirsten@citadelyouthcentre.org.uk
Youth Work and Employability Fair At Drumbrae Library Hub Information about training,	Thurs 31 st May 11 am – 4pm	S1 – S6	 	Joe Cain Joe.cain@edinburgh.gov.uk

apprenticeship and youth work opportunities				
Library Lego At Portobello Library	2pm fortnightly from 18 th May	5 - 12		Paul Hudson paul.hudson@edinburgh.gov.uk
Children's Crafts At Portobello Library	2pm fortnightly from 25 th May	5 - 12		Paul Hudson paul.hudson@edinburgh.gov.uk
Edinburgh Young Carers Book Group At Portobello Library	3.30 monthly from Tuesday 27 th May	8 - 12		Contact Edinburgh Young Carers info@youngcarers.org.uk christy.mulvaney@youngcarers.org.uk

June

Event	Place, Date and Time	Age Group	Theme (s)	Contact or Join in
Pupil Voice – Reading S1 – 3 pupils review all reading scheme levels – criteria, for enjoyment, developing skills and differentiation	12 th June 16 th October 18 th December Forrester High School	10 - 15	 	Julie Sutherland Julie.sutherland@forrester.edin.sch.uk

Making a Noise in Libraries

Month of June
All libraries
Library opening hours

All



Local library

The Beach Games

Portobello Beach
5th and 6th June
10am – 2pm daily

10 - 18



Mel Coutts

mel.coutts@edinburgh.gov.uk

Convener's Challenge

15th June at venues across Edinburgh

15 - 24



Andrew Bradshaw

andrew.bradshaw@edinburgh.gov.uk

Mel Coutts

mel.coutts@edinburgh.gov.uk

The Great Glen Expedition

Cycling and canoeing from Edinburgh to Inverness

June

12 - 18



Andrew Bradshaw

andrew.bradshaw@edinburgh.gov.uk












Young Person Summer Reading Challenge

June – August
All libraries

All ages



Local library







	Library opening hours			
Youth Music Initiative Sounds like Friday and Saturday concerts	Schools across the city June 8 th and 9 th	P5,6,7 All friends, parents and carers welcome	  	Frances Rive frances.rive@edinburgh.gov.uk Carla Hay carla.hay@edinburgh.gov.uk
Summer Dance Show	13 th and 14 th June Broughton High School	tbc	  	Pam Day pam.day@edinburgh.gov.uk Laura McAdam laura.mcadam@edinburgh.gov.uk laura.McAdam@broughton.edin.sch.uk
Paolozzi Prize for Art	6 th June 4.40 – 7.30 National Gallery of Scotland	S4 – S6	  	Linda Lees linda.lees@edinburgh.gov.uk Lorna Macdonald lorna.macdonald@edinburgh.gov.uk High School Art Teachers
Annual Youth Work Games	Loch Tay 10 th – 12 th June	12 – 19 years targeted invitation only		Brian McDermott, Senior Youth Development Worker, Muirhouse Youth Development Group brian@mydg.org










Coming up.....

Planned Activities








July












Event	Place, Date and Time	Age Group	Theme (s)	Contact or Join in
Young Person Summer Reading Challenge	June – August All libraries Library opening hours	All ages	 	Local library
Discover! A new programme aiming to help reduce food stress during school holidays and contribute to reducing the poverty related achievement and	July Oxgangs Primary School Craigentinny Primary School West Neighbourhood Centre Royston Wardieburn Centre Goodtrees Community Centre	P 1 – 7 recommended by schools and meeting at least 2 of the criteria (Child Poverty)	   	Linda Lees linda.lees@edinburgh.gov.uk Molly Page molly.page@edinburgh.gov.uk

attainment gap	Braidwood Community Centre		 	
Annual Youth Work Games Inclusive decathlon of sporting events with a twist! Residential camping with events and celebrations	Loch Tay 10 th – 12 th June	12 – 19 years targeted / invitation only		Brian McDermott, Senior Youth Development Worker, Muirhouse Youth Development Group brian@mydg.org
Edinburgh Art Festival Explorers at the Library: COLLAGE	Thursday 5 th July 2 – 4pm George Washington Browne Room, Edinburgh Central Library	8 -13 years Open to all in age range		For more information and to book a ticket, please use the following link: https://www.eventbrite.co.uk/e/edinburgh-art-festival-explorers-at-the-library-collage-tickets-46181449960
Edinburgh Art Festival Explorers at the Library: CUT-UP	Thursday 12 th July 2 – 4pm George Washington Browne Room, Edinburgh Central Library	8 -13 years Open to all in age range		For more information and to book a ticket, please use the following link: https://www.eventbrite.co.uk/e/edinburgh-art-festival-explorers-at-the-library-cut-up-tickets-46181659587
Come and Make Zines With the Edinburgh Zine Library	Tuesday 17 th July 2 – 4pm George Washington Browne Room,	9 -12 years		For more information and to book a ticket, please use the following link: https://www.eventbrite.co.uk/e/come-make-zines-with-the-edinburgh-zine-library-for-9-to-12-year-olds-tickets-45895630065

	Edinburgh Central Library			
Mischief Makers A reading challenge with a chance to win a medal after reading 6 books	All Edinburgh Libraries All summer long	5 -12		Contact your local library for more information

August

Event	Place, Date and Time	Age Group	Theme (s)	Contact or Join in
Edinburgh Book Festival with Lyra Artspace Pupils in Craigmillar programme, market and chair events at Edinburgh Book Festival	Lyra Artspace, Craigmillar Edinburgh International Book Festival, George Square Throughout the year at Lyra culminating in Book Festival Events in August	9 – 16 Open to various ages 10 pupils involved in Book Festival Events		Rachel McCabe (Holy Rood RC High School) Rachel.mccabe@holyrood.edin.sch.uk Catherine Jones (Edinburgh International Book Festival) catherinejones@edbookfest.co.uk Lyra Artspace lyra@lyra.co.uk
				
				
				
				
				
Young Person Summer	June – August All libraries	All ages		Local library

Reading Challenge	Library opening hours			
Green Pencil Award	August to November	Primary, Special Schools		Cleo Jones cleo.jones@edinburgh.gov.uk
Environmental Creative Writing Award	All libraries Schools	S1 – S3		
Youth Music Initiative	Jack Kane Centre	P5,6 & 7		Schools and Lifelong Learning Business Support
Taster Day for budding young musicians	August 10 th Time tbc			Schoollifelonglearning.businesssupport@edinburgh.gov.uk
				Frances Rive frances.rive@edinburgh.gov.uk
Children's Voice in self-evaluation of school	August onward	Nursery – p7		Colin McLean (Head Teacher) colin.mclean@jamesgillespies-pri-edin.sch.uk
Increasing young people's voice and decision making in education	James Gillespie's Primary School			
				
Edinburgh Art Festival Explorers at the Library: ARTIST'S BOOKS	Thursday 2 nd August 2 – 4pm George Washington Browne Room, Edinburgh Central Library	8 -13 years Open to all in age range		For more information and to book a ticket, please use the following link: https://www.eventbrite.co.uk/e/edinburgh-art-festival-explorers-at-the-library-artist-books-tickets-46181749857
Edinburgh Art Festival Explorers at the Library:	Thursday 9 th August 2 – 4pm	8 -13 years		For more information and to book a ticket, please use the following link:

**ASSEMBLA
GE**

George Washington Browne Room, Edinburgh Central Library

Open to all in age range

<https://www.eventbrite.co.uk/e/edinburgh-art-festival-explorers-at-the-library-assemblage-tickets-46181820067>

Heroes and Villains

Workshop with Author Mary Turner Thomson, inspiring pupils to write a short story which is professionally published, launched and sold

August – December
Forrester High School

10 - 12



Julie Sutherland

julie.sutherland@forrester.edin.sch.uk

Proud City Exhibition

Exhibition in the library which will be used by Support for Pupils Staff to launch S1 introduction to Forrester High School's LGBTI Group activities

August – September
Forrester High School Library

10 – 18
Open to all pupils



Julie Sutherland

julie.sutherland@forrester.edin.sch.uk

Mischief Makers

A reading challenge with a chance to win a medal after reading 6 books








All Edinburgh Libraries
All summer long

5 -12














Contact your local library for more information

September

Event	Place, Date and Time	Age Group	Theme (s)	Contact or Join in
Green Pencil Award Environmental Creative Writing Award	August to November All libraries Schools	Primary Special Schools S1 – S3	 	Cleo Jones cleo.jones@edinburgh.gov.uk
Heroes and Villains Workshop with Author Mary Turner Thomson, inspiring pupils to write a short story which is professionally published, launched and sold	August – December Forrester High School	10 - 12	  	Julie Sutherland julie.sutherland@forrester.edin.sch.uk
Proud City Exhibition Exhibition in the library which will be used by Support for Pupils Staff to launch S1 introduction to Forrester High School's LGBTI Group activities	August – September Forrester High School Library	10 – 18 Open to all pupils	 	Julie Sutherland julie.sutherland@forrester.edin.sch.uk

October

Event	Place, Date and Time	Age Group	Theme (s)	Contact or Join in
National Poetry Day	4 th October All Libraries Library opening hours	All ages	 	Cleo Jones cleo.jones@edinburgh.gov.uk
National Storytelling Week	All Libraries Library opening hours	All ages	 	Cleo Jones cleo.jones@edinburgh.gov.uk
Green Pencil Award Environmental Creative Writing Award	August to November All libraries Schools	Primary Special Schools S1 – S3	 	Cleo Jones cleo.jones@edinburgh.gov.uk
Portobello Book Festival	Portobello library	All ages	 	Cleo Jones cleo.jones@edinburgh.gov.uk
Dyslexia Awareness Week	1 st – 7 th October All libraries Library opening hours	All ages	  	Cleo Jones cleo.jones@edinburgh.gov.uk Local Library

Pupil Voice – Reading

S1 – 3 pupils review all reading scheme levels – criteria, for enjoyment, developing skills and differentiation

12th June
16th October
18th December
Forrester High School

10 - 15



Julie Sutherland

Julie.sutherland@forrester.edin.sch.uk

Heroes and Villains

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August – December
Forrester High School

10 - 12



Julie Sutherland

julie.sutherland@forrester.edin.sch.uk

November

Event	Place, Date and Time	Age Group	Theme (s)	Contact or Join in
Book Week Scotland Theme: Year of Young People	23 rd November – 3 rd December All libraries Library opening hours Schools	All ages	 	Cleo Jones cleo.jones@edinburgh.gov.uk Local Library
Euro Cities Conference	28 th – 30 th November The Hub	N/A By invitation		Elaine Ballantyne elaine.ballantyne@edinburgh.gov.uk

Creative and Competitive Cities

Local youth ambassadors will meet with young ambassadors from 80 – 90 Eurocities member countries

EICC



Linda Lees

linda.lees@edinburgh.gov.uk

Green Pencil Award

Environmental Creative Writing Award

August to November

All libraries
Schools

Primary,
Special schools
S1 - 3



Cleo Jones

cleo.jones@edinburgh.gov.uk

Book Week Scotland

Theme: Year of Young People

23rd November – 3rd December

All libraries
Library opening hours
Schools

All ages



Cleo Jones

cleo.jones@edinburgh.gov.uk

Local Library

Andy Briggs Author Event and Teen Titles Interview

Transition Author Event

29th November
1 – 3.30pm
Forrester High Schools

10 – 14
Targeted to pupils from Broomhouse, Carrick Knowe, Murrayburn and Gylemuir Primary Schools and S1 pupils at Forrester High School



Julie Sutherland

Julie.sutherland@forrester.edin.sch.uk

Youth Music Initiative Show and Share concerts

7 concerts involving Sounds Like Friday YMI participants

November 30th
Primary Schools across the city tbc

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



Frances Rive
frances.rive@edinburgh.gov.uk

Instrumental Music Service Fanfare Concert

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

Venue TBC
Ticketed

11- 18
All friends, parents and carers welcome



Martin Hutchison
martin.hutchison@edinburgh.gov.uk
Alix Knox
alix.knox@edinburgh.gov.uk

Celebratory Showcase

Highlighting young people's achievements over the year

Wester Hailes Youth Agency
44 Dumbryden Drive
Edinburgh EH14 2QR

8- 25 year old
Targeted
plus invited adults – parents/carers/ partner organisations/ funders



Yasmeen Rew
yaz@youthagency.net

Winter Windows

School design competition and public exhibition as part of Edinburgh's Christmas

National Gallery on the Mound and various locality sites in all 4 localities
November date tbc

All schools including special schools



Lorna Macdonald
lorna.macdonald@edinburgh.gov.uk

Heroes and Villains

Workshop with Author Mary Turner Thomson, inspiring pupils to write a short story which is professionally published, launched and sold

August – December

Forrester High School

10 - 12



Julie Sutherland

julie.sutherland@forrester.edin.sch.uk

December

Event	Place, Date and Time	Age Group	Theme (s)	Contact or Join in
Childline Concert Young musicians and choirs from across Edinburgh – fundraising for Childline	December 7 th Central Hall Ticketed £ tbc Time tbc	All ages All friends, parents and carers welcome	 	Martin Hutchison martin.hutchison@edinburgh.gov.uk Alix Knox alix.knox@edinburgh.gov.uk
Youth Music Initiative Show and Share concerts 7 concerts involving Sounds Like Saturday YMI participants	December 1 st Primary Schools across the city tbc	P5,6 & 7 All friends, parents and carers welcome	 	Frances Rive frances.rive@edinburgh.gov.uk

Book Week Scotland

Theme: Year of Young People

23rd November – 3rd December
All libraries
Schools

All ages



Cleo Jones

cleo.jones@edinburgh.gov.uk

Winter Windows

Lorna Macdonald

lorna.macdonald@edinburgh.gov.uk

Pupil Voice – Reading

S1 – 3 pupils review all reading scheme levels – criteria, for enjoyment, developing skills and differentiation

12th June
16th October
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Julie Sutherland

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Heroes and Villains

Workshop with Author Mary Turner Thomson, inspiring pupils to write a short story which is professionally published, launched and sold

August – December
Forrester High School








10 - 12






















Julie Sutherland

julie.sutherland@forrester.edin.sch.uk

Some Other Activity of Interest

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

Young Edinburgh Leaders for Change - Residential	TBC	TBC	To be agreed by young people	John Heywood john.heywood.2@edinburgh.gov.uk
SNAP: Young Edinburgh Action and Children's Parliament Young People and elected members working together	Date and time tbc City Chambers	10 - 18	 	John Heywood john.heywood.2@edinburgh.gov.uk
Creative Conversations By and for young people	TBC	8 - 25	     	Linda Lees linda.lees@edinburgh.gov.uk Lorna Macdonald lorna.macdonald@edinburgh.gov.uk Martin Hutchison martin.hutchison@edinburgh.gov.uk
Career Conversations	Dates tbc 4.30 – 7.00 Liberton High School and Portobello High	8 – 25 Teachers, parents and carers, employers, HE/FE, Career Advisors	  	Linda Lees linda.lees@edinburgh.gov.uk Lorna Macdonald lorna.macdonald@edinburgh.gov.uk Martin Hutchison martin.hutchison@edinburgh.gov.uk

	School TBC			
				
Health Opportunities Team Drop in				Paul Hudson paul.hudson@edinburgh.gov.uk Liz Wilson Liz.wilson@edinburgh.gov.uk info@health-opportunities.org.uk
Glitzlit Reading Groups primarily for local girls	Ratho Library Weds at 5.30 – 7pm	10 - 16	 	Ratho.library@edinburgh.gov.uk
Glitzlit	Sighthill Library Mons at 4pm	10 - 14		Sighthill.library@edinburgh.gov.uk
Young Writers Group	Fountain-bridge Library Fridays 1.15pm	14 - 18	 	Simon Brown Simon.brown@edinburgh.gov.uk

Remember to tell us about any events you have planned

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

SchooolsandLifelongLearning.BusinessSupport@edinburgh.gov.uk

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

Issue 3 - October 2018

Some useful links

Young Scot

<https://www.youngscot.org/yoyp2018>
<https://www.youngscot.net/leaders-for-yoyp/>

Visit Scotland

<https://www.visitscotland.com/about/themed-years/young-people/>
http://www.visitscotland.org/business_support/advice_materials/toolkits/yoyp2018.aspx

Year of Young People 2018

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

Children in Scotland

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

Youth Link Scotland

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

Event Scotland

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

You Tube

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

Education Scotland

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

Creative Scotland

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



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2018

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Appendix 2

Year of Young People 2018: child/young person friendly city

City Art Centre, 19th June 2018

Discussion questions

What would a truly children and young people friendly Edinburgh look, feel and be like? (for example, at home, at school, in the community)

The responses have been grouped together into emerging themes (some of which cross over). Broadly responses fall into:

- learning and/or social activities and opportunities
- infrastructure, place and safety
- inclusion, values and information

Learning and/or social activities and opportunities

Youth Facilities

- More youth cafes (like 6VT)
- Longer opening times for youth cafes/facilities
- Age variety in youth clubs – P6 – S2, progression/move on
- Dedicated youth work spaces
- Projects – intergenerational, learn from each other
- More engagement between schools and youth work

Schools, education and learning

- A range of education options not just schools, college, university – or more recognition that education exists outwith those confines
- Formal and informal
- Safer education environment
- More work outside of curriculum
- Make wellbeing part of the curriculum
- Everyday life classes in school – life skills, practical skills
- More engagement between schools and youth work
- Opportunity to play, talk, create, influence, develop and learn
- Projects – intergenerational, learn from each other
- More physical activity options in school (not just dance and football)

Arts, Culture and sport

- Free music tuition
- Art and music therapy – it works. Make it accessible
- Opportunities for self-expression through the arts
- Discount and access to theatres and other Edinburgh sights/activities
- Football pitches/grounds
- Events for Under 18s
- Events designed by and run by young people

Infrastructure, place and safety

Transport

- Affordable buses
- Youth buses

- Free public transport after 10pm(?) / free bus passes for young people

Safety

- Safe walkways
- Safe crossings
- Safer education environment
- More safe places for young people – with access to safe trusted adults
- Trusted adults are available to you
- Safe spaces
- The city would feel safe for young people
- Security guards e.g. in shopping centres
- Young people would have more freedom and parents would less risk-adverse
- More information about where to get help

Facilities and public spaces

- Public parks – better play areas/more parks (safer age variety)
- Public recreational places/activities
- No potholes
- Accessible WIFI
- Children would be much more welcome in public spaces
- Young people feel this is OUR city
- More European feel
- Building and connectivity

Inclusion, values and information

Affordability

- Affordability facilities, buses
- Free public transport after 10pm(?) / free bus passes for young people
- Cost of public transport
- Discount and access to theatres and other Edinburgh sights/activities
- Spread opportunities so they are not just in the city centre but across the city

Values and inclusion

- Kindness – helping each other
- Mutual respect between adults and young people – include young people in decision making
- Less stereotyping
- Children and young people more visible
- More opportunities for children and young people to have a say in how things are developed and decided
- Every year should be year of young people

Information

- Advertise what's there for young people better – link in with schools
 - Better information
 - More information about where to get help
-

What are some of the key words that come to mind?

The responses have been grouped under the same emerging themes as above at Q1.

learning and/or social activities and opportunities

Arts, encouragement, space to play, engaging – better info and advertising in schools for stuff like this, active, opportunities, fun, interesting, listened to/heard, creative, independence,

infrastructure, place and safety

safe, seaside, hills, space to play, improvements, community, green, protection, adventure

inclusion, values and information

able to express, aspirations for all, equality, equal, respect, kind, respect from adults, welcoming, caring, understanding, tolerant, freedom. togetherness, inclusive, diversity, love responsible, bonding, engaging – better info and advertising in schools for stuff like this, relationships, affordable/free/reduced, less stereotyping, busy/buzz, lively, transparent, collaborative, positivity, accessible, fun, listened to/heard

What do you think we should call it? Can you come up with a strapline (something that explains what we're trying to create in an easy and memorable way)

Youth specific

- AYE – A Younger Edinburgh
- Young and Safe
- City s for the Young
- We are young
- Youth changes lives
- Young people come together
- Youth at heart
- YOUTH
- O a
- U p
- N p
- G y
- It's my 'Bro
- EdinBraw
- YPR4Ever
- Your City, our future
- Young Love Life Society
- Better future
- OUR EDINBURGH
- Schools - designing it – engaged and personal
- Educate Elevate Edinburgh

Inclusive

- Everybody's Edinburgh

- Everyone's Edinburgh
 - Edinburgh all
 - Our Edinburgh – a great place to grow:
 - o Your mind
 - o Your imagination
 - o As a person
 - Edinburgh for all
 - Welcoming Edinburgh
 - Fun4all
 - Spreadinburgh
 - City of Opportunity – Edinburgh
 - Why just children and young people – shouldn't it be friendly for everyone?
 - Real city of real people
 - More than tourists
 - Connecting communities
 - Improving Edinburgh for young people through everyone
 - Collaborative logo – young people and adults
 - OUR EDINBURGH
 - Educate Elevate Edinburgh
 - Lead by example
 - Safe haven
 - Safe society
 - Fun friendly positive
 - Edinburgh has everything
 - Edinburgh's Energy
-

NEXT STEPS

- Working Group and Comms to consider themes
- design an engagement activity to further explore which themes can be developed for visual and media communications
- develop options and opportunities to share the ideas more widely with young people and gather feedback
- select group of young people to work with a designer to develop logo and strapline
- launch the brand (and title agreed by young people)

Appendix 3

Year of Young
People



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2018

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Welcome

Councillor Ellie Bird



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Culture:

Share and celebrate young people's talent and contribution to Scottish culture and arts



Education:

Allow young people to have more say in their education and learning



Enterprise:

Celebrate young people's role in innovation, entrepreneurship and the Scottish economy as well as making Scotland a greener and more pleasant place to live



Equality and Discrimination:

Recognise the positive impact of young people in Scotland and encourage them to take the lead in challenging all forms of prejudice and discrimination



Health and Wellbeing:

Make sure young people have the chance to lead healthy, active lives and understand the importance of mental health and resilience



Participation:

Give young people the chance to influence decisions that affect their lives

Screen Education Edinburgh



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6VT



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Workshop and Discussion



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What would a truly children and young people friendly Edinburgh look 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?



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Youth Achievement



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Rappers



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Final address

Councillor Alison Dickie

Vice Convener

Education, Children and Families



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2018

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Education, Children and Families Committee

10.00a.m. Tuesday 9 October 2018

Towerbank Primary School – On-Site Cooking of School Meals

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

Executive Summary

This report addresses a [motion](#) to the Education, Children and Families Committee, on 14 August 2018.

Towerbank Primary School – On-Site Cooking of School Meals

1. Recommendations

- 1.1 That Committee:
 - 1.1.1 Notes the content of this report;
 - 1.1.2 Notes the capital and revenue expenditure for actioning the contents of this report, potentially for a further 40 schools; and
 - 1.1.3 Notes the current challenges with regards to school meal demand and transport and the intention to incrementally open more production kitchens; as and when financially viable to do so.

2. Background

- 2.1 On 13 December 2017, the Education, Children and Families Committee considered an annual report providing an update on school meals, which highlighted a number of emerging challenges principally due to school meal uptake continuing to increase and the preparations required for accommodating meals for early years expansion. A further updated report was provided to Committee on the 22 May 2018, detailing additional evidence on the expansion and pressures on the service, including that of transported meals.
- 2.2 On 14 August 2018, the Education, Children and Families Committee, on 14 August 2018, that stated “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.
- 2.3 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.
- 2.4 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.

- 2.5 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; and
 - Potential timescale for implementation.
- 2.6 The purpose of this report is to address the above motion.

3. Main Report

- 3.1 Towerbank PS a current role of 630 pupils, one of the largest in the school estate. It is currently a dining centre with meals produced off site and transported in daily. The school received considerable investment in dining facilities to accommodate the increase in meals as a result of the free 1-3's and currently caters for a daily average of 300 pupils (Monday – Thursday).
- 3.2 The catering services principal objective, is to deliver high quality, hot meals to the 90+ schools under its responsibility, which is typically 18,500 meals per day Monday to Thursday. The service is delivered from 54 production kitchens across the school estate. Therefore, kitchen staff play a significant role in preparing and transporting hot and cold food to the other 41 primary schools and 28 nurseries, which don't have cooking facilities.
- 3.3 The production kitchens use Reiber boxes to keep the food at a safe temperature during transport and leave the cooking of meals as late as possible, to ensure the food is as fresh as it can possibly be. The Catering Management Team have worked to minimise transport runs to ensure food is not being held too long and all kitchen staff receive training on the use of transport boxes including packing techniques. Over time, advice from Reiber has been adapted on transporting meals to ensure that kitchens fill boxes correctly so that food is kept at the correct temperature, and specific serving methods are adopted, to enhance food quality and nutrition. In summary, the key to keeping the food as fresh as possible, is the production kitchen cooks adapting cooking techniques to ensure meals are as fresh and as high quality as possible taking into account transportation requirements. This approach changes daily depending on the menu for any given day, e.g., the requirements for transporting breaded or coated fish is different to soup or stews
- 3.4 The main challenges around this method of delivery are:
- Transport runs are often combined so the drivers' complete multi-drops. This minimises the number of vehicles being used and is less costly than using 2 or 3 delivery drivers. However, in theory, this impacts on meal quality due to the transport time of multi-drops and meals being prepared early to accommodate transport time. In the case of Towerbank, following feedback from the school, the service no longer uses multi-drop delivery to ensure the

food is as fresh as possible and is sent directly from the production kitchen approximately 30 minutes before lunch service.

- School kitchen facilities – many of the current production kitchens have been adapted to accommodate transporting meals. Much of the equipment is dated and is only capable of producing a set number of meals. In some kitchens, this results in food being cooked in batches and being held longer prior to transporting. In the case of Towerbank, the meals are transported from Portobello High. Portobello is one of the most modern kitchens in CEC's estate which combines steam combination cooking technology (only featured in new build schools) to enhance food freshness and for holding foods for transport.
- Rising Roles across the estate have led to many kitchens transporting circa 300 meals to primary schools. This has increased the amount of vans the service have had to contract to deliver the meals. This is set to increase over the summer term 18/19 with an additional 21 Early Years settings launching a meal service to accommodate 1140.

3.5 The former production kitchens were closed several years ago as part of a budget saving exercise and, in many of these schools, the former space has since been adopted into school usage. As referred to in previous reports, the service is currently carrying out a feasibility exercise into opening more kitchens but this is principally to address demand and running cost related issues, for example, subject to funding it is proposed to establish production kitchens at Ratho and Queensferry Primary Schools, which can be achieved with limited investment due to their former kitchens still being in situ.

Towerbank

3.6 In the case of Towerbank, the school does not have an existing kitchen. If this had been the case services such as ventilation, 3phase power supply and gas services would have been present reducing the overall cost of the any project. The school's current access/egress makes transporting deliveries to any kitchen extremely problematic. There is no delivery entrance located on site and currently lunches coming to the school require a van to drive through the playground, supervised by the janitor to ensure pupil safety. In 2017, a feasibility study was carried out to consider the opening of a side entrance for the delivery of meals but this was deemed unfeasible due to cost and the gradient of ramp was not suitable.

3.7 There is currently only one delivery and collection made to school, when the transported meals are dropped off, prior to lunch service, and collected at the end of service. Without addressing the access issues, opening a production kitchen or hybrid model may see up to 6 deliveries per day, significantly affecting playground safety.

3.8 The costs of re-opening a side entrance and ramp into the school is expected at £15,000. This would be essential if multiple deliveries would be made to the school.

Full Production Kitchen Option

- 3.9 From discussions with parents at Towerbank, the most favourable option would be to open an on-site production kitchen, in the current footprint of the servery area. Whilst it is acknowledged that there would be space to add some additional facilities, a full production kitchen to appropriate specification including staff changing, welfare and goods in space would not feasibly fit in the existing space. A survey by an independent catering contractor has been completed that considered plans, to Council specification, for a production kitchen that could accommodate 300 meals per day. The contractor advised the best solution would be to bolt on a kitchen facility to the rear of the school and convert the current servery space to incorporate staff welfare and storage. The costs for the additional facilities, gas, ventilation and 3phase to site were estimated at £245k (subject to planning permission). This would allow for kitchen facilities to be established, however issues with deliveries, described above, would still cause a challenge.
- 3.10 In addition to the capital cost, an average production kitchen would cost £16,000 in recurring revenue costs to run over a dining centre. This is mostly due to additional staffing and service costs.
- 3.11 Of the 41 dining centres in the estate it is estimated that 27 of these are similar in design to Towerbank. If conversions were made to all centres an estimated capital cost of £6.6m would be required along with an additional £430,000 increase to revenue catering budgets.

Hybrid Kitchen Model

- 3.12 A second proposal was considered being the possibility of a semi production kitchen. This model would entail the main dish being cooked in the production kitchen and side dishes such as, vegetables, chips and baked potatoes being cooked on site. Again, the advice of catering specialist was sought to attend the site and survey the feasibility of this.
- 3.13 The specialist advised that there was enough space with reconfiguration of the servery counter to put in basic facilities. The service specified 2x combi ovens, refrigerated storage and freezer space.
- 3.14 The catering specialist advised that due to drainage and lack of 3 phase electricity supply only 1 oven could be provided. It was also noted that work to upgrade the aged power supply and the addition of extra ventilation would be required.
- 3.15 The additional power supply is likely to cost in the region of £5,000. Ventilation and drainage works are likely to be in the region of £4,000. Even with these works the Council could only add 1 of the 2 ovens which would result in not all the items being specified cooked on site.
- 3.16 Access would still be an issue. Further, as the kitchen would be operational the servery doors would have to be repaired and/or a shutter installed for fire safety legislation. An additional cook would be required, starting at 9am – 2pm 16-hour contract which would add an £8,000 to the revenue budget.

- 3.17 In summary, for the hybrid model it is estimated costs would be approximately £23,000 (capital) and £8,000 in ongoing revenue costs.
- 3.18 A simple extrapolation the above costs across the estate would equate to £1m (capital) and £328,000 (revenue)
- 3.19 While facilitating baked potatoes and vegetables cooked at Towerbank would relieve some of the service delivery pressures at Portobello, there would be no saving in the cost of transport as meals would be transported from the production kitchen. Leaving financial implications aside, this model is the least economical.

Summary

- 3.20 The service is continually looking to improve service delivery across the estate. The expansion of 1140 and rising roles demand has led to the re-opening of 2 kitchens which were closed in 2008. As all the services to these kitchens were in place minimal associated costs are likely to be incurred. From this model the department hope to trail new cooking technology for smaller spaces.
- 3.21 The new area management team having been placing a strong focus on quality, especially quality of transported meals. Field supervisors are now far more visible in dining centres.
- 3.22 Training courses for staff in cooking for transport are being phased in through the new SVQ model. It is hoped that this will aid cooks in finishing and packing dishes to ensure the best quality product.
- 3.23 As new schools are built across the estate, they have all been specified with a production kitchen. This should aid existing dining centres as current production kitchens will be reducing the number of send-outs resulting in a greater focus on quality.

4. Financial impact

- 4.1 The capital and revenue costs associated with each model are summarised below:

Capital Costs	Hybrid Model	Full Production Kitchen
Towerbank	£38,000 (to include ramp)	£245,000
Whole Estate	£1,000,000	£6,600,000

Revenue Costs	Hybrid Model	Full Production Kitchen
Towerbank	£8,000	£16,000
Whole Estate	£328,000	£430,000

5. Risk, policy, compliance, and governance impact

5.1 None identified.

6. Equalities impact

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

7. Sustainability impact

8.1 There are no sustainability matters arising from this report.

8. Consultation and engagement

8.1 Consideration was given to the Towerbank Parent Group's report at the time of writing this report.

9. Background reading/external references

9.1 Report to Education, Children and Families Committee, 13 December 2016 – [Schools Meals Update](#)

9.2 Report to Education, Children and Families Committee, 12 December 2017 – [Schools Meals Update](#)

9.3 Report to Education, Children and Families Committee dated 22 May 2018 - Edinburgh Catering Services – [Update on Schools Meals and the Use of Plastic in Schools](#), 22 May 2018

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10. Appendices

10.1 None.

Education, Children and Families Committee

10:00, Tuesday, 9 October 2018

School and Early Years Playgrounds Development

Item number 7.3

Report number

Executive/routine

Wards

Council Commitments

Executive Summary

The availability to Parent Council's and Community Groups of various funding sources in recent years has allowed school communities to undertake complex school playground improvement projects. A review of these projects has highlighted improvements that could be made in the way that the Council is involved in and supports the development of playground transformation projects. This report asks that Committee approve the "School Playground Development Guidance" which sets out the process those wishing to undertake a school playground improvement project should follow and the "Vision for School Grounds" document that makes clear the Council's aspirations for school grounds.

Schools and Early Years Playground Development

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
- 1.1.1 Approve that the “School Playground Development Guidance” document (Appendix 1) be adopted as the procedure by which all playground developments are delivered.
 - 1.1.2 Approve the appointment of appropriately qualified inspectors to undertake a first annual inspection of all City of Edinburgh Council’s school and early learning establishment grounds.
 - 1.1.3 Note the intention to return a report to Committee in March 2019 setting out the progress made in undertaking the inspections outlined in 1.1.2 and advise the findings of these inspections.
 - 1.1.4 Approve that the “Vision for School Grounds” document (Appendix 2) be adopted as a brief for future school playground developments.
 - 1.1.5 Note the intention to provide an update on a review of school ground accident monitoring in March 2019.
 - 1.1.6 That this report be referred to the Governance, Risk and Best Value Committee for their consideration.

2. Background

- 2.1 The “City of Edinburgh Play Strategy” reported to Education, Children and Families Committee on 9 December 2014 highlighted the importance of play in children’s lives and underlined that freedom to play is every child’s right under article 31 of the United Nations Convention on the Rights of the Child. As part of an overall play strategy for Edinburgh the report provided a set of values with the aim of maintaining Edinburgh’s status as a play friendly city.
- 2.2 The “City of Edinburgh Play Strategy” report also noted key achievements relating to the completion of playground transformation projects including six projects undertaken as part of the Grounds for Learning Playing Naturally in Schools project. These projects were to provide exemplars for transforming school grounds for “natural play and outdoor learning opportunities”. As such, these and more complex projects led by school management and parents at several primary schools have been delivered.

- 2.3 The City of Edinburgh Council welcomes the efforts of staff and parents to support play and improve the health and wellbeing of our children. However, these recent projects have highlighted improvements that could be made in the way that the Council supports the development of playground transformation projects, the way that these projects are funded, procured, designed, managed, constructed and maintained. Improvements would clarify responsibilities and procedures and, consequently, help to mitigate any risks to the Council.
- 2.4 Furthermore, the experience gained through these projects has highlighted a lack of centrally held information about school grounds with no database maintained about the surfaces, play equipment and installations within school grounds and need for a programme of regular inspection in place.
- 2.5 The Play Development Support Group (PDSG) was established in July 2016 to advise schools undertaking playground projects and support the development of school playgrounds. This is a cross-departmental group with representation from colleagues in School Estate Planning, Health and Safety, Legal, Facilities Management, Schools and Lifelong Learning and Parks and all schools must refer to this group when planning and installing any play equipment; sand pits, climbing walls, multi-use games zones, astro-turf pitches, etc; or landscaping work.
- 2.6 In March 2017 the PDSG issued to all Heads of Establishments a set of guidelines which established a clear process to help head teachers, parent councils and Council services to work together to improve and manage school grounds for play.

3. Main report

Head Teacher Guidance Updated

- 3.1 The guidance produced for Heads of Establishments by the PDSG group in March 2017 has now been updated to reflect lessons learned since its publication and includes a refined process by which school communities may initiate and deliver school grounds improvement projects. At its core is a requirement for:
- all new playground developments to be designed and installed to EN 1176 standards;
 - Heads of Establishments to understand their role and obligations in any school grounds improvement project;
 - for the parties funding the project to accept and plan for financial responsibility for any necessary ongoing maintenance, remedial work and inspection.

A copy of the revised guidance is available in Appendix 1.

School Grounds Inspection

Quarterly Installation Inspections

- 3.2 The revised Heads of Establishment guidance sets out that, in addition to Post-Installation inspection, all new installations within school grounds be subject to quarterly inspections. This is to ensure that any faults or deterioration arising in the product or it's installation following use are captured in a timely manner. The party funding the installation of the product will be responsible for ensuring a budget is available for quarterly inspections and any resulting actions or tasks which may have financial implications. The scheduling of the inspections and monitoring the progress made by the schools in fulfilling actions and tasks arising from the inspections will be the responsibility of the School Estate Planning Team.

Annual School Grounds Inspections

- 3.3 The focus of the original Heads of Establishment guidance was on large scale 'natural' playground developments at primary schools. As a result the installations within fifteen primary school grounds are now subject to regular annual and quarterly inspection by qualified inspectors. However, the Council has grounds at a further 73 primary schools, 23 secondary schools and 27 Early Years settings, the majority of which have not been subject to any form of inspection that would allow us to ensure compliance with the new Head of Establishment guidance.
- 3.4 Accordingly, this report recommends the appointment of an independent organisation or organisations with expertise in the assessment of school grounds and play areas to undertake annual inspections at all City of Edinburgh Council primary schools, secondary schools and Early Years establishments. It is proposed that this appointment progress as soon as possible to allow a 'baseline' estate grounds status to be established.
- 3.5 The costs associated with undertaking these annual inspections will come from individual school budgets. Actions identified as a result of the initial inspection will, where necessary, be assessed, prioritised and aligned against the appropriate school, facilities management or other budgets.
- 3.6 It is proposed that a report providing an update on the inspections undertaken be returned to Education, Children and Families Committee in March 2019.

Vision for School Grounds

- 3.7 The work undertaken to date by the PDSG has focused on ensuring that school grounds improvement projects are regulated and appropriately managed to avoid exposing school users to unnecessary risk and to avoid exposing the Council to legal risk. However, there has not been any form of documentation that advises school management, parent bodies, communities or design teams of the Council's aspirations for its school grounds.
- 3.8 The "Vision for School Grounds" document attached as Appendix 2 sets out the approach City of Edinburgh Council would like Heads of Establishments, parent and community bodies and design teams engaged in school grounds projects to take. It

highlights the value of outdoor learning and emphasises that school grounds should be safe, inclusive and diverse spaces offering different behavioural settings for different types of learning and play opportunities. A core principle of the vision is that playgrounds and play areas should have educational value.

- 3.9 The “Vision for School Grounds” document also aspires to create outdoor environments that people feel engaged by and have some sense of ownership over. This sense of ownership should, ideally, extend beyond the immediate school community to the wider community and this should be considered when undertaking a school grounds project. Community engagement in school grounds may take a number of forms – from limited scope initiatives managed by the school to open access to school grounds outside of school hours. However, it is recognised that while this should be an aspiration for our school estate, community access may be more challenging for some schools than others.

Open access to School Grounds

- 3.10 School buildings and their grounds often represent the largest single asset for many local communities. The primary school playground is the closest open space to the homes of many children. Ensuring that the use of Council assets is maximised is fundamental to maintaining an efficient estate.
- 3.11 In December 2014 the Education, Children and Families Committee approved as part of the “City of Edinburgh Play Strategy” report a recommendation to accept policy principles which promote the use of primary school grounds for play by community users outside of teaching hours.
- 3.12 However, the report also recognised that a universal policy that allowed free access to all school grounds for play outside of school hours was not achievable. Providing play opportunities outside of school hours within school grounds can be a challenge and some schools and some communities may encounter more challenges than others. How these challenges are met and addressed form part of the risk assessment undertaken by a head of establishment when considering a proposal to open a school grounds outside of school hours. This risk assessment must be undertaken by the head of the establishment as they have responsibility for ensuring their school grounds are safe and secure for the children, staff and other users under their care during school hours.
- 3.13 One of the challenges of opening a school grounds outside of school hours is ensuring that they remain a safe environment when school hours resume. In practice this means ensuring that daily inspections of the grounds take place and that any remedial work necessary is undertaken before children arrive for school. This has resourcing implications.
- 3.14 Most significantly, funding the maintenance of school playground equipment and installations is the responsibility of the school. Accordingly, vandalism, wear and damage of these facilities incurred outside of school hours is a burden both financially and in terms of staff time addressing the issues and the expectation is that these costs will be borne by the school.

- 3.15 Many of the funding sources available to school communities raising money for playground improvement projects are conditional on the school grounds being open to the public outside of school hours. Several schools in the city that have recently undertaken playground improvement projects are now subject to this condition. Accordingly, playground improvement projects may carry with them financial and staff time obligations which, in many cases, will remain long after the incumbent Head of Establishment and Parent Council are no longer associated with the establishment.
- 3.16 It is the collective aim of the “Guidance for Heads of Establishments” and the “Vision for School Grounds” documents to ensure that people understand better their role and the obligations on them when entering into a school grounds project and that they have the necessary support and advice available to deliver projects that effectively manage risk and provide inspiring spaces with high educational value.

4. Measures of success

- 4.1 Increased awareness of the process involved in a school grounds improvement project; the roles and responsibilities of those involved and a design or installation that meets EN1176 standards and is consistent with City of Edinburgh Council’s vision for school grounds.
- 4.2 Improved Wellbeing – which can be measured using the annual Health and Wellbeing survey to demonstrate, in the long term, the success of the Vision for School Grounds towards improvements in health and wellbeing.
- 4.3 Reduced numbers of accidents in school grounds. Accident reporting in school playgrounds is currently administered by the Council’s Health and Safety team. As part of the changes proposed through the implementation of a new estate wide programme of inspection, the School Estate Planning Team will work with colleagues in Health and Safety to review the process by which accidents in school grounds are recorded and reported. The aim is to provide greater clarity on the types of accidents occurring and to identify any commonalities across the equipment, surfaces or installations involved. It is proposed that an update on this be provided to Committee in March 2019.

5. Financial impact

- 5.1 Annual school grounds inspections will be undertaken at all schools and early learning establishments by an independent organisation. The cost of this inspection will be approximately £200 per establishment and will be met from existing school budgets. The budget against which the cost of remedial work required as a consequence of this first annual inspection is levied will be assessed on a case by case basis. Typically, these costs will have to be met from existing school or Facilities Management budgets.

- 5.2 Where new equipment is installed this will require a quarterly inspection at a cost of approximately £200 per establishment. The school and/or organisation funding the installation of the equipment will be required to demonstrate before approval to proceed is granted that they can and will pay this additional recurring cost. The cost of any required maintenance and any required remedial work will also be met by the project funder.
- 5.3 The “Vision for School Grounds” will allow future investment in school grounds to be focused on designs that are both safe and provide high educational value.

6. Risk, policy, compliance and governance impact

- 6.1 The “Guidance for Head of Establishments” and the “Vision for School Grounds” documents have been produced to provide schools and parent/community bodies entering into a school grounds improvement project with a clearer understanding of their role, the obligations on them, where they can find support and advice and the approach to design they should adopt. Accordingly, this report will ensure that future school grounds improvement projects are compliant with recognised Health and Safety and play standards and will improve the risk management processes put in place on these projects.
- 6.2 The establishment of a centrally managed database and a programme of regular grounds inspections will improve the safety of the Council’s school grounds by allowing identification of installations and facilities that fail to meet recognised safety criteria.
- 6.3 The cross-departmental Playground Development Support Group will provide a review gateway for all significant playground improvement projects. This will ensure that all projects adhere to the requirements of appropriate playground standards (such as EN1176), that necessary statutory permissions are in place and that funding to address future maintenance is available.

7. Equalities impact

- 7.1 The “Vision for School Grounds” document sets out the Council’s aspirations for school grounds that are accessible for all. The vision recognises the need for different settings and spaces to provide a play and learning environment that is inclusive.
- 7.2 Accordingly, these proposals have no significant impact on any equalities groups and provide greater opportunities for the needs of all pupils to be recognised in future school grounds improvement projects. For these reasons, the overall equalities relevance score is 1 (out of a possible 9) and a full Equalities Impact Assessment is not required.

8. Sustainability impact

- 8.1 Regular inspection of existing grounds will allow a maintenance regime to be put in place which will improve the safety and prolong the life of installations and facilities.

- 8.2 A key principle of the “Vision for School Grounds” is that designs should be low maintenance and offer the flexibility to adapt to the needs of its users.

9. Consultation and engagement

- 9.1 Creating a sense of ownership and control over their environment is a key principle of the “Vision for School Grounds” document and this may only be achieved through the involvement users in their school grounds design. Accordingly, in taking forward any future school grounds improvement projects, the project lead is asked to identify the level of consultation undertaken with key stakeholders. The degree to which this consultation has been appropriate to the project will be assessed by the PDSG.

10. Background reading/external references

- 10.1 “[City of Edinburgh Play Strategy](#)” reported to Education, Children and Families Committee on 9 December 2014.

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11. Appendices

- 11.1 Appendix 1 School Playground Development Guidance
11.2 Appendix 2 Vision for School Grounds

School Playground Development Guidance



City of Edinburgh Council
Communities and Families
School Estate Planning Team

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Playground Development Process Key Points

Change Requirement Identified		
1	Expression of Interest	<ul style="list-style-type: none"> • Plan for Change • Funding sources identified • Project Costs considered • EN1176 Compliance
Approval Gateway		
2	Commissioning and Procurement	<ul style="list-style-type: none"> • Commissioned by SEPT on behalf of project • Transfer funds from 3rd Parties to School
3	Design	<ul style="list-style-type: none"> • Council approved designers • EN1176 Compliance • Vision for School Grounds • Consultation
Approval Gateway		
4	Build/Install	<ul style="list-style-type: none"> • Council approved Project Manager appointed • Risk assess build/install process
5	Post Installation Inspection and Risk Assessment	<ul style="list-style-type: none"> • Post installation inspection and remedial works completed
6	Introducing the Completed Installation	<ul style="list-style-type: none"> • Plan for opening
7	Ongoing Inspection and Maintenance	<ul style="list-style-type: none"> • Quarterly inspections • Action plan for remedial works

Introduction

The City of Edinburgh Council welcomes the efforts of staff and parents to provide safe, challenging, and appropriate activities and facilities in school playgrounds to support play and learning and improve the health and wellbeing of our children. These guidelines establish a clear process to help head teachers, parent councils, community groups and Council departments to work together to improve and manage school grounds.

For children play is one of the most important aspects of their lives and children need, and are entitled to, quality play experiences as part of their everyday experience. The benefits of play for child development are well known and evidenced, including improving physical activity and dexterity, developing social skills, stimulating creativity and imagination, supporting intellectual curiosity and self-led learning, self-risk assessment and helping to foster a love for the outdoors. Schools that develop their outdoor play provision commonly report: improvements in behaviour; classes that settle more quickly after break time; children who are happier and more content in school; and Curriculum for Excellence experiences and outcomes that happen without direction from teachers.

Children's Rights

The United Nations Convention on the Rights of the Child (UNCRC) sets out 54 articles that define how children and young people should be treated and the UK Government have signed up to the convention. There are three articles that are useful to consider when providing for children's play spaces:

Article 31: The right to leisure, play and culture

Children have the right to relax and play and to join in a wide range of cultural, artistic and other recreational activities.

Article 12: Respect for the views of the child

When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.

Article 15: Freedom of association

Children have the right to meet.

Play Strategy for Scotland (2013)

The Scottish Government's vision is for Scotland to be the best place in the world to grow up. The strategy states that: "Play encompasses children's behaviour which is freely chosen, personally directed and intrinsically motivated. It is performed for no external goal or reward, and is a fundamental and integral part of healthy development – not only for individual children, but also for the society in which they live."

Building Better Schools: Investing in Scotland's Future (2009)

The Scottish Government and COSLA's joint school estate strategy sets out their shared vision for Scotland's schools: "...which are well designed, maintained, and managed and which encourage continuous engagement with learning; which are far

more than just 'educational establishments' whose quality of environment supports an accessible range of services and opportunities and which enrich the communities they serve and the lives of learners and families.”

City of Edinburgh Council’s Vision for School Grounds (2018)

The “Vision for School Grounds” document sets out the approach City of Edinburgh Council would like Heads of Establishments, parent and community bodies and design teams engaged in school grounds projects to take. It highlights the value of outdoor learning and emphasises that school grounds should be safe, inclusive and diverse spaces offering different behavioural settings for different types of learning and play opportunities. A core principle of the vision is that playgrounds and play areas should have educational value.

Play in Partnership: a play strategy for the city of Edinburgh (2014)

Edinburgh aims to be a play friendly city where all children and young people can enjoy their childhood. They will have access to play opportunities in a range of different settings which offer variety, adventure, and challenge. They will be able to play freely and safely and make choices about where, how, and when they play.

Health and Safety and the Benefits of Play

The design and installation of all new playground developments at City of Edinburgh Council schools should be compliant with EN 1176 standards. This does not mean that only industry standard equipment can be used in playground developments, but it does mean that the design and installation of natural features and their associated surfaces must be compliant with the standards of EN 1176 relating to protection against injury due to movement, falling, entrapment, protrusions, etc. (For further essential information on EN 1176 see Appendix 3)

A key message from the Health & Safety Executive (HSE) is 'Play is great for children's well-being and development. When planning and providing play opportunities, the goal is not to eliminate risk, but to weigh up the risks and benefits. No child will learn about risk if they are wrapped in cotton wool'.

The HSE fully recognises that play brings the world to life for children. It provides for an exploration and understanding of their abilities; helps them to learn and develop; and exposes them to the realities of the world in which they will live, which is a world not free from risk but rather one where risk is ever present. The opportunity for play develops a child's risk awareness and prepares them for their future lives.

The HSE and the Play Safety Forum have produced a joint high-level statement that makes clear that:

- Play is important for children's well-being and development.
- When planning and providing play opportunities, the goal is not to eliminate risk, but to weigh up the risks and benefits.
- Those providing play opportunities should focus on controlling the real risks, while securing or increasing the benefits.

Striking the right balance between protecting children from the most serious risks and allowing them to reap the benefits of play is not always easy. It is not about eliminating risk. Play is a safe and beneficial activity. Sensible adult judgements are all that is generally required to derive the best benefits to children whilst ensuring that they are not exposed to unnecessary risk. In making these judgements, industry standards such as EN 1176 offer bench marks that can help (HSE, 2012).

Key Roles and Responsibilities

Heads of Establishment

- School playground facilities are managed by the Head of Establishment.
- All expressions of interest in undertaking any playground improvement project must be submitted by the Head of Establishment.
- The Head Teacher is responsible for demonstrating that children, parents, and other key stakeholders have been appropriately consulted in the design of any playground improvement project.
- All liaison with the School Estate Planning Team, the Playground Development Support Group and other Council departments must be undertaken by the Head Teacher or a nominated senior member of the establishments leadership team.

School Estates Planning Team

- The School Estates Planning Team within the Council's Communities and Families Service will provide a coordination role for all playground improvement projects
- All expressions of interest in undertaking any playground improvement project or queries concerning playground improvements generally should be submitted to the School Estates Planning Team (playgrounds@edinburgh.gov.uk)
- The School Estate Planning Team will determine whether a project requires to be referred to the Playground Development Support Group (PDSG).

Playground Development Support Group

An inter-departmental Playground Development Support Group (PDSG) has been established to advise and support the development of school playgrounds. All schools must refer to this group when planning and installing any play equipment including:

- climbing walls;
- multi-use games zones;
- sand-pits;
- astro-turf pitches;
- landscaping work.

Playground Development Process

To ensure that any new playground development is compliant with Council standards and regulatory requirements, Heads of Establishments must be aware of and adhere to the following process for any playground improvement or development project within their establishment grounds.

Planning for Change

Often the first step in planning for change is in response to work with the school Parent Council or a Community Group who wish to raise funds for a grounds improvement or development project, and the most successful projects are taken forward as a **partnership** between the school leadership team and that group. The Head of Establishment **must** ensure that consultations take place with children, parents, and other key stakeholders to inform the project. In the past individual Heads of Establishment have taken responsibility for the management and delivery of playground improvement projects, under the new guidelines most projects will be carried out by Council appointed contractors and/or the Council's Property and Facilities Management Service. Heads of Establishments will be responsible for the day to day management and health and safety of the completed facility or installations.

If the head Teacher is not leading the project personally, the Head Teacher must ensure there is a senior staff representative of the school to lead on liaising with the School Estate Planning Team, the PDSG, other Council services and the school Parent Council, and report to the Head of Establishment on a regular basis.

STEP 1

Expression of Interest

The school or Early Years establishment will be required to have *Expression of Interest* approval at the outset of the process to commission a new project. Approval must be received before any appointments are made, so that the appointments can be undertaken without exposing the Council or parent or community body to any liability issues.

Heads of Establishments **must** submit an *Expression of Interest* form (see attached Form 1) to the School Estate Planning Team (playgrounds@edinburgh.gov.uk) for **any** playground improvement or development project. This includes minor projects such as the placement of sheds, containers, benches, bins, and planters etc.

Heads of Establishments at PPP facilities should discuss the completion of the *Expression of Interest* form with the appropriate Estate Contracts Officer.

As part of the *Expression of Interest*, the school and Parent Council or community group must demonstrate that they have planned for all the project costs including (where applicable):

- Design team fees;
- Clerk of works fees;
- Project management fees;
- Delivery and Installation costs;
- Post installation inspection costs;
- Quarterly (operational) inspection costs;
- Costs associated with remedial action arising from inspections;
- Costs for ongoing and maintenance of surfaces, equipment and installations;
- Contingency;
- Any necessary signage;
- Other hidden costs associated with the project (for example: preparation of a plan which can be used when seeking funding from grant making bodies).

The *Expression of Interest Form* should provide full details of the source of funding for the project, including terms, conditions and constraints attached to that funding.

Note: many funding sources are time limited and the *Expression of Interest Form* should include details of any such constraints.

Within 14 days of receipt of the *Expression of Interest* form the School Estate Planning Team will provide feedback. This feedback will be either:

- Approval to proceed to next stage.
- Referral of the proposal to the Playground Development Support Group with details of the date when it will be considered (Head of Establishment may be invited to attend).
- A Request for further information.
- Refusal to proceed, outlining rationale for decision.

STEP 2

Commissioning and Procurement

Following receipt of Approval to proceed the Head of Establishment may, dependent on the scale of the project and advice received from the School Estate Planning Team:

- Procure items for installation/services according to standard procurement processes (see Council Contract Standing Orders document).
- Request that the School Estate Planning Team commission the project via Property and Facilities Management.

Note: for major or more complex proposals the commissioning, procurement and design stages may take around a year.

Where the services of a designer or design team are required the Head of Establishment or their nominated senior member of staff should liaise with the Council's **Senior Early Years Officer** to prepare a clear brief based on the school's requirements, including a Risk Benefit Assessment (see Form 2 - *Risk Benefit Assessment*).

Any funds raised by a Parent Council or community groups for the project must be transferred to the school following approval to proceed (this may have procurement, VAT, insurance and liability implications).

Where a commission is raised via Property and Facilities Management, the school will be required to provide a Cost Centre.

STEP 3

Design

Any design work required will be undertaken by companies or individuals approved as part of the Council's Procurement Framework and/or appointed following a competitive tender process and will be appointed by Property and Facilities Management along with any other necessary professional services (for example Civil Engineers for drainage designs).

The design of all new playground developments at City of Edinburgh Council schools must be compliant with EN 1176 standards. This does not mean that only industry standard equipment can be used in playground developments, but it does mean that the design and installation of natural features and their associated surfaces must be compliant with the standards of EN 1176.

All designs should reflect the principles and ethos of City of Edinburgh Council's *Vision for School Grounds* document.

The designer must also ensure adherence to all relevant technical standards and ensure that:

- a clear strip (minimum 1.5m in width) is maintained around the school building to enable scaffolding to be erected so that gutter cleaning and the like can be undertaken easily.
- Emergency and service vehicle access and circulation of the grounds must be maintained

The Head of Establishment must ensure that proposals are shared with children, the Parent Council, the wider parent forum (and, where appropriate, the wider community), and that parent and pupil views are taken into consideration.

The proposed design and a Risk Benefit Assessment should be submitted to the School Estate Planning Team (playgrounds@edinburgh.gov.uk) who will provide the Head of Establishment with confirmation of the date when the proposal will be considered by the PDSG. As the manager with responsibility for the proposed design, the Head of Establishment may be invited to attend the relevant PDSG meeting.

At the meeting where the proposal is considered, the PDSG will either:

- Approve that the project progress to the “Build/Install” stage; or
- Conditionally approve that the project progress to the “Build/Install” stage; or
- Request further information; or
- Refuse the proposal, outlining the rationale for this decision.

STEP 4

Build/Install

Once the design has been approved and signed off by the PDSG, the School Estate Planning Team in liaison with the Head of Establishment will ask Property and Facilities Management to appoint a suitably qualified project manager and the associated costs will be assigned to the project budget.

The project manager will progress a procurement process to appoint a contractor who will be a company approved as part of the Council’s Procurement Framework and/or appointed following a competitive tender process.

The Head of Establishment should be aware that there are CDM (Construction Design and Management) regulations which will apply during the build, although these will be implemented by the project manager appointed by Property and Facilities Management. The Head of Establishment should discuss CDM requirements with the project manager.

The Head of Establishment is responsible for risk assessing and managing public access to the school or establishment grounds and the children’s use of the grounds during the build/installation process. Access arrangements, management of vehicle movements (contractor, staff and visitor), contractor compound areas and working times should be agreed between the Head of Establishment, the establishments Facilities Manager, the project manager and the appointed contractor. Where appropriate these arrangements should be shared with pupils, parents and establishment staff.

The project manager or an appointed Clerk of Works will ensure the work carried out by the contractor and any appointed sub-contractors is to standard set out in the plans.

STEP 5

Post Installation Inspection and Risk Assessment

ALL new school grounds landscaping, surfacing or equipment installations must undergo a post-installation inspection. The project will not be officially complete until an independent post installation inspection has been carried out (by RoSPA Play Safety or equivalent RPII Annual inspector) to ensure compliance with EN 1176 and any necessary remediation works necessary following this inspection have been completed.

The Post Installation Inspection cost must be met by the project.

Following notification from the Head of Establishment of the completion date for the project the School Estate Planning Team will book the post-installation inspection.

The Post-Installation report will be made available to the Head of Establishment and the School Estate Planning Team following its publication.

All playgrounds will also require that Heads of Establishments complete a *Health & Safety risk assessment* (see attached Form 3) prior to opening. This should incorporate any recommendations arising from the Post-Installation inspection and a *Health and Safety Action Plan* (see attached Form 4) put in place to carry out remedial actions as soon as possible.

The *Risk Benefit Assessment* (see Step 3) should be revised and updated with information from the *Health and Safety Risk assessment* and *Health and Safety Action Plan*.

Throughout the process children should be actively involved in the risk management measures.

All the above documentation should be submitted to the School Estate Planning Team BEFORE new school grounds landscaping, surfacing or equipment installations are opened for use by pupils or the public.

STEP 6

Introducing the Completed Installation

The Head of Establishment should prepare a plan in advance of the opening of the new facility to introduce the new facility, to children, parents and the whole school community. This should be discussed with the Play Development Officer.

STEP 7

Ongoing Inspection and Maintenance

The Head of Establishment should ensure that maintenance and playground supervision work plans are in place and that records of the following are maintained:

- Health & Safety Risk Assessment;
- daily visual check procedure;
- weekly recorded inspection;
- accidents occurring on or as a result of the new facility;

Quarterly (*RPII Operational) and annual (*RPII Annual) inspections will be arranged by the School Estates Planning Team. All associated costs, including any recommended maintenance actions or replacement/ removal recommended by the Inspector must be met by the school.

The Head of Establishment should ensure that, following inspection, an action plan is prepared to address any issues identified. This plan will be requested by the School Estate Planning Team within 14 days of the inspection. Failure to provide a plan demonstrating how inspection actions will be addressed may result in closure of the new facility until such time as an appropriate plan is provided or, where necessary, the remedial work has taken place.

Copies of Action Plans should be sent to the School Estates Planning Team (playgrounds@edinburgh.gov.uk).

APPENDIX 1 - Inspection Schedule

- **Post Installation Inspection** by RoSPA or other approved inspector registered with the Register of Play Inspectors International (RPII) to confirm facility and installation conforms to EN 1176.
- **Annual Inspection** by RoSPA or other RPII approved inspector to check long-term compliance of installation and other areas of school grounds with required safety standards.
- **Quarterly Operational inspection** by RoSPA or other RPII approved inspector to check continued safe operation, stability, wear etc. of installation.
- **Weekly inspection** by establishment staff recording components inspected and any actions required (see Form 5) *
- **Daily visual risk assessment** by establishment staff recording components inspected and any actions required (see Form 6) *
- **Dynamic risk assessment** by supervising staff during use by children, with any required actions noted (Form 6) *

* Appropriate immediate actions or action plan must be put in place if defects are noted with the item taken out of use if necessary.

APPENDIX 2 – School Playground Development Contacts List

All playground queries: playgrounds@edinburgh.gov.uk

School Estate Planning Team:

Robbie Crockatt, Acting School Estate Planning Manager, Communities and Families

robbie.crockatt@edinburgh.gov.uk

Julie Kelly, School Estate Planning Officer, Communities and Families

Julie.kelly@edinburgh.gov.uk

Play Development Support Group:

Lynn Paterson, Senior Education Manager (Early Years), Communities and Families

lynn.pateron@edinburgh.gov.uk

Louise Caldwell, Senior Early Years Officer, Communities and Families

Louise.caldwell@ea.edin.sch.uk

Alan Grevers, Technical Officer, Parks, Greenspace and Cemeteries

Alan.Grevers@edinburgh.gov.uk

Murdo Macleod, Maintenance Standards Officer, Property and Facilities Management

murdo.macleod@edinburgh.gov.uk

Martyn Phillips, Health & Safety Adviser, Resources

martyn.phillips@edinburgh.gov.uk

Kevin McKee, Senior Legal Manager, Resources

Kevin.mckee@edinburgh.gov.uk

PPP contacts:

Calum Gordon, Operation Estates Contracts Manager, Communities and Families

calum.gordon@edinburgh.gov.uk

Graeme Lawler, Operational Estates Contracts Officer, Communities and Families

graeme.lawler@edinburgh.gov.uk

Jennifer Black, Operational Estates Contracts Officer, Communities and Families

jennifer.black@edinburgh.gov.uk

APPENDIX 3

Form 1 - Expression of Interest to Develop School Grounds

School Name	
Headteacher	
Phone Number	
Lead Person	
Lead Person's Email	
Date	
What is the proposed playground development concept? (What type of facilities are envisioned?)	
Which area in your grounds are proposed for development? Please attach a diagram showing scale and position in relation to buildings, perimeters, gateways and other features.	
What are your proposed timescales?	
Who has been involved in any consultation? e.g. Pupil/ HWB Group, Parent Council/PSA, Community Council, Local Business (detail who and how)	
What is your proposal for funding the project?	

How will you secure the funding for your playground future costs e.g. inspection and maintenance?

Have you currently raised/secured any funds, and if so how much?

£

Please return this form to School Estates Planning Team:
playgrounds@edinburgh.gov.uk

PDSG Feedback to School (to be completed by the Play Development Support Group):

PDSG Group – Compliance to EN 1176 Approved

Name:

Designation:

Signed:

Date:

APPENDIX 4

Form 2 – Risk Benefit Assessment (edited from Play Safety Forum, Risk benefit Assessment)

Overview of Risk-Benefit Assessment

Project/ proposal name:			
Type of assessment (<i>tick one box</i>):	<i>Designer</i>	<input type="checkbox"/>	
	<i>Provider/manager</i>	<input type="checkbox"/>	
	<i>Post-installation</i>	<input type="checkbox"/>	
	<i>Monitoring</i>	<input type="checkbox"/>	
Assessor:	<i>Name</i>		
	<i>Position</i>		
	<i>Date</i>		
Description and location of facility, feature, activity or equipment:			
Date to review risk-benefit assessment:			
Signature of senior worker/manager:			

Main Form: Risk-benefit assessment

Benefits:	
Risks (<i>taking into account any technical information identified in the supplementary form below</i>):	
Local factors:	
Precedents &/or comparisons:	
Decision:	
Actions taken:	
Ongoing management and monitoring:	

Supplementary Form: Knowledge and/or specialist expertise needed (if any) for this risk-benefit assessment

Use this table to give information about any additional specialist or technical expertise that is felt to be necessary. In some circumstances, no such input will be needed. If this is the case, a suitable note such as 'none applicable' or 'N/A' should be made in the table (which should otherwise be left blank). In other circumstances, such as those involving bespoke structures or unusual sites, specialist input may be appropriate. Such expertise might, for example, cover the following topics: trees, structural engineering, rope specialisms, water, soil, EN standards and maintenance. In rare cases, other areas of expertise may also be needed. Ensure that relevant information is noted above in the main form.

Knowledge or specialism	Person providing the knowledge/ carrying out the assessment	Any checks carried out and actions proposed

APPENDIX 5

Form 3

RISK ASSESSMENT

Department		Unit/Section	
Date of assessment		Assessor(s)	
What is the activity?		Where is the activity carried out?	

What are the hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?	Action by whom?	Action by when?	Done

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What are the hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?	Action by whom?	Action by when?	Done

Manager's name		Signature	
Date		Assessment review date	

Are other specific risk assessments required?

Asbestos	<input type="checkbox"/>	Control of Substances Hazardous to Health	<input type="checkbox"/>	Display Screen Equipment	<input type="checkbox"/>
Electricity	<input type="checkbox"/>	Fire Safety	<input type="checkbox"/>	Lone Working	<input type="checkbox"/>
Manual Handling	<input type="checkbox"/>	New and Expectant Mothers	<input type="checkbox"/>	Noise	<input type="checkbox"/>
Personal Protective Equipment	<input type="checkbox"/>	Stress Management	<input type="checkbox"/>	Vibration	<input type="checkbox"/>
Work Equipment	<input type="checkbox"/>	Workplace Health, Safety and Welfare	<input type="checkbox"/>	Working at Height	<input type="checkbox"/>

APPENDIX 6

Form 4 Playground Health & Safety Action Plan

School:

Item	Activity/ Hazard	Recommendation	Actions	Action Owner	Target Date	Status Date
Item	Activity/ Hazard	Recommendation	Action taken	Action Owner	Target Date	Status Date

KEY: STATUS

	Not started
	In progress / on track/ ongoing
	Overdue
	Completed
	EN standard covered off in previous recommendations

APPENDIX 7

Form 5 – Example Weekly Check

School:

Weekly Check – Monday morning after the weekend

Date:

Completed by:

Weather/ conditions:

Area of Playground being inspected (examples)																			
	Tunnel under slide		Amphitheatre		Football pitch		Rocks and path to field		Sandpit by P4/5 door		Tyre wall		Climbing wall		Boat Astro turf		Upper Trim Trail		
	Pass	Fail	Pass	Fail	Pass	Fail	Pass	Fail	Pass	Fail	Pass	Fail	Pass	Fail	Pass	Fail	Pass	Fail	
Structure: bent, cracked, loose, broken, rotten																			
Surface Finish: rust, corrosion, sharp edges,																			
Fixtures: missing nuts, bolts, loose nuts or bolts, broken or worn																			
Exposed Mechanisms: hooks, links,																			
Moving Parts: worn ropes,																			

seized, lubrication																		
Seats: missing, wear																		
Surfacing: depth, wear																		
Loose Play																		
Date	Action required																	

APPENDIX 8

Form 6 - Daily Check Record - School Playground

An example of areas to include when carrying out the daily visual check (please note this list is not exhaustive):

- Weather – is there a need to salt/grit the playground or any play equipment? Should any areas be put out of use due to them being wet and slippery?
- Are there any obvious signs of wear and tear to play equipment, surfaces, benches or fences etc?
- Is the loose fill material free of foreign objects and debris?
- Is the loose fill material uncompacted and of sufficient depth in all areas?
- Is the play area adequately drained?
- Is the playground free from miscellaneous debris and litter e.g. cans, glass, animal waste etc?

Sign once complete and record any actions required overleaf.

Week beginning	Monday	Tuesday	Wednesday	Thursday	Friday

Date	Action required				

APPENIDX 9 – EN 1176

The full Standard (EN 1176) is an extensive document published in seven parts:

Part 1: General safety requirements and test methods

Part 2: Additional specific safety requirements and test methods for swings

Part 3: Additional specific safety requirements and test methods for slides

Part 4: Additional specific safety requirements and test methods for runways

Part 5: Additional specific safety requirements and test methods for carousels

Part 6: Additional specific safety requirements and test methods for rocking equipment

Part 7: Guidance for installation, inspection, maintenance and operation

EN 1176 : GENERAL REQUIREMENTS (From RoSPA Play Safety)

MINIMUM SPACE AROUND EQUIPMENT AND ZONES

* This is intended to reduce the likelihood of collisions

Protection against injuries in the free space

* No obstacles in the minimum space (other than structures to assist or safeguard the user)

* Traffic flows should not go through the minimum space

Protection against injuries in the falling space

* Free height of fall should not exceed 3m

* No obstacles in the falling space

* Platforms with fall heights of more than 1m between them require surfacing

Protection against injuries due to other types of movement

* No unexpected obstacles

SURFACING SAFETY REQUIREMENTS

* Surfacing should have no sharp edges or protrusions

* Loose fills should be 200mm more than the depth required to meet the HIC reading (usually 100mm) = 300mm

* Hard surfaces should only be used where the fall height is not over 600 mm and where there is no forced movement

* Testable Impact absorbing surfaces if falls over 600mm are possible. Topsoil or turf may be used up to 1.5 m

* Impact absorbing surfaces (IAS) must extend for a minimum of 1.5m clear space all around a fall height over 600m, extending with height

DESIGN AND MANUFACTURE

* The equipment must be suitable for the user and risks should be identifiable by the child

* Accessibility: adults must be able to gain access to help children

* Grip requirements: permitted diameter 16 - 45mm (e.g. overhead bars)

* Grasp requirements: maximum diameter 60mm (e.g. handrails on steps)

* Easily accessible equipment has stricter requirements

FINISHING

* Timber species and synthetics should be splinter resistant

* No protrusions or sharp edged components

* Bolts (*and natural object nibs or protrusions*) should not protrude by more than 8mm

- * Corners, edges or projecting parts over 8mm should have a 3mm radius (*including natural objects such as logs or boulders*)
- * No hard and sharp-edged parts (i.e. razor blade effect caused by sheet steel)
- * No crushing or shearing points
- * Connections should not come loose by themselves and should resist removal
- * Timber connections should not rely solely on screws or nails
- * Leaking lubricants should not stain or impair the safety of the equipment

ROPES

Fibre ropes

- * Conform to EN 701 or 919 or have a material and load certificate
- * Ropes used by hands shall have a soft, non-slip covering

Wire ropes

- * Non-rotating and corrosion resistant with no splayed wires outside the ferrule
- * Wire connector clip threads should protrude less than 8mm
- * Turnbuckles should be enclosed, have a loop at each end and be secured

Chains

- * Maximum opening of individual links: 8.6mm in any one direction
- * Connecting links between chains must be less than 8.6mm or over 12mm

Swinging suspended ropes

- * Not combined with swings in the same bay
- * Less than 2m long: over 600mm from static parts; over 900mm from swinging parts
- * 2m - 4m long: over 1000mm from anything * Diameter: 25 - 45mm

Climbing ropes

- * Anchored at both ends and movement less than 20% of rope length
- * Single climbing rope diameter: 18 - 45mm (nets comply with Grip requirements)

ENTRAPMENTS

- * Entrapment: a place from which children cannot extricate themselves unaided
[There are several probes: the Torso Probe, the Small Head Probe, the Large Head Probe, the Wedge (fish) Probe and the two Finger Rods. There is also a toggle test to reduce the dangers of clothing toggles being caught on slides, fireman's poles and roofs.]

Bridges

- * The space between the flexible bridge and rigid sides should be not less than 230mm

Entrapment of feet and legs

- * Inclined planes (not suspension bridges) less than 45° should have no gaps over 30mm
- * There are no requirements for suspension bridge gaps other than the main entrapment requirements

Finger entrapments

These occur in: 1. gaps where child's movement may cause a finger to become stuck; 2. open-ended tubes; 3. moving gaps

- * Tube ends should be securely enclosed and removable only with tools
- * Moving gaps should not close to less than 12mm

BARRIERS AND GUARD-RAILS

- * Hand-rail: a rail to help the child balance
- * Guard-rail: a rail to prevent children falling
- * Barrier: a guard-rail with non-climbable in-fill

Hand-rails

- * Where required they should be between 600 and 850mm above the standing surface

Easily accessible equipment

- * Platforms over 600mm require a barrier with a minimum height of 700mm high + impact absorbing surfacing

Equipment that is not easily accessible

- * Platforms up to 1000mm: No barriers or guard-rails required + impact absorbing surface over
- * Platforms 1000-2000mm: 600 - 850mm high guard-rail + impact absorbing surfacing
- * Platforms 2000-3000mm: 700mm high barrier + impact absorbing surfacing
- * No bars, infills or steps which can be used as steps. Tops should discourage standing or sitting

MEANS OF ACCESS

All means of access should have no entrapments; be securely fixed; be level to ± 30 (ramps across width) and have a constant angle. It does not refer to agility equipment used as an access i.e. arched climbers, scramble nets. There are specific measurements for ladders, stairs and ramps.

SWINGS

Requirements

- * No all rigid suspension members (i.e. solid bar top to bottom)
- * Design should be principally for use by seated children (RoSPA interpretation)
- * Two seats per bay maximum. Cradle and flat seats can be mixed in the same bay, but ensure this is suitable
- * Some types of swings have slightly different requirements . Information should be obtained from the supplier
- * Single points swing chains should not twist round each other
- * Single point swings require a secondary bearing support mechanism if the bearing is not designed for swings

Dimensions

- * Minimum ground clearance at rest: 350mm (400mm for single point swings and tyres)
- * No maximum seat surface height but RoSPA recommends a max. height of 635mm for cradles and flat seats
- * Distance between seat and frame: 20% of swing suspension + 200mm
- * Distance between seats: 20% of the swing suspension + 300mm
- * Pivot splay (separation distance) at crossbar: width between seat fixings plus 5% of swing suspension length (20% for contact swings)

Siting

- * Swing sets for young children should be separated from those for older children and sited to avoid cross traffic

Surfacing requirements

Forward and Back

* Different areas for synthetic and loose-fill surfaces in a box or pit. Measurements each way are:

1. synthetic: .867 x length of suspension member + 1.75m + 0.50m clear space
2. loose-fill: .867 x length of suspension member + 2.25m + 0.50m clear space

Side width

- * Seat width no greater than 500mm: 1.75m minimum (i.e. 0.875m each way from seat centre)
- * Areas for two seats in one bay may overlap providing the distance between seats is correct

Single point swings

- * Circular area with a radius equal to the Forward and Backward figure for other swings

SLIDES

Safety requirements

* Free-standing slides: the max. vertical height which a stairway can reach without a change of direction is 2.5m.

* Starting section at the top of each chute: length 350mm minimum, zero to 50 downwards at the centre line. **N.B.** This can be the platform if the slide is attached to it

* If the starting section is over 400mm long, platform requirements apply

* From a platform, the gap to the slide is the same width as the slide

* Attachment slides over 1m free fall height should have starting section barriers 500mm min. high at one point

* Attachment slides over 1m FFH should have a guard-rail across the entrance at a ht. of between 600-900mm

Sliding sections

* Maximum angle: 60° at any one point and an average of 40°

* The width of open and straight slides over 1500mm long should be less than 700mm or greater than 950mm

* Spiral or curved slides should have a width less than 700mm

Run-outs

* Run-outs of at least 300mm are required if the sliding section is under 1.5m long.

* Additional requirements are required for different types of slides

* Average angle of run-outs: type 1 is 100°, type 2 is 50° (both downwards)

* Height of run-out: Less than 1.5m sliding length: max. 200mm. Greater than 1.5m sliding length: max. 350mm

* Users should come to a stop on the run-out section (type 2 only)

* Chutes should have a side height related to the fall height:

1.2m: 100mm minimum : 1.2m - 2.5m: 150mm minimum : Over 2.5m: 500mm minimum

* Maximum side angle from slide bed: 30°

* Tops of sides should be rounded or radiused to at least 3mm

* Tunnel slides should be a minimum 750mm high and 750mm wide

* Tunnels should start on or at the end of the starting section and be continuous over the sliding section only

Surfacing requirements

Normal distances except for the run-out which should be:

* *Type 1*: 1m each side and 2m beyond

* *Type 2*: 1m each side and 1m beyond

CABLE RUNWAYS

Safety requirements

- * Stop at end should progressively slow down the traveller
- * Traveller should not be removable except with tools
- * No access to internal mechanism
- * Suspension mechanism: flexible, exclude risk of strangulation or be at least 2m above the ground in the middle
- * Where children hang by the hands, the grip should not be enclosed (e.g. a loop)
- * Climbing should be discouraged onto the grip
- * Children should be able to get off the seat at any time (i.e. no loops or straps)
- * Maximum loaded (1 x 130 kg adult) speed is 7m per second
- If two cables are placed parallel the min. distance between them is 2m

Impact areas

- * 2m either side of main cable

ROTATING ITEMS

Note: Rotating items under 500mm diameter are excluded from these requirements

Safety requirements

- * Maximum free height of fall: 1000mm (For overhead items: 1500 - 3000mm)
- * Hand grips should be between 16 - 45mm

Specific requirements

There are specific requirements for different types of roundabout . The two most common ones are:

Platform roundabouts:

- * Platforms should be circular and enclosed
- * All parts should revolve in the same direction
- * No super-structure over the edge of the platform
- * Mechanism should be enclosed
- * Height between underside and ground 60 - 110mm for 300mm inwards, then at least 60 mm for the remainder
- * Protective skirts should be of rigid material and have no burrs or other defects
- * The bottom edge should be flared towards the inside or protected

Giant revolving discs

- * Clearance of underside at lowest point: 300mm
- * Max. platform height: 1m
- * Free space: 3m
- * Upper surface should be continuous, smooth and with no handles or grips
- * Underside should be continuous, smooth and without any radial variations (i.e. spokes) or indentations

Minimum space

- * Free space: Horizontal: 2m all round
- * Vertical head clearance from platform: sitting 1.5m ; standing 1.8m
- * Small rotating items under 500mm diameter are excluded but RoSPA suggests as for rocking items

Surfacing requirements

- * There are no special extra requirements for surfacing areas
- * Surfaces should be continuous underneath and level

ROCKING ITEMS

Definitions

- * Rocking equipment which can be moved by the user and is supported from below
- * Damping: any movement restricting device. (N.B. Springs are treated as self-damping)

Safety requirements

- * Throughout the range of movement gaps in all accessible joints should be under 12mm
- * Progressive restraint at extremity of movement is required
- * Foot rests should be provided where the ground clearance is less than 230mm
- * Hand grips should be provided for each seat or standing position
- * Foot rests and hand grips should be firmly fixed and non-rotating
- * Hand grip diameter: 16 - 45mm (for toddler items: 30mm maximum)
- * Right-angled corners on moving equipment should be 20mm radius min. (i.e. a bird's beak)

Minimum space

- * 1000mm between items at maximum movement.

Surfacing requirements

There are no special extra requirements for surfacing areas

INSTALLATION, INSPECTION, MAINTENANCE AND OPERATION

Safety

- * Appropriate safety systems must be established by the operator
- * No access should be allowed to unsafe equipment or areas
- * Records should be kept by the playground operator
- * Effectiveness of safety measures should be assessed annually
- * Signs should be provided giving owner details and emergency service contact points
- * Entrances for emergency services should be freely accessible
- * Information on accidents should be kept (RoSPA has a suitable form)
- * Staff and users should be safe during maintenance operations

Inspection

- * Manufacturers will recommend the inspection frequency although some sites may need a daily check

Frequency

Routine visual inspections: identification of hazards from vandalism, use or weather conditions

(RoSPA recommends a recorded daily or weekly inspection)

Operational inspection: every 1-3 months or as recommended. Checks operation, stability, wear etc.

Annual main inspection: checks long-term levels of safety

- * An inspection schedule should be prepared for each playground, listing components and methods
- * Appropriate action should be taken if defects are noted

Routine maintenance

- * Basic routine maintenance details should be supplied by the manufacturer

Corrective maintenance

- * This covers remedial work and repairs as required
- * Alterations should only be carried out after consultation & agreement with the supplier or a competent person

(Adapted from EN 1176 General Requirements, RoSPA Playground Safety)

APPENIDX 10 – Links to further information

Further essential information on **EN 1176** specifications, with details of heights, fall zones and safer surfacing areas, are explained in '*An Essential Guide to BS EN 1176 and BS EN 1177, Children's Playground Equipment & Surfacing: updated for 2008*' (Davies and Heseltine, Wicksteed, 2008) which is available on line:

<http://www.wicksteed.co.uk/pdfs/EN1176%20and%20EN1177.pdf>

A booklet is available from **RoSPA**, (£12.00 plus £3.50 post and packing), which attempts to explain in everyday terms for the interested lay person the main new requirements and to identify changes from the old British (BS 5696) and German (DIN 7926) standards where these may be assessed on site.

<http://www.rospa.com/play-safety/advice/en1176-equipment-standard/>

For more information on **Loose Parts Play** see the Loose Parts Play Toolkit at:

<http://www.inspiringscotland.org.uk/media/58451/Loose-Parts-Play-web.pdf>

HSE Statement - Children's Play and Leisure: promoting a balanced approach

<http://www.hse.gov.uk/entertainment/chilids-play-statement.htm>

A Vision for School Grounds



Why are school grounds important?

We want our pupils to be: successful learners, confident individuals, effective contributors and responsible citizens.

“school grounds can play a significant role in delivering these outcomes, providing safe, stimulating environments where children and young people can learn, explore, play and grow, regardless of their educational needs.”

Schools for the Future: Designing School Grounds

“Education Scotland, The Scottish Government and the General Teaching Council of Scotland have identified Outdoor Learning as an essential element of a young person’s development and as an entitlement of curriculum for excellence and learning for sustainability”

CEC Outdoor Learning Strategy 2016 – 2020

“school grounds are a vital resource for learning”

Schools for the Future: Designing School Grounds

“all schools have a ‘hidden curriculum’ – all those messages given out by the feel of a place where children grow and develop. This is their environment”

Schools for the Future: Designing School Grounds

“capital projects [should] devote as much attention to the ‘outdoor classroom’ as to the innovative design of buildings and indoor space”

Schools for the Future: Designing School Grounds

“Natural spaces are essential for human development and wellbeing, and none more so than those we set aside for the use of our children”

Conserving Wonder with Sir David Attenborough



Instead of thinking about what children WANT TO HAVE in their school grounds, we should think about what children are GOING TO DO in their school grounds?

Wellbeing

Research suggests that a well-designed school ground creates a positive improvement in pupil and teacher wellbeing. School grounds are the most easily accessible outdoor area for teachers to bring outdoor learning into their lessons and being outdoors in nature can improve feelings of wellbeing and motivation.

HGIOS 4 states that Outdoor spaces should be used effectively to promote positive relationships and wellbeing and that schools take account of the beneficial link between outdoor learning and green space with wellbeing.

Articles 31, 12 and 15 of the United Nations Convention on the Rights of the Child should be considered when exploring the importance of our school grounds.

31: Children have the right to relax and play and to join in a wide range of cultural, artistic and other recreational activities.

12: When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.

15: Children have the right of freedom to associate with each other.

Good Quality Outdoor Spaces

There are compelling reasons that make school grounds important to our pupils, staff and communities.

Most pupils will spend around 1500 hours of their life in their school playground. By providing quality school grounds children can have access to good outdoor space that they may not have at home.

Children can be actively involved in the management of their school grounds creating a sense of responsibility and the outdoor space can become a valuable community asset.

Our Vision

We want our school grounds to be inspiring spaces that are safe and inclusive and improve wellbeing. They should provide diversity in learning experiences and play opportunities and promote social and environmental responsibility.

This document says what we think our school grounds should aspire to be. Every school and its community is unique and will need to decide how this vision needs to be tailored to reflect its needs, priorities and concerns.

“if children don’t grow up knowing about nature and appreciating it, they will not understand it, and if they don’t understand it, they won’t protect it, and if they don’t protect it, WHO WILL?”

Conserving Wonder with Sir David Attenborough

“Schools are well designed, accessible, inclusive learning environments that inspire and drive new thinking and change and which support the delivery of high quality educational experiences through Curriculum for Excellence;”

Building better schools: investing in Scotland's future 2009

“Research supports the many health benefits of contact with nature, including reducing stress, decreasing symptoms of ADHD”

Nature Play and Learning Spaces



Base camp at the Forest Kindergarten, Lauriston Castle

INSPIRATIONAL

WE WANT to create school grounds that stimulate creativity, where nature can thrive, and learners have the opportunity to develop curiosity, be active and learn in a meaningful context.

AGILE

WE WANT our school grounds to provide a variety of behavioural settings so pupils can freely engage in different activities. These settings should be linked by pathways to promote wayfinding and free flow movement between activities. Our work in agile classrooms should extend to the outdoor environment allowing flexibility to accommodate growth made by pupils and teachers.

SOCIAL

WE WANT to provide spaces that encourage social activities and different types of interaction. We want them to become a valuable community asset and a place people want to be.

SUSTAINABLE

WE WANT our school grounds to be embraced as an extension of the classroom and for outdoor learning to be embedded into the school's curriculum.

INCLUSIVE

WE WANT to have easy access to the outdoors for all with free flow between inside and out. We want all users of our school grounds to have a sense of ownership.

SAFE

WE WANT learners to feel and to be safe and secure in our school grounds. We want our pupils to be involved in assessing risk and identifying ways of mitigating it.

MAINTAINABLE

WE WANT to achieve a natural and beautiful space that minimises maintenance and repairs through good design. We would like schools to embed the responsible use of the school grounds through learning experiences and community engagement

Key components for our school grounds

Child's right to play (UN Convention on the Rights of the Child)

Develops physical, cognitive, emotional and social skills

Behaviour that is intrinsically motivated

The universal language of childhood

Behaviour that is personally directed

A fundamental part of childhood

Essential to children's wellbeing

Behaviour that is freely chosen

Healthy development

School play policy

Physical activity

SAFE

Learning

Diversity

Play

Community

Environments that have educational value

School's Quality Improvement Plan

Whole school approach

Environmental learning

Collaborative learning

Experiential learning

Physical education

Informal learning

Outdoor learning

Formal learning

Physical activity

Changes in height

Diverse range of plantings

Flexibility and variety in the spaces and uses

Providing a variety of learning and play experiences

Sensory elements: variety of textures, scents, things to see and hear

Lets and events

Community links

Community access

Organisation involvement

Inclusive and accessible design

School community: peer interaction

School community: parent and child

Referring to pupil feedback during a pilot study at Sighthill Primary School:

“The children asked for more well-defined settings so that they could be engaged in different activities without getting in the way of others.”

Khan, M. (2017) Environment, engagement and education

“The characteristics of savannas that people prefer include depth, openness, uniform grassy coverings, and scattered trees, as opposed to obstructed views, disordered high complexity, and rough textures. The preference is found across all age ranges and cultures, though it is strongest in children and grows weaker with age.”

Universal Principles of Design: Savanna Preference

“Schools may want to use maintenance of part of the grounds as a learning experience for pupils. This can be made easier by careful positioning of outdoor taps, for example, or creating raised beds for easy access for all.”

Schools for the Future: Designing School Grounds

Variety is a key principle in designing a quality outdoor learning environment. Any outdoor space will have learning opportunities but a more varied space will present a wider range of options.

Grounds for Learning/ Learning through landscapes: the good school playground guide

Diversity

Research suggests that a good outdoor learning environment is designed as a combination of behaviour settings linked by an open yard or a continuous pathway. Similar behaviour settings should be adjacent to each other to stimulate free flow movement between the settings. The size of these and the elements within them will depend on the size of the school ground and availability of different elements locally.



Parsons Green Primary School

A PLAYFUL SPACE

WE WANT planting schemes to add to the biodiversity of the area. For the school grounds to be playful landscapes, where simple features lend themselves to whatever the children want to use them for. Providing year-round interest for all ages and abilities.

AN INCLUSIVE SPACE

WE WANT to minimise hard boundaries using planting to make school grounds feel more accessible and natural. For children with additional support needs, natural play environments provide play opportunities and diversity that other play spaces may not offer.

AN INSPIRING SPACE

WE WANT to provide diverse environments that create opportunities for a variety of activities which are enhanced by different textures, smells, tastes, sights and sounds.

A DIVERSE SPACE

WE WANT a variety of behavioural settings which should be linked by pathways to encourage free flowing movement. Closely positioned settings will offer seamless natural territorial expansion as children discover new and exciting activities.

A NECESSARY SPACE

WE WANT pupils to have the freedom to experience low risk natural settings to help them learn to risk assess and develop resilience. Providing them with the environment and associated learning opportunities they may not encounter at home.

AN AGILE SPACE

WE WANT a flexible school ground that can continuously be used to its full potential as it changes with the seasons, over time and a space that can change with the needs and priorities of the school and community.

Behavioural settings

The image below suggests the types of behavioural settings we would like to have in our school grounds. The areas a school might have will vary to reflect the age range in the school, the school and community needs and priorities and any local constraints. If the size of the school grounds is restrictive; behaviour settings can be combined for example, adding water into the area with loose parts and combining the wild garden with the natural learning area. The image shows only one of each area but areas can be spread out over the school grounds. For example, there could be multiple wild gardens acting as boundaries or areas of beauty. We have also included notes on things you may find in these settings.





Holyrood Park

AROUND AND INBETWEEN THE BEHAVIOURAL SETTINGS

PATHWAYS

- To link all the areas for natural and free flow movement between the behavioural settings
- Low maintenance surface to keep well defined and weed free
- Could be stepping stones with numbers on (use in numeracy)
- Could be colourful wet pour
- Flexible pathways - children making their own paths through long grass areas then letting them regrow

Consider

- strategic placing / design for high impact footfall to avoid early wear and tear of surrounding surfaces.
- Designated paths will be wheelchair accessible.

GRASS

- Meadow planting.
- Leave areas of grass uncut in between spaces and let nature thrive.

Consider maintenance strategy with Facilities Management team.

DIFFERENT LEVELS OF HEIGHT

- Providing the opportunity to look out over an open area.
- Dips and multiple mounds or landscaped slopes.

Consider

- Avoid route becoming a desire line causing wear and tear by high volume footfall.
- Hills require a solution to avoid wear and tear or turning into mud.

SEATING

- Provide a variety of seating areas that are comfortable and inviting to encourage social activity

Consider adult needs for outdoor grounds use and supervision as well as children's use.

NATURAL BOUNDARIES

- Plantings that provide multiple uses and learning opportunities such as edible hedges, trees and planters

IDEAS TO CREATE A SENSORY AREA

SIGHT: plants and trees, a forest walk location is recommended.

TOUCH: different textured plants, paths and walls using mosaics, pebbles, gravel, polished glass pieces and shingles. Walkways, decking or sculptures made from timber- rough, smooth, grooved.

SMELL – plants, herbs and flowers that give pleasant smells.

HEARING: Musical elements such as xylophone walls, running water in a self-contained pebble pool or water fountain.

TASTE: edible hedges, fruit orchards and fruit and vegetable gardens.

“We need to provide our children with natural settings in which to play, learn, and thrive. We need to help them form emotional bonds with the abounding beauty of flowers and trees, rivers and streams, critters and clouds. We need them to be fascinated by these things, to grow into close and careful observers of the world around them, to feel not only appreciative but protective, and to be prepared to live their lives accordingly.”

*Howard Frumkin, M.D., Dr.P.H, Dean, University of Washington School of Public Health
Nature Play and Learning Spaces*



Visual representation of diversity of behavioural settings

Play

“The Scottish Government’s vision for children and young people is clear: for Scotland to be the best place in the world to grow up.”

*Play Strategy: Play Out of Hours!
Scottish Government 2016*

“It’s often assumed that SECONDARY PUPILS no longer want to play. Observations and focus groups suggest this is not the case...”

ACTIVE PLAY isn’t just important for providing aerobic exercise. It’s also crucial for developing physical literacy...

CHILD-LED FREE PLAY unleashes and stretches children’s natural creativity.”

*GjL /Learning through landscapes:
the good school playground guide*

“The HSE fully recognises that play brings the world to life for children. It provides for an exploration and understanding of their abilities; helps them to learn and develop; and exposes them to the realities of the world in which they will live, which is a world not free from risk but rather one where risk is ever present. The opportunity for play develops a child’s risk awareness and prepares them for their future lives.”

Health & Safety Executive, 2012

School grounds have primarily been thought of as a place for children to ‘let off steam’ through physical activity however, we believe that our school grounds can facilitate numerous types of play which are fundamental to children’s healthy development and wellbeing. We think our school grounds should be places where free play can be explored by all ages in their own context and promote GIRFEC’s wellbeing indicators to provide a high-quality environment for play.

- SAFE:** providing a safe environment
- HEALTHY:** improving physical and mental health
- ACHIEVING:** developing skills and confidence
- ACTIVE:** creating opportunities for play, recreation and sport
- RESPECTED:** having a say
- RESPONSIBLE:** playing an active role
- INCLUDED:** allowing everyone to take part and have fun

A FUN SPACE

WE WANT to provide a variety of areas for different types of play as we recognise that play is fundamental to children’s development.

A MANAGED SPACE

WE WANT to provide environments in which children are and feel safe yet which allows children to experience managed risk.

A CONSIDERED SPACE

WE WANT the play opportunities for appropriate age groups and community requirements to be considered when developing school grounds.

AN ACTIVE SPACE

WE WANT to provide school grounds that balance informal learning with physical activity.

A WELL USED SPACE

WE WANT to provide experienced practitioners of loose parts play and provide support to schools to enable them to create these play opportunities confidently and safely.



The image shows play types, examples and features that enable these types of play, to be considered when thinking about how children use school grounds.

Learning

HGIOS 4 states that outdoor spaces should be used effectively to support learning and that learners should have access to outdoor learning.

‘How effectively are learners using a range of resources including outdoor spaces and community resources to support their learning?’

‘How well do we use our community and spaces to deliver high - quality outdoor learning?’

How Good Is Our School 4

“use outdoor learning opportunities, including direct experiences of nature and other learning within and beyond the school boundary;”

GTCS The Standards for Registration

“Outdoor learning contributes to delivering the Scottish Government’s overarching strategic objectives towards ‘creating a more successful country”

Curriculum for Excellence through outdoor learning

“Learning for Sustainability is learning to live within the environmental limits of our planet and to build a just, equitable and peaceful society. It is essential for the well-being of all and is an international priority”

GTCS Learning for Sustainability

Learning in a well-designed school ground can improve children’s academic performance and motivation by learning about a subject through exploration and practical lessons. Research has shown that forest school experiences positively influence children’s motivation, social relation, language and communication and physical skills. Teachers can use their school grounds as an extension of their classroom. Lessons outdoors can assist with explaining complicated subject matters through practical work, where children can understand the benefit of applying the knowledge in the real world. For example, taking a maths class outside to measure angles of branches in trees or building structures.



The image shows some of the learning opportunities in the outdoor classroom.

AN EDUCATIONAL SPACE

WE WANT School grounds where formal and informal learning can take place.

A VERSATILE SPACE

WE WANT outdoor environments that provide all pupils and teachers with the opportunity to participate in a variety of learning types.

A PERSONAL SPACE

WE WANT to create a space that allows pupils to learn about and connect with nature and the environment and provide a sense of ownership of their school grounds.

AN ADDITIONAL CLASSROOM SPACE

WE WANT our school grounds to inspire pupils and teachers to use them as an extension of their classroom through outdoor learning in all weathers.

A NATURAL LEARNING SPACE

WE WANT to develop settings that provide the opportunity to complete the ‘50 ways to experience outdoors in Edinburgh before you’re 11^{3/4}’

A SUSTAINABLE SPACE

WE WANT outdoor learning to be embedded in the school’s curriculum and to provide teachers with the right training and support.

A PHYSICALLY ACTIVE SPACE

WE WANT to provide an outdoor space where all pupils can be physically active at school and meet our target of 2 hours of PE in primary and 2 periods of PE in secondary.

CASE STUDY: A place for pupils to grow plants from seed and learn how plants grow and turned into food through practical lessons has been done well at **Chisenhale Primary School, London** who have an award winning edible playground which has been in place since 2010.

We want our school grounds to allow our Early Years and Primary pupils to do these outdoor learning activities

50 Ways to experience outdoors in Edinburgh before you're 11³/₄

Anywhere

- Use a Kelly Kettle
- Create a sound scape
- Make a quadrat and do a survey
- Capture a spider's web
- Go on a scavenger hunt
- Make a fractions museum

Concrete

- Make a sundial
- Measure evaporation of puddles
- Encourage wildlife
- Experiment with the wind
- Lie down and look at the sky to spot shapes
- Jump in puddles
- Draw with chalk
- Construct a weather station
- Make a windmill
- Plant a seed and watch it grow

Grass

- Make a daisy chain
- Play in cut grass
- Make a grass trumpet
- Roll down a hill
- Dance for worms
- Go on a bare foot walk

Water

- Build a dam in a stream
- Make a trail with sticks
- Make a mud pie and hold a mud banquet
- Play pooh sticks
- Build and float a boat

The top ten sites

- 1 Climb Arthurs Seat and step back in geological time in Holyrood Park
- 2 Storm the gates of Edinburgh Castle and discover the history inside
- 3 Visit the Royal Botanic Garden Edinburgh
- 4 Explore the Royal Mile and its myriad closes
- 5 Take a trip to the seaside on Edinburgh's coastline
- 6 Explore the Water of Leith walkway and call in at the visitor centre
- 7 Discover the countryside in the city at Gorgie City Farm
- 8 Enjoy the view from another of Edinburgh's seven hills
- 9 Take life at a slow pace on the Union Canal towpath
- 10 Visit another of Edinburgh's castles

Trees

- Find, collect and play with conkers
- Build a den for you and your toys
- Press leaves and flowers
- Collect as many colours and shapes of leaves
- Climb a tree
- Hug a tree
- Create a rainbow or paint palette with leaves and petals
- Journey sticks
- Make clay faces in trees
- Kick fallen leaves

Bugs and beasties

- Make a home for a wild animal
- Set bug traps
- Set up a snail race

Did you know...

You can develop and learn new skills through outdoor learning in one of our three centres for outdoor learning which are in Caimgorm National Park, Loch Lomond and Trossachs National Park, and the outskirts for Edinburgh.

We offer specialised adventurous activities, technical advice and training, schools/community group activities, and holiday accommodation for families, groups or organisations. www.experienceoutdoors.org.uk



Community

“Schools accommodate and provide a range of services, activities and facilities that make a difference to people’s health and well being, to sustaining economic growth and to the strength and vibrancy of communities” ...

“explore how best to encourage community use of both indoor and outdoor facilities within the school estate by making schools more open, accessible and welcoming at all times” ... “In Berlin, the grounds of one primary school are a popular venue for children’s birthday parties. After school, parents relax with coffee and cake in the attractive grounds while children enjoy the amazing outdoor play features provided by the school.”

Building better schools: investing in Scotland’s future 2009

We should recognise that school grounds are valuable community assets and wherever possible ensure that learners and their communities are given access out of school hours.

Education Scotland: Vision 2030+

CASE STUDY: creating links with local businesses can help fund edible garden maintenance and be an important learning tool. Pupils at **Chisenhale Primary School, London** sell some of the fruit and vegetables they grow to their local Waitrose supermarket. In doing so, they also learn about marketing and economics.

A school can be at the centre of its community but the local’s own connection with the school changes over time. If we want the school to be at the centre of its community we need to create provision and allow access that appeals to and benefits the whole community. The Scottish Government has indicated that it would like to see further development of the concept of the school being a community hub and that this would be to the mutual benefit of both schools and communities. Opening school grounds to the community has been considered in both City of Edinburgh Council’s Open Space 2021: Edinburgh’s Open Space Strategy 2016 and Play Strategy. All schools and their communities have different needs and priorities. The decision whether to open a school ground to the community ultimately rests with the headteacher.

“Rather than questioning whether or not the gates are locked, it may be more useful to consider when they are locked and who locks them.”

Play Strategy: Play Out of Hours! Scottish Government 2016



A COMMUNITY SPACE

WE WANT school grounds to be used to their full potential as a wonderful community resource, that is open to the public out of school hours, to be freely accessible for all and to be a safe space to enjoy.

A CONNECTED SPACE

WE WANT schools to create links with their communities and use this as an opportunity for learning.

A SUPPORTIVE SPACE

WE WANT to support our schools to create these community resources.

A COLLABORATIVE SPACE

WE WANT to involve community organisations and partnerships in supporting schools to create and maintain their diverse outdoor environments.

A SOCIAL SPACE

WE WANT school grounds that promote different types of social interaction across all age groups. Where parents and children go to socialise and play, developing a sense of community cohesion.

IDEAS TO GET THE COMMUNITY INVOLVED

ALLOTMENTS / COMMUNITY GROWING

There is a higher demand for allotments than there is provision. Hosting an after-school gardening club for pupils, parents and the community can help with maintenance of the school grounds.

PARTNERSHIP WORKING

Outdoor Learning Partners Forum, involving organisations can help support schools in the creation and maintenance of their outdoor spaces. [Edinburgh Living Landscape](#)

EVENTS AND LETS

Consider whether some areas of the school ground could be let to the community such as the open space or group gathering area.

ORGANISATIONS

There are organisations that you can contact to see how they can support your project.

The Beautiful Scotland Campaign supports community groups to make improvements to their local environment.

Earth Calling supports schools and communities with environmental projects and activities.

Edible estates support communities to create community food growing and greenspace projects.



CONSIDERATIONS

Not one size fits all.

Community access to new school builds should be considered at design stage to allow for well-designed access points and provision.

Consider a strategy for ensuring the school grounds are safe for the public and for the school at the point of handover.

Schools must have adequate risk assessment and provide appropriate and safe environments for their pupils.

The authority must have the right policies and procedures in place.

Consider the legal requirements for unsupervised use of the school grounds.

Consider the needs of younger children and babies who will visit the school grounds with their parents when collecting older siblings.

Consider developing a whole-school policy for community partnerships and use of the site.

Further reading

Practical Guidance

School ground Design

- Grounds for learning/Learning through landscapes: the good school playground guide
- Schools for the Future: Designing School Grounds

Play

- Inspiring Scotland: Loose Parts Play

Open grounds

- Play Strategy: Play Out of Hours! Scottish Government 2016

Further Information and Guidance

- Curriculum for Excellence through outdoor learning
- How Good is Our School 4
- Building better schools: investing in Scotland's future 2009
- Play Strategy for Scotland: Our Vision (2013)
- Getting it Right for Every Child - Wellbeing
- Nature Play and Learning Places, Robin C. Moore
- General Teaching Council Scotland - The Standards for Registration
- Education Scotland: Vision 2030+ Concluding Report of The Learning for Sustainability National Implementation Group
- Learning for Sustainability
- Play Scotland Play Types Toolkit

City of Edinburgh Council Strategy and Design Documents

- City of Edinburgh Council's Outdoor Learning Strategy
- City of Edinburgh Play Strategy
- Edinburgh Design Guidance
- Open Space 2021: Edinburgh's Open Space Strategy (2016)
- City of Edinburgh Council's Play Area Action Plan 2011-2016
- Edinburgh Biodiversity Action Plan 2016-18
- City of Edinburgh Council's Allotment Strategy 2017-2027

Research, Studies and Media

- Conserving Wonder with Sir David Attenborough
- Khan, M. (2017). Environment, engagement and education: investigating the relationship between primary school grounds and children's learning: a case study from Bangladesh (Doctoral dissertation, University of Edinburgh)
- Research by Professor Stephen Heppell
- Outdoor Environments for Primary School Teaching and Learning: An Exploratory Study, Khan, Bell, Silveirinha de Oliveira, McGeown
- Universal Principles of Design: Savanna Preference

If you would like any further information please contact the School Estate Planning Team at playgrounds@edinburgh.gov.uk

Education, Children and Families

10am, Tuesday, 9 October 2018

Lifelong Learning Plan

Item number	7.4
Report number	
Executive/routine	
Wards	
Council Commitments	

Executive Summary

This Report updates elected members of the Education Children and Families Committee on work to produce the first Lifelong Learning Plan.

When the new Lifelong Learning Service was established in April 2017, the Locality Improvement Plans (LIPs) were well developed and the 2015-18 Community Learning and Development (CLD) plan was due for review and renewal.

A plan for Lifelong Learning was needed to help define and align shared outcomes, and prioritise activity that historically, was delivered mainly in solos. It was also needed to guide and measure the impact of work which benefits tens of thousands of people across the city, but which was not explicitly captured within the LIPs or the CLD Partnership Plan.

The first Lifelong Learning Service Plan was developed over 2017/18 and produced in October 2018 to coincide with the 2018-21 CLD Partnership Plan for the City. It reflects the National Improvement Framework (NIF) and aims to improve quality of life and outcomes for learners of all ages.

This report presents the new Lifelong Learning Service Plan, how it was developed, its intended outcomes and the links with related plans and strategies.

Lifelong Learning Plan

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the contents of this report.
 - 1.1.2 Endorse the actions taken to develop the first Lifelong Learning Service Plan
 - 1.1.3 Note the Draft Lifelong Learning Service Plan Appendix 1 - (Summary Version).
 - 1.1.4 Agree to receive an annual progress update report.

2. Background

- 2.1 Following an Organisational Review in April 2017, a new Lifelong Learning service was created within Schools and Lifelong Learning. It brought together several teams whose main purpose was improving outcomes for people of all ages, primarily through learning and participation, across a wide range of disciplines and locations.
- 2.2 With collectively fewer staff and less budget than before the Organisational Review, the aspiration of the new Lifelong Learning service was to maintain a range of opportunities across all four localities, and to strengthen links between national and local priorities.
- 2.3 Lifelong Learning is managed within a matrix structure, strategically led citywide and operationally managed and delivered in localities.
- 2.4 The various teams that make up Lifelong Learning, each work to a number of plans and strategies. Some significant work of Lifelong Learning was not captured or reported in other plans, and no single coherent plan for Lifelong Learning existed.
- 2.5 The work undertaken over the past year has identified a range of shared priorities for Lifelong Learning. It seeks to clarify the relationships between various statutory plans, Lifelong Learning, local and national outcomes. Crucially, the new plan provides a mechanism for planning and reporting Lifelong Learning Service activity which is either not present or is under-represented in other plans.

3. Main report

- 3.1 Lifelong Learning is defined as '*The provision or use of both formal and informal learning opportunities throughout people's lives, to foster the continuous development and improvement of the knowledge and skills needed for employment and personal fulfilment*'. This definition has been used to focus activity and help define the unique aspects of Lifelong Learning in relation to education, learning, participation and engagement generally. There are clear synergies and making them explicit is one of the aims of the Draft Lifelong Learning Service Plan.
- 3.2 The Lifelong Learning service brought the following teams and services together:
- Arts and Creative Learning
 - Community Learning and Development (including Adult Education and Youth Work)
 - Community Partnerships and Planning
 - Health and Wellbeing
 - Library Services
 - Parent and Carer Support
 - Sport and Outdoor Learning
 - Youth Participation
- 3.3 Lifelong Learning is strategically led by teams with citywide responsibilities, managed by three Lifelong Learning Strategic Managers who report to the Senior Education Manager (Lifelong Learning). They manage and guide the work of Lifelong Learning Strategic Development Officers). The citywide strategic areas are:
- CLD and Libraries (Youth work and youth participation, Adult Education and ESOL (English for Speakers of Other Languages), Central Library and some aspects of Library Services).
 - Creativity, Health and Wellbeing (Arts and Creative Learning, Instrumental Music Service, Youth Music Initiative, Screen Education Edinburgh, Dance Development, 1 in 5 Child Poverty, Mental Health and Wellbeing, Global Citizenship).
 - Sport and Physical Activity (Active Schools, Sport Development and Clubs, Outdoor Learning and Residential Centres, The Risk Factory, Curriculum PE).
- 3.4 In localities, the service is operationally managed by 9 (8 FTE) Lifelong Learning Service Managers, who report to Locality Managers and oversee the work of Lifelong Learning Development Officers and Library Development Leaders. Lifelong Learning staff in localities deliver a wide range of activity including Community Planning, and have day to day management of library and community centre activity.

- 3.5 When the new Lifelong Learning Service was formed, Strategic Managers organised several development days for staff. Through these, plus team meetings, discussions, and by completing Activity and Baseline Templates, a better understanding of the aspirations for Lifelong Learning was reached. At the same time, cognisance was taken of the pressures faced by staff and their development needs.
- 3.6 How this manifests, linked to the definition of Lifelong Learning, resulted in agreed priorities for Lifelong Learning in Edinburgh.
- 3.7 CLD and formal education are guided by national outcomes, but Lifelong Learning does not have a single national set of outcomes or priorities. It was important to ensure that a clear 'golden thread' existed between Lifelong Learning and other national and local priorities that staff were simultaneously working towards.
- 3.8 The two national outcomes for CLD are:
- Improved life chances for people of all ages, including young people in particular, through learning, personal development and active citizenship
 - Stronger, more resilient, supportive, influential and inclusive communities
- 3.9 The four NIF (National Improvement Framework) priorities for education are:
- Reducing inequalities of outcome as a result of socio-economic or other disadvantage
 - Improvement in attainment, particularly in literacy and numeracy
 - Closing the attainment gap between the most and least disadvantaged
 - Improvements in children and young people's Health and Wellbeing
- 3.10 Closely related to these are Lifelong Learning priorities for Edinburgh, agreed and refined by staff through discussion and workshop activities:
1. Reduce inequalities, improve equity
 2. Reduce the attainment and achievement gap between those learners (of all ages) facing the greatest and least disadvantage
 3. Improve skills for learning, skills for life and skills for work and personal fulfilment for learners of all ages
 4. Improve health and wellbeing and reduce social isolation
 5. Develop our workforce skills, knowledge and capacity for improving outcomes for learner of all ages
- The 5th priority will ensure the workforce is supported and better equipped to achieve its aims. It underpins the other four priorities and, linked to the NIF, is one of the drivers of improvement.
- 3.11 Page 17 of the Draft Lifelong Learning Plan, sets out the links between Edinburgh's Lifelong Learning priorities and national outcomes.

- 3.12 Page 10 of the Draft Lifelong Learning Plan, shows how these priorities link to the City of Edinburgh Council's Business Plan 2017 – 22 and the Edinburgh Partnership's vision of Edinburgh as *'a thriving, connected, inspired and fair city, where all forms of poverty and inequality are reduced'*.
- 3.13 During Lifelong Learning staff development days, vision and values were discussed. These were distilled into common themes and underpin the plan. This approach links closely with the new National Performance Framework (NPF) where values are central to an outcomes based approach, based on the kind of Scotland people said they would like to live in.
- 3.14 The values held by Lifelong learning staff and core to the successful delivery of an aspirational service are:
- We will strive for equity and equality for learners of all ages
 - We are honest and act with integrity
 - Our responsive attitude meets the need of the communities and individuals with whom we work
 - We will be fair and trustworthy in our work with partners and citizens
 - We are intrinsically motivated and empowered to make a difference to people's lives
 - Creativity and a solution focussed approach is woven through our work
- 3.15 In developing the Draft Lifelong Learning Plan, the importance of self-evaluation and using data to inform planning was central. Significant time and energy developing workshops, training and tools to support staff improve outcomes through robust self-evaluation, has and continues to be invested.
- 3.16 Care has been taken to ensure that reporting cycles are aligned with other plans as much as possible. Where the same activity is reported in other plans, such as the CLD Plan, LIPs, Children's Services Plan or Education Authority Improvement Plan, care has been taken in the Draft Lifelong Learning Plan to address this. Rather than to increase the reporting burden, the Lifelong Learning Plan aims to support better reporting across all plans in relation to activity developed and delivered by Lifelong Learning.

4. Measures of success

- 4.1 Key Performance Indicators and Quality Indicators in the Draft Lifelong Learning Plan are achieved
- 4.2 Self-evaluation, planning reporting is consistent and systematic
- 4.3 Outcomes for learners of all ages are improved

5. Financial impact

- 5.1 There are no financial impacts arising from this report.

6. Risk, policy, compliance and governance impact

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

7. Equalities impact

- 7.1 An Equalities Impact Assessment has been carried out and there are no adverse implications arising from this report

8. Sustainability impact

- 8.1 There are no adverse economic, social or environmental impacts resulting from these areas of activity

9. Consultation and engagement

- 9.1 The Draft Lifelong Learning Plan was developed through extensive staff consultation and input.
- 9.2 Learners of all ages were consulted on their views of Lifelong Learning and the importance they place on the identified priorities for Lifelong Learning.
- 9.3 These views and feedback are reflected in the Draft Lifelong Learning Plan.

10. Background reading/external references

- 10.1 CLD Plan and Report, Item 7.11
http://www.edinburgh.gov.uk/meetings/meeting/4509/education_children_and_families_committee
- 10.2 Education Authority Improvement Plan and report
- 10.3 Locality Improvement Plans
- 10.4 Education and Skills Committee Inquiry into attainment and achievement of school children experiencing poverty
<http://www.parliament.scot/parliamentarybusiness/CurrentCommittees/107857.aspx>
- Scotland's National Performance Framework
<https://news.gov.scot/news/a-vision-for-national-wellbeing>

Alistair Gaw

Executive Director for Communities and Families

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

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

11. Appendices

11.1 Draft Lifelong Learning Plan

Communities and Families Schools
and Lifelong Learning

Lifelong Learning Service Plan

SUMMARY VERSION: 2018 to 2021







Edinburgh Active Citizenship Group seminar on land reform in 2017 at South Bridge Resource Centre

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What is Lifelong Learning?

The provision or use of both formal and informal learning opportunities throughout people's lives to foster the continuous development and improvement of the knowledge and skills needed for employment and personal fulfilment

Links with Edinburgh CLD Vision

Community Learning and Development activity will enable people, particularly those who are most vulnerable or disadvantaged, to make positive changes in their lives and in their communities through learning



Year of Young People 2018: City Chambers, September 2018

Young people working with city planners and contributing their ideas to three strategic transport and public space projects for the city

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel"

Maya Angelou



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 services are delivered in Scotland into an outcomes based approach. The outcome 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 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.

Foreword

Following an Organisational Review in 2016/17, a new Lifelong Learning service was created, bringing together various teams including the former CLD service. There was a significant budget and staffing reduction at the time. The purpose of bringing several teams into a new Lifelong Learning Service was to maintain a range of opportunity across all four localities, while retaining links with national and local priorities. The Lifelong Learning service was designed to build greater collegiality and capacity among staff identified as a community of practice, whether they were part of the former CLD service or not.

This first Lifelong Learning Service Plan was developed over 2017/18 and produced in October 2018, to coincide with the 2018-21 CLD Partnership Plan for the City. It reflects the National Improvement Framework and aims to improve quality of life and outcomes for learners of all ages.

When the new Lifelong Learning Service was established, the Locality Improvement Plans (LIPs) were well developed and the 2015-18 CLD plan was due for review.

A Plan for Lifelong Learning was needed to help define and align shared outcomes, and prioritise activity that historically was delivered mainly in silos by different teams. It was also needed to guide and measure the impact of work which benefits tens of thousands of people across the city from significant council budget, resources and staff time, but which was not explicitly captured within the LIPs or the CLD Partnership Plan. The Lifelong Learning Service Plan aims to achieve its aspirations through:

- greater and sustained focus on agreed priorities
- outcome based activity where actions are collaborative across teams
- using evidenced based approaches and data to inform planning
- using resources such as the NIF, the National Improvement Hub and HGIO self-evaluation frameworks to help drive improvement
- developing a highly knowledgeable and skilled workforce

Lifelong Learning is managed with a matrix structure. The service is led and managed citywide by three Lifelong Learning Strategic Managers reporting to

a Senior Education Manager. Citywide activity is managed centrally by Strategic Development Officers, and examples include (but are not limited to) the Youth Music Initiative, Active Schools, Youth Participation and 1 in 5 Child Poverty. Lifelong Learning, including partnership work and Community Planning is delivered locally and is operationally managed by eight Lifelong Learning Service Manager posts reporting to the four Locality Managers.

Lifelong Learning Service Plan

What is in the Plan?

Council funded activity, led, delivered, and managed largely by council staff and strategically funded partners; aligned with CLD Plan, Education Authority Improvement (NIF) Plan, Children's Service Plan and LIPs

What is not in the Plan?

Local partnership activity, Community Planning, Community Centres

Contact: linda.lees@edinburgh.gov.uk

CLD Partnership Plan

What is in the Plan?

Partner activity identified by the CLD Partnership that is *additional* to the wider CLD activity; Community Centres

It is linked to LIPs and LOIP (Local Outcome Improvement Plan)

What is not in the Plan?

Wider CLD/Lifelong Learning Service activity, local partnership activity, Community Planning

Contact: paul.mccloskey@edinburgh.gov.uk

Locality Improvement Plans

What is in the Plans?

Locally identified Place partnership activity, Community Planning

Feedback is welcome on the first Lifelong Learning Service Plan. Questions, suggestions and/or comments should be sent to:

Linda Lees, Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing: linda.lees@edinburgh.gov.uk)

WHAT IS THE LIFELONG LEARNING PLAN AND WHO IS IT FOR?

PART ONE

Part One of the full Plan is a practical reference resource.

It is for use when planning and evaluating activity and is designed to help practitioners and managers align national and local strategic outcomes, with local context (current/future), actions and values.

It provides some NIF (national Improvement Framework) diagrams which provide a good reminder of the priorities and interventions that make a difference to people's lives through learning, education, engagement and participation. This helps teams check that the work they are planning and delivering is structured, purposeful and outcome focussed.

There is also a selection of data in the full plan that is readily available to aid and inform planning. Teams will use more data than is presented here, and will generate some specific data of their own. However, contained in Part One of the Plan is some information which will help focus and prioritise the Lifelong Learning offer across the entire city.

This summary version contains less data and contextual information

PART TWO

Part Two of the Plan is laid out in 3 sections.

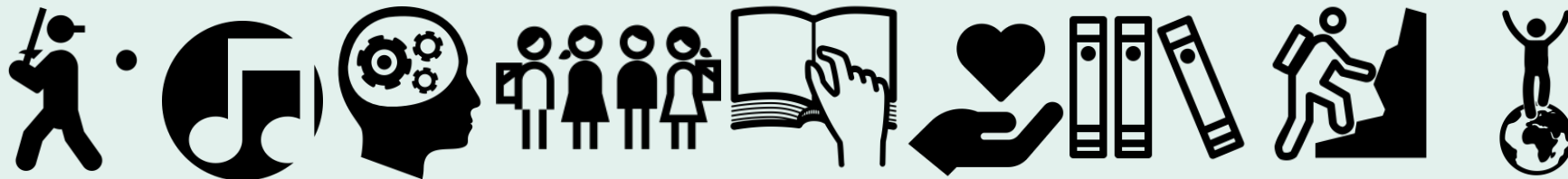
Each section outlines the high-level improvements agreed by staff, to deliver against Lifelong Learning Strategic Priorities.

The first section sets out actions for whole service improvement, while the third section details the monitoring and reporting mechanisms and actions as part of a cycle of continuous improvement for Lifelong Learning.

The second section articulates the high-level actions required to deliver the five Lifelong Learning strategic priorities. This section will be supported in more detail by team plans for the citywide and locality Lifelong Learning teams. This middle section is also designed to help Lifelong Learning teams align externally funded and/or partnership work with local and national priorities.

All the activity detailed in the plan is underpinned by shared values.

This summary version of the plan contains less detailed actions and does not have the detailed links to other plans or the HGIO QIs (How Good Is Our? Quality Indicators) that are in the full version.



Executive Summary

The Lifelong Learning Service Plan has been developed and written to articulate with the Edinburgh Education Authority Plan, the Locality Improvement Plans, the Children's Services Plan and is closely aligned with the Community Learning and Development (CLD) Plan. The Lifelong Learning Service Plan sets out the context for Lifelong Learning in Edinburgh. The Plan identifies the key priorities that teams within Lifelong Learning are working towards, and the outcomes to which Lifelong Learning makes a significant and measurable contribution. The Lifelong Learning Plan is supported by a number of individual team specific plans which further detail the actions, outcomes and measures within and across the services that make up Lifelong Learning.

Our vision is that throughout their lives, Edinburgh's citizens are lifelong learners, benefitting from and contributing to the city: a City that is vibrant and full of opportunity. The Lifelong Learning Service Plan is a council plan and describes the actions taken by staff and strategically funded partners. The plan is for staff to use and will be iterative, updated as required and reported to the Education, Children and Families Committee annually in October.

Closely linked is the CLD Partnership Plan, which is a sister plan. The CLD Plan extends the activities and benefits of Lifelong Learning to include community empowerment, co-designed and delivered in partnership with the community, the third sector and strategic partners. The three-year CLD Partnership Plan was produced in September 2018.

Edinburgh is one of the best places to live in the UK, however child poverty is rising, job openings in Edinburgh are higher skilled than the rest of Scotland and the UK, and the population is predicted to grow strongly at both ends of the age spectrum. In developing this Plan, we have made use of a wide range of insight, which reflects the needs of our children, young people, their families and communities.

Pivotal to each Lifelong Learning priority is the need to make our city more equitable, and for learning to be a truly lifelong experience. Parents and carers are children's first educators, what happens in and beyond the school day shapes us as citizens, the paths we choose impact on our wellbeing, our communities and our city, and as growing numbers of people work and live longer, Lifelong Learning is an important dimension every step along the way.

We will be relentless in our drive to raise standards, reduce inequalities and strengthen our partnerships. We will actively listen to our children, families, citizens and partners and will carefully measure the impact of the actions set. We will ensure that our staff are highly trained and well supported.

Above all, we will live true to our values, and will nurture and develop a sense of aspiration for all our children, communities and citizens.



Alistair Gaw

Executive Director for Communities and Families

Introduction

This is Edinburgh's first strategic plan for Lifelong Learning and as a capital city, we are proud to have such a rich and diverse range of opportunities citizens can access and benefit from throughout their lives.

Edinburgh is a prosperous city, beautiful and culturally rich, with an influential history principally in education, the arts, philosophy and medicine. It is a thriving city to which a highly skilled workforce is attracted, particularly in growth sectors such as technology and data driven innovation, tourism and the creative industries. It is a city known throughout the world for its festivals and finance sectors, its history and architecture, universities and enlightened thinking. However, alongside such diversity and richness, are communities that experience some of the highest high levels of disadvantage in Scotland, and for whom the festivals, job opportunities, cultural and economic vibrancy is distant.

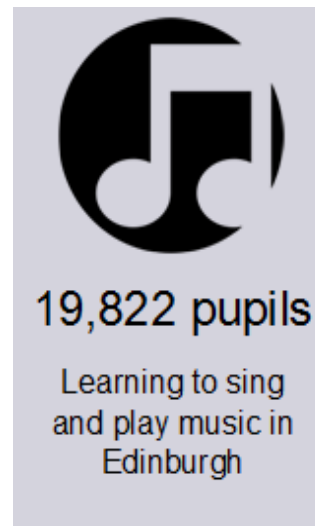
Lifelong Learning is made up of services that touch the lives of all citizens, from the beginning of life to the end of life. This Plan for the first time, articulates the shared priorities of a range of services that contribute to a

better quality of life, develop our citizens' skills and nurture those vital components of what makes us human. Without an historical and philosophical commitment to learning throughout life, Edinburgh would not have the pioneering legacy in science and medicine, the arts and innovation that it does. Those opportunities to learn and develop, formally and informally for employment and personal fulfilment are a vital part of what makes Edinburgh the capital city it is.

This Lifelong Learning Service Plan will help focus our attention on **those who face the greatest disadvantage**. The plan will ensure we deliver the services which will help secure the continued future of Edinburgh as a dynamic, prosperous and desirable place to live and work, for everyone.



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



Far Left: P3 pupils from Wardie Primary School in March 2018 – learning about the environment and sustainability through music

Image: school performance of 'Jamie Sooter' (learning about the environment and sustainability through music) prior to publication of the resource



Vision for Edinburgh

the City of Edinburgh Council's Business Plan 2017 – 22

*A vibrant City ★ A City of Opportunity ★ A Resilient City
A Forward Looking Council ★ An Empowering Council*

The Edinburgh Partnership

Edinburgh is a thriving, connected, inspired and fair city, where all forms of poverty and inequality are reduced

Edinburgh's economy delivers increased investment, jobs and opportunities for all

Edinburgh's citizens experience improved health and wellbeing, with reduced inequalities in health

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

Edinburgh's communities are safer and have improved physical and social fabric

PURPOSE of the Lifelong Learning Plan

Following a major Organisational Review in 2016/17, the Lifelong Learning service came into being in April 2017. Lifelong Learning is the combination of the following teams and services:

Arts and Creative Learning ♦ Community Learning and Development ♦ Community Partnerships and Planning ♦ Health and Wellbeing ♦ Library Services ♦ Parent and Carer Support ♦ Sport and Outdoor Learning ♦ Youth Participation

The purpose of the first Lifelong Learning Strategic Plan is to integrate the work across the various teams that make up Lifelong Learning, around agreed shared priorities. It is also about ensuring that the workforce is highly skilled and knowledgeable, equipped and supported to deliver high quality services.

Lifelong Learning is strategically led by teams with citywide responsibilities and is operationally managed and delivered in each of the 4 Localities. The 3 Citywide strategic areas are:

CLD and Libraries ♦ Creativity, Health and Wellbeing ♦ Sport and Physical Activity



[Add description](#)

PLANNING FRAMEWORK in which the Lifelong Learning Plan sits

This Lifelong Learning Strategic Plan has been developed in response to local information and reflects national and local priorities and key policy documents. It is informed by the Scottish Attainment Challenge, the National Improvement Framework, DYW, the Community Empowerment Act, and is designed to respond to forthcoming changes such as the Education Bill and development of the SE RIC.

The plan aligns with policies which guide the work of Communities and Families and partners, as well as national strategies (Youth Work, Creative Learning, Libraries etc) and local plans:

- the Integrated Children's Services Plan and Education Authority Improvement (RIF) Plan
- the CLD Partnership Plan
- the Local Outcome Improvement Plan (LOIP) and Locality Improvement Plans (LIPs)
- the Corporate Parenting Plan and Getting It Right for Every Child

the City of Edinburgh Council Business Plan and Service Development Plans



Trad Night at Resonate Concert, Queen's Hall 2018



Pupils from Woodlands Special School

It's Our Party: Art project at Jupiter Artland that culminated with a party in May 2018

Add pic

PRINCIPLES AND VALUES underpinning the Lifelong Learning Plan

The plan is underpinned by core principles and values which support the following definition:

Lifelong Learning: 'The provision or use of both formal and informal learning opportunities throughout people's lives to foster the continuous development and improvement of the knowledge and skills needed for employment and personal fulfilment'

The key values held by Lifelong Learning were distilled from service development days, and are:

- We will strive for equity and equality for learners of all ages
- We are honest and act with integrity
- Our responsive attitude meets the needs of the communities and individuals with whom we work
- We will be fair and trustworthy in our work with partners and citizens
- We are Intrinsically motivated and empowered to make a difference to people's lives
- Creativity and a solution focussed approach is woven through our work

PARTICIPATION in developing the Lifelong Learning Plan

The Lifelong Learning service identified strategic priorities that are linked to national and local outcomes.

These priorities and related high-level improvements, actions, key performance indicators and quality indicators were developed and agreed through conversation and debate with colleagues. Discussions have taken place within structured meetings and development days, team meetings and informally.

Consultation on how people view Lifelong Learning has taken place with learners, staff and partners.

Detailed work to identify and agree the plan's content has included analysing available self-evaluation, developing baseline templates, balancing strategic and operational actions with local and national drivers. Local intelligence generated through the development of other plans (e.g. Locality Improvement Plans), has helped inform the Lifelong Learning Plan which will be reviewed and updated annually.

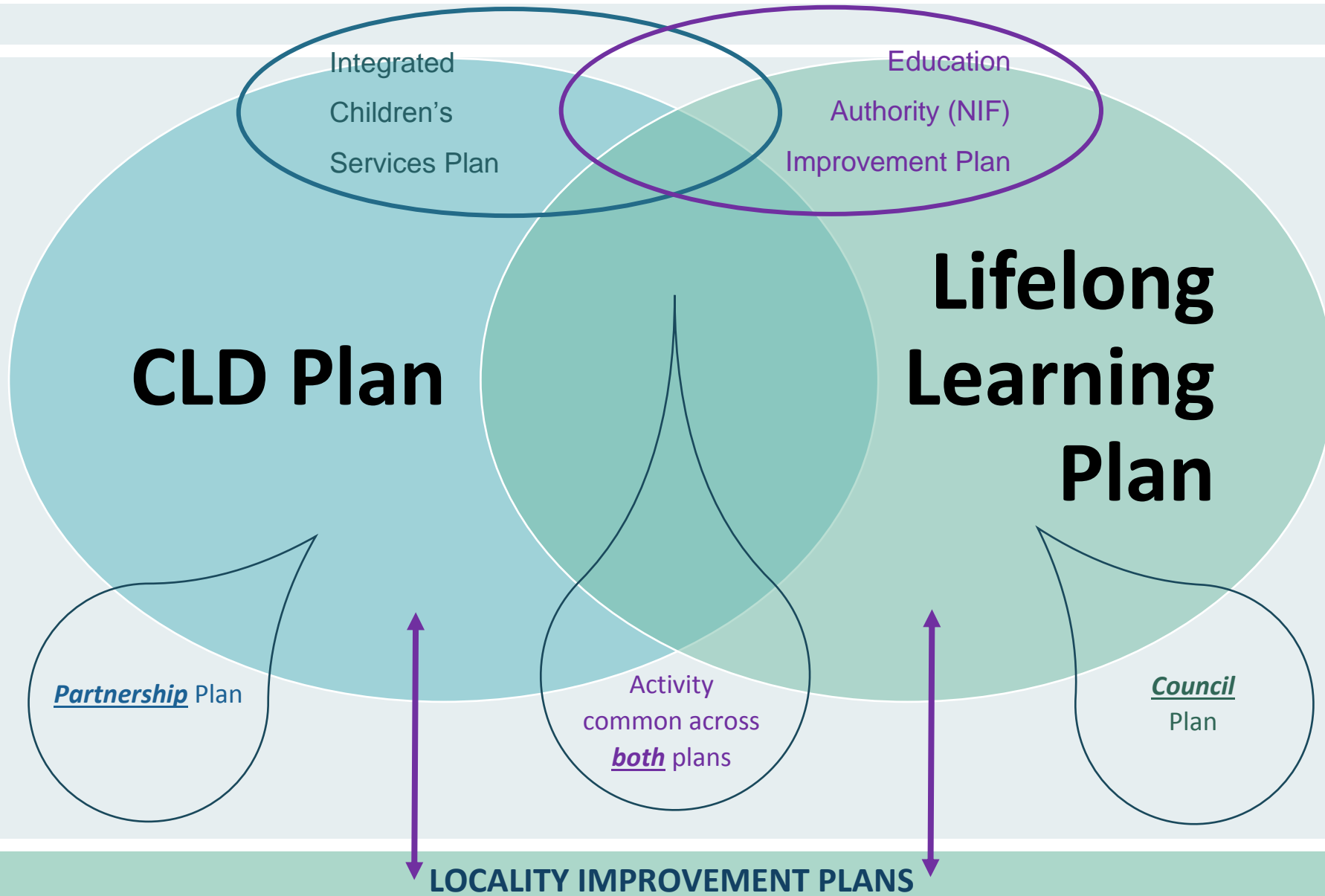
PART ONE

Strategic Context and Drivers



Young people on the BFI (British Film Institute) Residential Course led by Screen Education Edinburgh in July 2017

RELATIONSHIP BETWEEN THE LIFELONG LEARNING PLAN, CLD PLAN AND OTHER PLANS



Edinburgh's Strategic Outcomes

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

Improve quality of life

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

Ensure economic vitality

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

Build excellent places

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

Strategic Outcomes identified by the Edinburgh Partnership

Edinburgh's citizens **experience improved health and wellbeing**, with reduced inequalities in health

Edinburgh's children and young people **enjoy their childhood** and fulfil their potential

Edinburgh's economy delivers increased investment, **jobs and opportunities for all**

Edinburgh's communities are safer and have **improved physical and social fabric**

Strategic Outcomes identified by Edinburgh's Children's Partnership

SO1 Every child will have the **best start** in life

SO3 Every child and young person will have **good wellbeing** and achieve the best possible health

SO4 **Equity** amongst children and young people and their families **will be advanced**

SO2 Children and young people's attendance, engagement and achievement will be improved and the **poverty related attainment gap will be reduced**

SO4 **Equity** amongst children and young people and their families **will be advanced**

SO5 Children and young people, their families and their **communities will be empowered** to improve their wellbeing

Lifelong Learning and National Priorities

FOUR NATIONAL PRIORITIES FOR EDUCATION

Improvement in attainment, particularly in literacy and numeracy

Reducing inequalities of outcomes as a result of socio-economic or other disadvantage

Closing the attainment gap between the most and least disadvantaged

Improvements in children and young people's Health and Wellbeing

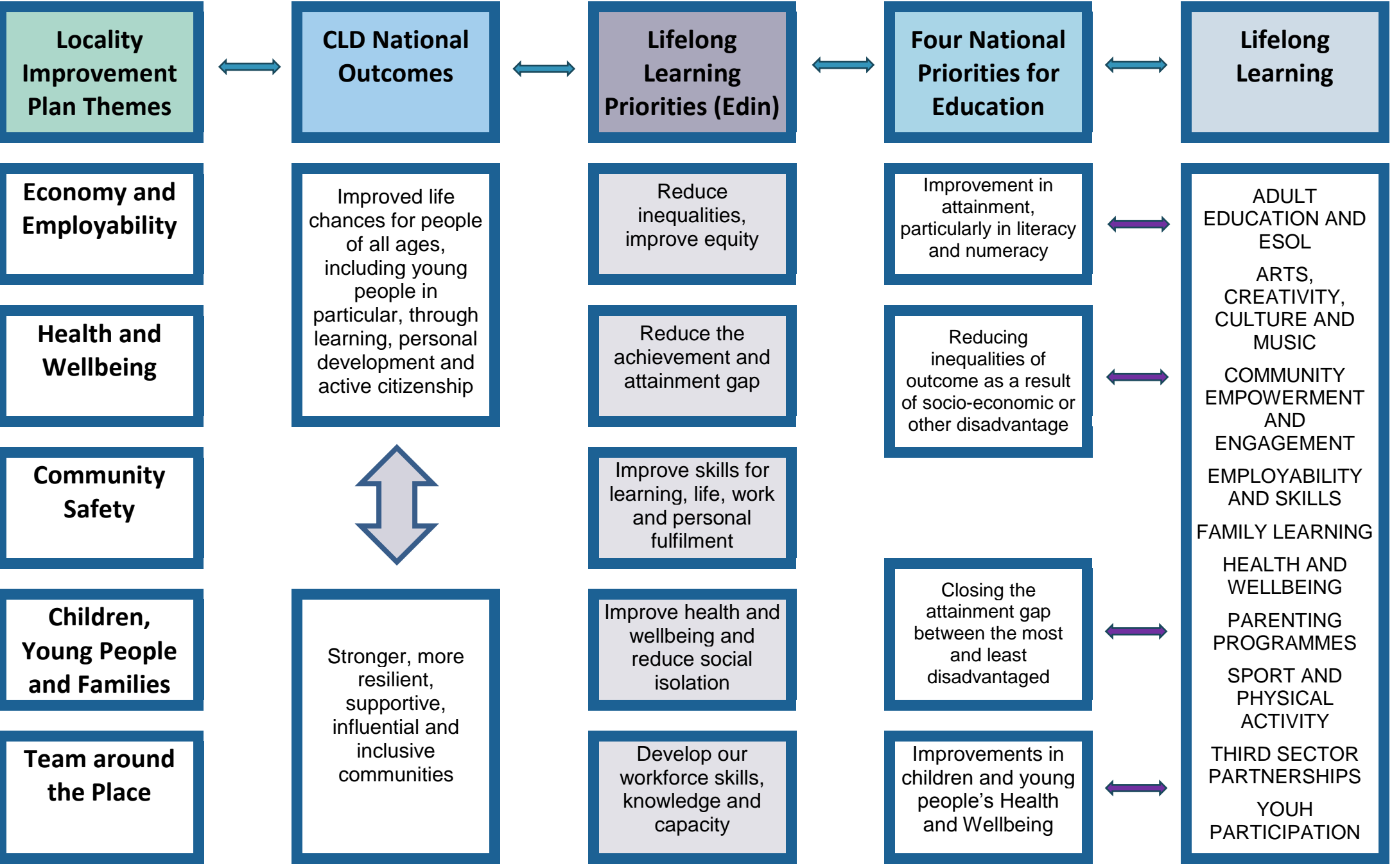
TWO CLD NATIONAL OUTCOMES

Improved life chances for people of all ages, including young people in particular, through learning, personal development and active citizenship

Stronger, more resilient, supportive, influential and inclusive communities

Edinburgh's strategic priorities for Lifelong Learning are:

1. Reduce inequalities, improve equity
2. Reduce the achievement and attainment gap, between those learners (of all ages) facing the greatest and least disadvantage
3. Improve skills for learning, skills for life and skills for work and personal fulfilment for learners of all ages
4. Improve health and wellbeing and reduce social isolation
5. Develop our workforce skills, knowledge and capacity for improving outcomes for learners of all ages



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

Over the last 10 years

- Edinburgh has been one of the fastest growing local authorities in the UK
- 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

Over the next 10 years

- 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, that not all citizens share in that success and alongside the affluent areas, Edinburgh contains some of the most deprived communities in Scotland.

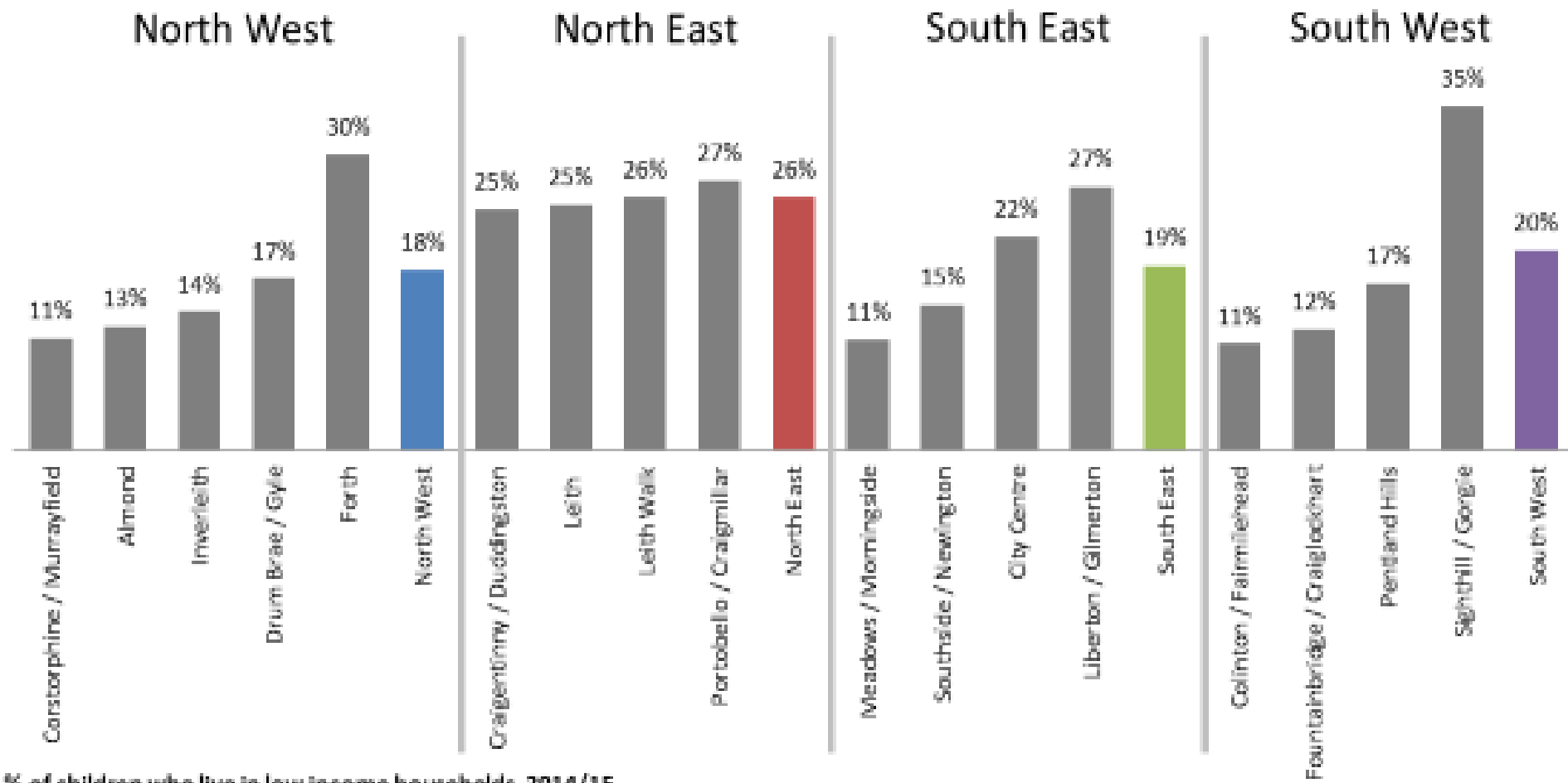
- In 2015 estimates show that almost 80,000 people in Edinburgh were living on incomes below the UK poverty threshold
- This means that 16% of Edinburgh's citizens are living in poverty, a rate very close to the Scottish average of 18%
- Within that overall rate, **poverty levels among households with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

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

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

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

Child Poverty Rates by Locality



% of children who live in low income households, 2014/15

Strategy & Insight modelled estimates

Communities and Families: Schools and Lifelong Learning

Around 3,989 teachers are employed by Communities and Families, supported by centrally and locality based Schools and Lifelong Learning Services. There are around 9,059 children attending pre-school provision. 29,745 primary pupils and 18,145 secondary pupils. Edinburgh is unique in that around 24% of young people at secondary school are educated within the Independent sector.

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

Schools and Lifelong Learning Centres

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

Children's Services

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

Strategic Lifelong Learning Funders and Partners

- Cashback for Communities (Screen Education Edinburgh)
- Creative Scotland (Youth Music Initiative)
- Education Scotland (Creative Learning Networks)
- NHS Lothian (Income Maximisation)
- Police Scotland (Turn Your Life Around)
- Scottish Government (Adult Learning and ESOL)
- Skills Development Scotland (Creative Learning)
- Sport Scotland (Active Schools)

What does our data tell us about what we need to do?

Edinburgh is a growing city of international standing and is well placed to continue developing as a global centre of culture and business.

Our children and young people require and deserve a first-class education enabling them to become active, responsible citizens and effective learners and contributors. Our older people require and deserve high quality services including opportunities to participate and be active. Our school leavers, young adults and citizens of working age need the right skills and qualifications to work and maintain a reasonable quality of life; skills and qualifications that lift and keep them out of poverty. Adequate provision for childcare and opportunities for adults of all ages to re-train and develop skills will help improve outcomes and maintain existing positive trends.

Edinburgh's schools are working hard to close the poverty related attainment and achievement gap. Recent trends show improvements in educational outcomes for Looked After Children, and we need to ensure this is sustained.

Future job openings in Edinburgh will require a highly skilled workforce. This means Lifelong Learning must prioritise activity that ensures all school leavers are skilled, qualified and equipped to enter the job market and to sustain employment in a fast-changing world. They need to not only cope with, but also to thrive in, an increasingly globalised and digitised world.

Lifelong Learning also needs to prioritise and reach those adults who may be disadvantaged through factors such as low literacy and numeracy and/or not having English as a first language.

For those children, parents and carers living with the greatest disadvantage, there needs to be high quality and effective parental engagement and family learning.

This all means we need to ensure that Lifelong Learning works in close collaboration with schools, council colleagues and partners. We need to prioritise actions that improve outcomes for all, identified and informed by data and local knowledge and delivered through strong partnerships.

Lifelong Learning activity that contributes to reducing the poverty-related attainment and achievement gap is already underway. This must continue and strengthen. Work to raise awareness of the impact of poverty and ACES is making a difference. Lifelong Learning contributes to Developing the Young Workforce and helps adults into employment. All this work needs to be better connected into a wider learning ecology, where joint planning, evaluation, reporting and CLPL is the norm, not the exception.

Reducing budgets brings great challenge, but also opportunities to be more creative and develop sustainable partnerships, ultimately helping those in society who face the greatest disadvantage.

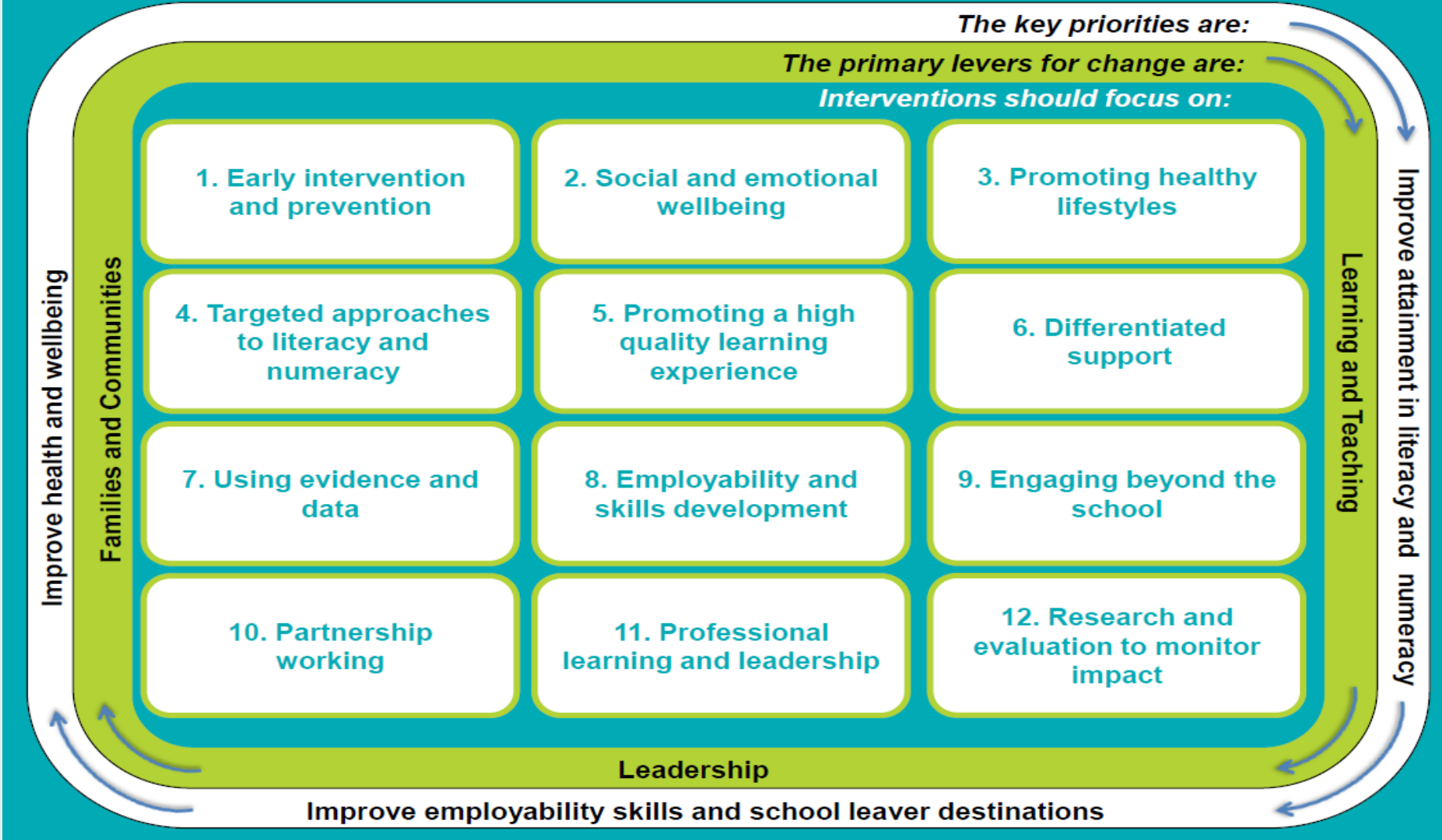
Our analysis of data and our commitment to developing a highly skilled workforce must be relentless to support our ambitious plans. A culture of hope and aspiration among our children, families, and communities is essential. Enabling each citizen, member of staff and partner to reach their personal and professional potential, will ensure that our plans are realised.

In Year One of the Plan, strong focus will be given to actions that are:

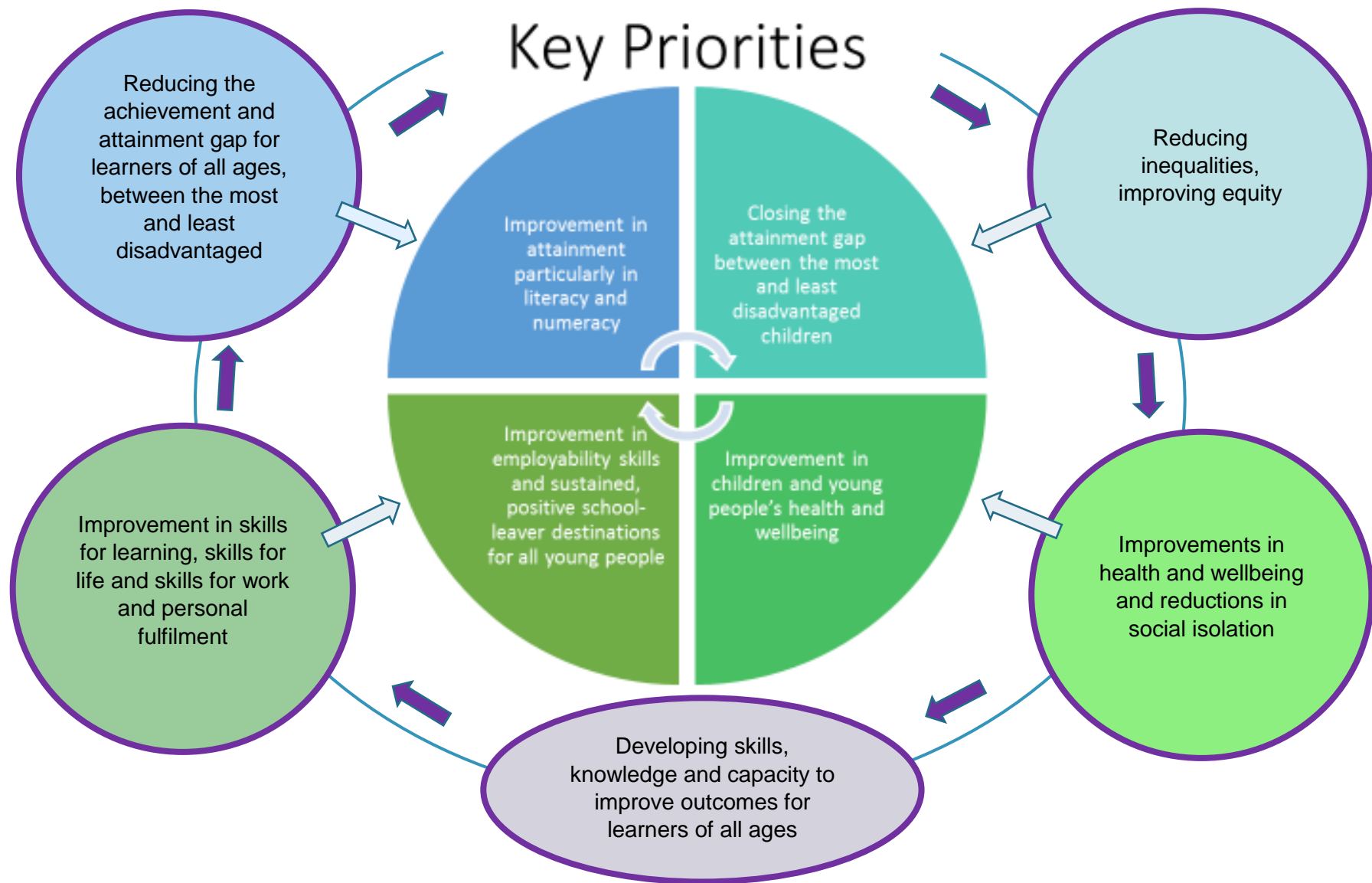
- shared and integrated across teams and more collegiate
- improving approaches to self-evaluation and planning so it is more consistent, systematic and informed

What will help us structure our planning?

Interventions for equity

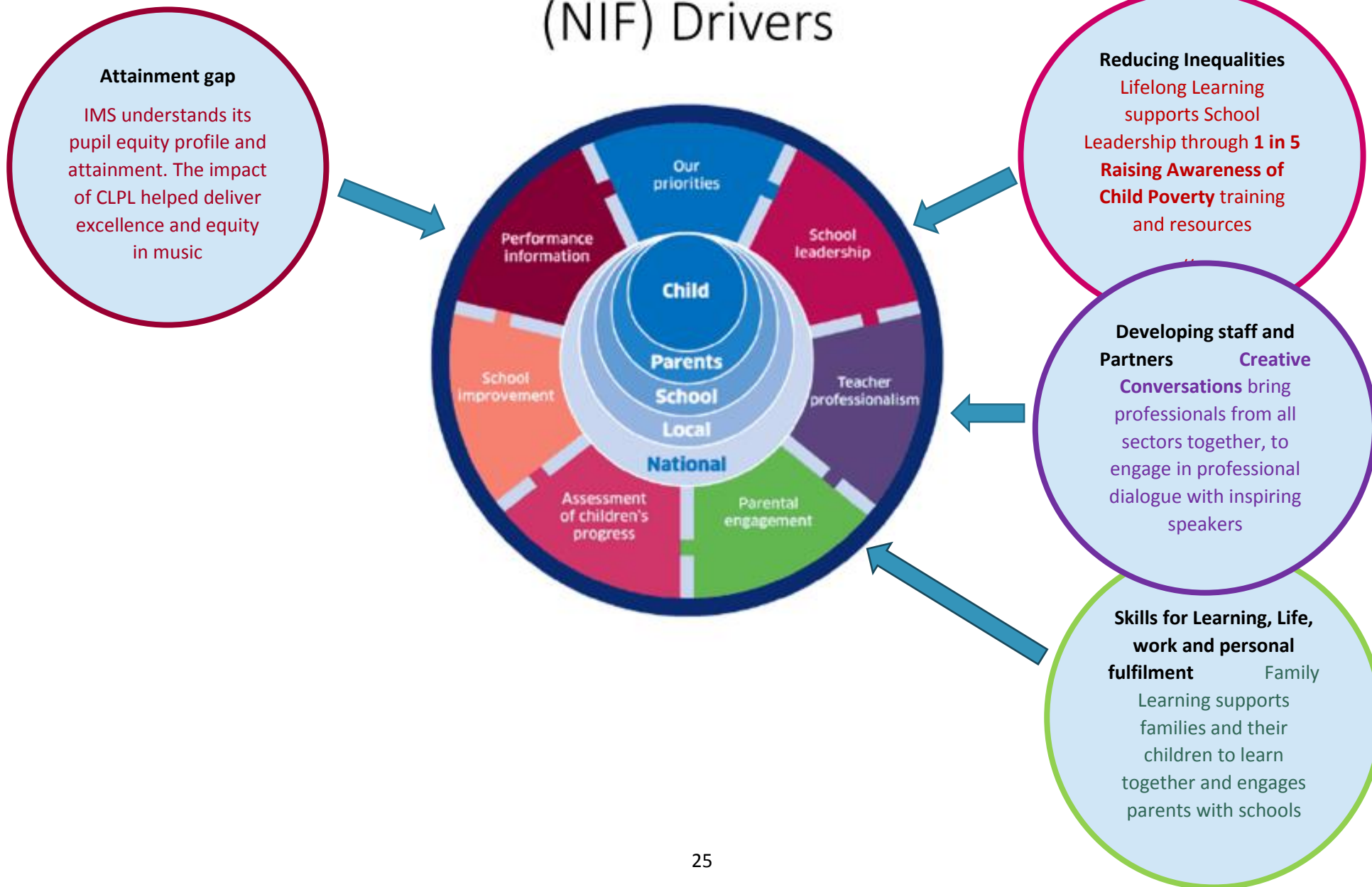


LIFELONG LEARNING AND LINKS WITH THE NATIONAL IMPROVEMENT FRAMEWORK (NIF)



LIFELONG LEARNING AND THE NIF DRIVERS

(NIF) Drivers



PART TWO

Improvement Priorities, Outcomes and Actions



Above: Year of Young People event, City Art Centre, June 2018.

Young people working together with friends and adults to generate ideas about the future of Edinburgh as a child and youth friendly city.

Left: P4 pupils from Forthview Primary School, members of the Craigroyston Cluster Pipe Band

PART TWO: LIFLEONG LEARNING PRIORITIES AND IMPROVEMENT ACTIONS

Lifelong Learning has collaboratively developed the following strategic priorities and accompanying high-level improvements and linked actions:

1. Reduce inequalities, improve equity
2. Reduce the achievement and attainment gap, between those learners (of all ages) facing the greatest and least disadvantage
3. Improve skills for learning, skills for life and skills for work and personal fulfilment for learners of all ages
4. Improve health and wellbeing and reduce social isolation
5. Develop our workforce skills, knowledge and capacity for improving outcomes for learners of all ages

Teams within Lifelong Learning are committed to working together in a more integrated way towards shared agendas and outcomes. Where teams have previously individually developed projects and programmes around common areas of interest such as child poverty, health and wellbeing or youth

achievement, this plan represents a different way of working, one which is more integrated, more collaborative and less siloed. The new plan aims to support a new way of working within a matrix structure, where strategic city-wide teams and locality based Lifelong Learning teams have shared purpose sharing their complementary expertise, knowledge and insight.

The distinct areas of specialism which exemplify the richness and diversity of Lifelong Learning remain, and are in no way diluted by this approach. Instead, through adopting a shared plan, embedding common approaches and committing to more coherent and systematic ways of planning, evaluating and reporting, outcomes should be improved, public value increased and capacity enhanced.

The following pages outline how we will deliver a modern, integrated Lifelong Learning service that is innovative, flexible and meets the lifelong learning needs and aspirations of the citizens of Edinburgh.

1. What Does Success Look Like? Short Term – Year One

- ⇒ Lifelong Learning staff have attended training on self-evaluation and using data and are beginning to apply it in practice
- ⇒ Lifelong Learning staff are beginning to use data to inform planning and generate evidence linked to outcomes and priorities
- ⇒ Where key delivery partners are involved in Lifelong Learning, joint planning and evaluation is developing

2. What Does Success Look Like? Medium Term – Year Two

- ⇒ Lifelong Learning staff are increasingly confident in using data to inform planning and engage in a cycle of continuous improvement
- ⇒ Lifelong Learning staff generate evidence linked to outcomes and priorities and use this to help inform next steps

3. What Does Success Look Like? Long Term – Year Three and beyond

- ⇒ using data to inform planning is routine and fully embedded in practice across Lifelong Learning
- ⇒ Lifelong Learning staff and partners confidently use self-evaluation and can demonstrate the impact of their work on learners of all ages

Section 1: Planning for Improvement

Continuous Improvement

Steps taken by Lifelong Learning to identify and put in place actions that will result in a continuous cycle of improvement

Outcomes	Leadership / Action owner	Actions	Performance Indicators
Year 1			
<p>A culture of self-evaluation and improvement is embedded across Lifelong Learning</p> <p>Staff 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>David Bruce Linda Lees Paul McCloskey Robin Yellowlees</p>	<p>Support colleagues to strengthen practices in self-evaluation using How Good is Our Frameworks</p> <p>Develop a Lifelong Learning service-wide self-evaluation calendar</p> <p>Introduce Lifelong Learning staff and relevant delivery partners to Improvement Methodology</p> <p>Managers create regular opportunities for shared planning and evaluation and practice sharing</p> <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>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>Produce annual report to Education, Children and Families Committee, to which all Lifelong Learning teams contribute</p> <p>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 members of the CLD Standards Council</p>	<p>SMART Lifelong Learning team plans</p> <p>Reports to Committee and SMT that are informed by data, demonstrate impact and are linked to Lifelong Learning priorities</p> <p>Baseline templates updated annually in July with a snapshot annually in October/November.</p> <p>Realistic and challenging targets are set each July.</p> <p>Standards and Quality Report with contributions from across Lifelong Learning</p>

Section 2: Lifelong Learning's Five Strategic Priorities

Priority 1: Reducing inequalities, improving equity

Steps taken by Lifelong Learning to identify and put in place actions that will result in reduced inequalities and greater equity for learners of all ages

Outcomes	Leadership / Action owner	Actions	Performance Indicators
Year 1			
<p>Leadership across Schools and Lifelong learning is cohesive with shared purpose</p> <p>Joint planning and evaluation across schools and lifelong learning is targeted and effective</p> <p>The equity profile of learners of all ages is well understood and used to plan, interventions, learning and activity</p>	<p>David Bruce</p> <p>Linda Lees</p> <p>Paul McCloskey</p> <p>Robin Yellowlees</p> <p>Lifelong Learning Locality Service Managers</p>	<p>Provide support for leadership at all levels across Schools and Lifelong Learning</p> <p>Signpost all staff to leadership pathways</p> <p>Ensure strategic planning is a shared activity across Schools and Lifelong Learning</p> <p>Create opportunities for Lifelong Learning Strategic Managers to work with Quality Improvement Team and other colleagues within Communities and Families</p> <p>Support all teams to develop an understanding of the equity profile of the learners with whom they work, using available data such as SIMD and Locality Insight data</p> <p>Increase opportunities for Lifelong Learning to engage more strategically with key partners such as Education Scotland, Skills Development Scotland, Police, NHS and third sector</p> <p>Identify actions that result in collaborations between schools and lifelong learning across a range of workstreams and that contribute to reducing the poverty related attainment gap</p> <p>Support staff across schools and lifelong learning to develop and deliver joint</p>	<p>Number of staff trained in Restorative Practice</p> <p>Number of staff reporting and demonstrating greater confidence in their own, informed leadership</p> <p>No of collaborative projects between schools and Lifelong Learning</p> <p>Co-authored reports and evaluations</p> <p>Lifelong Learning holds an equity profile for all programmes where learner progress is tracked (linked to Baseline templates)</p> <p>Number of learner trackers</p>

projects, programmes and initiatives, where leadership is widely distributed

Support QIEOs, Lifelong Learning Strategic Managers and Lifelong Learning Service Managers work together to support schools to raise attainment and celebrate achievement

Support all teams to develop an understanding of the equity profile of the learners with whom they work, using available data such as SIMD and Locality Insight data

Share information widely across teams within Schools and Lifelong Learning

Support staff to track learner progress (for learners of all ages)

Share learner progress with schools, colleges and other providers in the learner journey and vice versa

Priority 2:

Reducing the achievement and attainment gap between those learners (of all ages) facing the greatest and least disadvantage

Steps taken by Lifelong Learning to identify and put in place actions that will result in excellence and equity for learners of all ages

Outcomes	Leadership / Action owner	Actions	Performance Indicators
Year 1			
<p>Food anxiety, hunger and learning loss during school holiday periods is reduced</p> <p>Learners of all ages, regardless of their socio-</p>	<p>Linda Lees</p> <p>David Bruce</p> <p>Paul McCloskey</p> <p>Robin Yellowlees</p> <p>Lifelong Learning</p>	<p>Strategically lead the Discover! Steering Group and Evaluation and Operational Sub Groups</p> <p>Liaise with EVOG and LAYC (Steering Group members) regularly to ensure voluntary sector's voice is represented</p> <p>Identify a member of Lifelong Learning staff who will act as a Discover! co-ordinator for each Hub/Locality</p>	<p>Number of children and their families attending Discover Hubs</p> <p>Number of schools reporting impact of Discover holiday hubs</p>

economic situation access all lifelong learning opportunities in school, out of school and in the community, and affordability is not a barrier

A culture of *Getting It Right* is in place in all learning settings and establishments

Our Looked After Children and Young People are supported to achieve

Locality Service Managers

Establish **Discover!** local partnership groups to link with the Strategic Steering Group **which will include local third sector organisations**

Identify a parent/carer representative for each *Discover!* local partnership group

Identify a youth representative for each *Discover!* local partnership group

Support and maintain a partnership approach to identifying and supporting families' access to **Discover!**

Explore the feasibility of the parent/carer rep. sharing a leadership role with the Lifelong Learning local co-ordinator, in developing *Discover!*

Liaise with schools, social work and other colleagues and partners

Support Lifelong Learning staff to co-ordinate and deliver **Discover!** programmes (Holiday Hunger) in all localities, targeting children and families who meet the criteria

Investigate possibility of appointing a part time **Discover!** Co-ordinator

Identify actions that result in collaborations between schools and lifelong learning across a range of workstreams and that contribute to reducing the poverty related attainment gap

Roll out 1 in 5 Raising Awareness of Child Poverty training to all Lifelong Learning staff and key delivery partners

Continue to roll out 1 in 5 Raising Awareness of Child Poverty training to schools

Develop and share a 'Top Tips for Learning Providers' on reducing the cost of lifelong learning programmes and activities

Support staff and key delivery partners to embed the principles of Getting It Right For Every Child (GIRFEC) in all lifelong learning centres and activity

Implement Restorative practice training

Increase awareness of Education Fund for Looked After Children

Number of partners contributing to Discover hubs

Level of income maximisation

Number of staff and partners trained in 1 in 5 Raising Awareness of Child Poverty and impact of ACEs

Number of staff reporting changes in their practice

Number of staff trained in Restorative Practice

Number of new applications to the Education Fund for looked after children

4 parent/carer reps on (4) local partnership groups

4 young person reps on (4) local partnership groups

Priority 3:

Improvements in skills for learning, skills for life and skills for work and personal fulfilment

Steps taken to embed Career Education Standard and Career Management Skills within Lifelong Learning activity and to increase opportunities for wider achievement

Outcomes	Leadership / Action owner	Actions	Performance Indicators
Year 1			
<p>Learners of all ages are aware of the different pathways available to them and make informed choices about their next steps</p> <p>Children, young people and adult learners are increasingly confident in identifying their interests, strengths and skills</p>	<p>David Bruce Linda Lees Robin Yellowlees Paul McCloskey Lifelong Learning Locality Service Managers</p>	<p>Explore opportunities for Lifelong Learning Managers to join local DYW Working Groups</p> <p>Support Lifelong Learning staff to develop their knowledge of DYW</p> <p>Support Lifelong Learning staff to increase their knowledge and understanding of Career Management Skills and the Career Education Standard</p> <p>Lifelong Learning staff use MyWOW with learners</p> <p>SDS supports Lifelong Learning staff through:</p> <ul style="list-style-type: none"> - Training for staff on the Career Education Standard and Career Management Skills - Career Guidance for learners of all ages - MyWoW - My Kid's Career Data Hub information - Other SDS resources such as regional labour market information <p>Embed the Career Education Standard within Lifelong Learning activity for children and young people</p> <p>Increase participation and improve completion rates in Duke of Edinburgh Awards and other wider achievement awards particularly for young people in deciles 1-3</p> <p>Increase the number of young people who gain a range of wider achievement</p>	<p>No. of adults achieving personal learning goals through participation in targeted education programmes</p> <p>No. of adults signposted to and attending Career Information appointments with SDS</p> <p>No of adults engaged in literacies and family learning programmes</p> <p>No of adults participating in ESOL</p> <p>Increase in number of Lifelong Learning staff who are Career Ready mentors</p> <p>No of work placements offered by Lifelong Learning staff</p> <p>No. of Lifelong Learning</p>

		<p>and youth leader awards in and out of school</p> <p>Maintain or increase number of Career Ready mentors within Lifelong Learning</p> <p>Maintain levels of literacy and numeracy programmes to enable adults to learn new skills and improve learning, training and employment opportunities</p> <p>Support family learning and parental engagement</p> <p>Support staff and learners to develop Career Management Skills</p>	<p>events and attendees at events specifically about Careers and Employability</p> <p>No. of young people achieving accredited awards</p> <p>No. of young people entering positive destinations (NIF Plan)</p> <p>No of young people sustaining positive destinations demonstrated through the Participation Measure. (NIF Plan)</p>
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Priority 4

Improvements in health and wellbeing and reductions in social isolation

Steps taken to develop evidence based approaches to improving physical and mental health and wellbeing, including actions that are seen to impact on people's feelings of social isolation

	Leadership / Action owner	Actions	Performance Indicators
Year 1			
Young people and their families know how and where to access the information and support they need to look after their mental health and	David Bruce Linda Lees Paul McCloskey Robin Yellowlees	<p>Roll out Training, Resources and Programmes across Lifelong Learning that help support promotion of positive mental health and wellbeing in children, young people, families and staff.</p> <p>Extend the roll out of Raising Children/Raising Teens with confidence to more parents, targeting those facing greatest disadvantage</p>	No of school, lifelong learning staff and partners staff trained in Growing Confidence, Building Resilience, Cool, Calm and Connected, 1 in 5 Raising Awareness of Child

<p>wellbeing</p> <p>The impact of ACEs is known and taken account of when planning and delivering learning, projects and programmes across Schools and Lifelong learning</p> <p>Children and Young People enjoy good mental health through participation in hobbies and activities and increased friendship circles</p> <p>Children, young people and their families enjoy positive nurturing relationships that support their wellbeing</p> <p>Young people are more aware of the impact of violence, are better equipped to avoid using violence, and more able to defuse potentially violent situations in which they find themselves.</p> <p>Adults enjoy good mental health through opportunities to participate in activities and be active</p>	<p>Lifelong Learning Locality Service Managers</p>	<p>Roll out programmes that promote positive mental health & resilience in pupils in schools (e.g. Building Resilience and Cool, Calm & Connected)</p> <p>Engage young people in re-developing resources such as Cool, Calm and Connected</p> <p>Support schools to put in place mechanism that enable young people to identify and adult who they can talk to about their mental health</p> <p>Work with schools on actions that ensure young people know who they can talk to about their mental health and where these discussions can take place in schools and/or community settings</p> <p>Using evidence based practices, increase staff awareness of impact of Adverse Childhood Experiences (ACES) and Child Poverty on attainment, achievement, health and behavioural outcomes through rolling out:</p> <ul style="list-style-type: none"> - GC/TYLA (Growing Confidence/Turn Your Life Around) training, - 1 in 5 Raising Awareness of Child Poverty training, and by challenging attitudes, ethos and culture <p>Maintain the Open All Hours programme for S1-S6 young people in partnership with Edinburgh Leisure</p> <p>Implement Supporting Parents and Carers Framework</p> <p>Offer qualitative guidance and adult learning for adults who are users of mental health services, in all four localities through the Outlook Programme</p> <p>Maintain levels of literacy and numeracy programmes to enable adults to learn new skills and improve learning, training and employment opportunities and support learning and aspiration within families</p> <p>Continue to provide ESOL programmes for adults which support language acquisition, improve communication between families and services and enhance community integration</p> <p>Continue to offer a range of parent and carer programmes (Peep, RCWC, IY, Triple P, RTWC, Teen Triple P)</p> <p>Implement GIRFEC and implement Corporate Parenting Strategy</p> <p>Further develop the Mentors in Violence Prevention training programme in Edinburgh's schools</p> <p>In partnership with NHS Lothian, Young Edinburgh Action will ensure that the</p>	<p>Poverty and the impact of ACES</p> <p>No of young people reporting that they know how to access the help they require when they need it</p> <p>No of schools with an identified mechanism/place where young people can discuss their mental health</p> <p>No of parents/carers accessing Raising Children/Teens with Confidence</p> <p>No of parents/carers reporting a positive change in their children's mental health and wellbeing</p> <p>No of parents/carers reporting better relationships</p> <p>No of LAC reporting positive relationships in school</p> <p>No of YTLA volunteers sessions talking to school pupils and youth clubs</p> <p>Decrease in drop out from programmes</p> <p>No of people participating in the Open All Hours programme</p> <p>No of pupils trained through MVP</p> <p>No of adults participating in</p>
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		<p>voices of young people are included in the review of mental and emotional health and wellbeing services in Edinburgh</p> <p>Raise awareness among Lifelong learning staff of the effects of bullying and other forms of violent behaviour through Mentors in Violence Prevention (MVP) training</p> <p>Support staff and pupils to develop and use the skills acquired through MVP training to safely intervene</p> <p>Increase the numbers of young people who <i>regularly</i> attend youth clubs</p> <p>Share information about the range and location of opportunities available for young people</p> <p>Work more closely with schools and the QIEO team to support young people's mental health and wellbeing</p>	<p>Outlook programmes and progressing into mainstream adult learning</p> <p>No of adults engaged in literacies and family learning programmes</p> <p>No of adults participating in ESOL</p> <p>No of young people <i>regularly</i> attending young provision</p>
<p>Visually and hearing-impaired adults are less socially isolated</p> <p>Visually and hearing-impaired children and young people are less socially isolated</p> <p>Housebound adults mobile-restricted individuals are more socially connected and through learning and leisure activity</p>	<p>David Bruce</p> <p>Paul McCloskey</p> <p>Lifelong Learning Locality Service Managers</p>	<p>Launch and pilot a new cinema for visually and hearing-impaired people in central Library and identified Libraries in each locality, using See Hear funding</p> <p>Pilot further services for hearing impaired people in libraries over 2018</p> <p>Build upon provision of hearing aid batteries in libraries</p> <p>Ensure signers/audio description is available at events, clubs and learning programmes as required</p> <p>Expand Housebound Library Services to areas with higher numbers of housebound adults and that are currently underserved</p> <p>Expand Library Link to all libraries in the city</p> <p>Audit provision of Adult Colouring and Knit and Natter Groups and analyse feedback from participants</p>	<p>No of people attending cinema screenings</p> <p>No of people who report feeling less socially isolated</p> <p>No of hearing aid batteries distributed</p> <p>Increase in Housebound Library Services participants</p> <p>Increase in numbers of people using Library Link</p> <p>No of housebound adults who report feeling less isolated</p>
<p>Children and young people enjoy improved physical health through engaging in outdoor and adventure activity</p> <p>Children and young people</p>	<p>David Bruce</p> <p>Robin Yellowlees</p>	<p>Ensure schools are aware that grants via Friends of Lagganlia and other sources are available for pupils from low income families for outdoor learning residentials</p> <p>Maintain comprehensive kit stores (including specialist kit) to assist with clothing and kit needs</p>	<p>Number of pupils accessing Lagganlia and Benmore</p> <p>Number of applications to Friends of Lagganlia and other grant/funding sources</p> <p>Number of targeted groups</p>

enjoy improved physical health through participation in a wide range of sports and physical activity

Children and young people learn effectively in healthy outdoor environments

Bernice Farmhouse at Benmore to be available from Jan 2019 (following road access improvements) to support affordable provision including DofE targeted work and community groups.

Use data to reduce the Duke of Edinburgh's Award participation and completion rates between the most and least disadvantaged pupils

Improve opportunities in key localities and small areas to ensure all children and young people can participate in outdoor learning awards, e.g. Junior Award Scheme for Schools and John Muir Award

Support Active Schools teams to collect, analyse and use SIMD and other data to target activity and resources most effectively

Introduce planning meetings between Active Schools and School SLT to increase participation from pupils with Additional Support Needs

Support all Active Schools Co-ordinators to provide free extra-curricular sport sessions

Attend PTA, meeting and engage with parent/teacher led clubs to increase parent/carers awareness of the positive benefits of participation in sport and physical activity

Support Active Schools and Outdoor Learning staff to develop and deliver CLPL for teachers, particularly around opportunities for learning and teaching outdoor literacy and numeracy

Support NQTs and probationers to develop their practice, skills and confidence in Outdoor Learning

Work collaboratively with schools and partners to add value and specialist expertise to Forest schools provision across the city

using Bernice Farmhouse at Benmore

No of young people from the most disadvantaged backgrounds who complete DofE and other outdoor learning awards

Increase in children and young people with ASN who participate in sport and physical activity

Increase in children who access free Active Schools sessions and report enjoyment and improved health and wellbeing

No of school staff including NQTs attending CLPL on learning and teaching outdoor literacy and numeracy, with positive evaluation feedback

Increase in Outdoor Learning staff who contribute to the delivery of Forest Schools

Priority 5

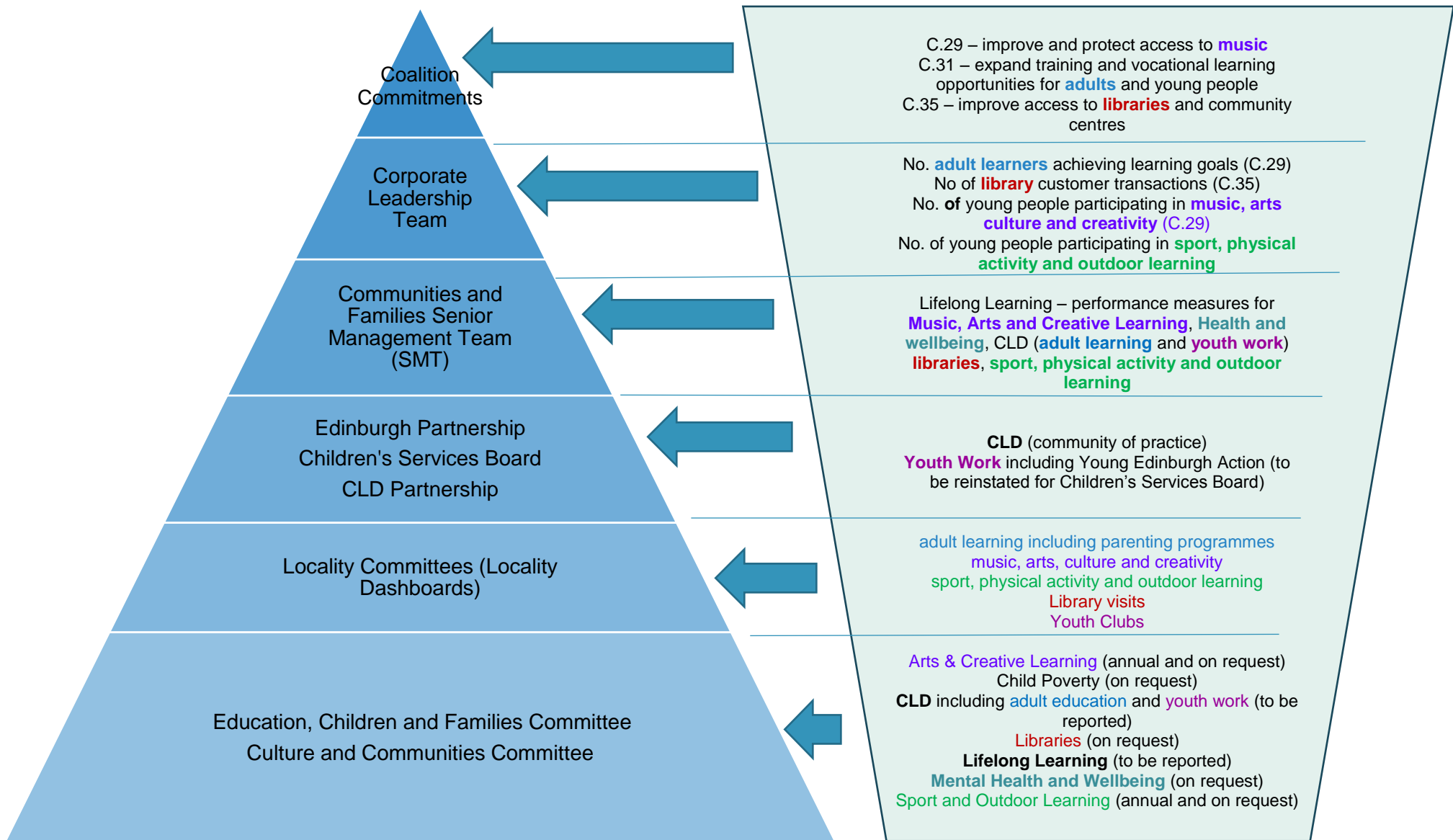
Develop our workforce skills, knowledge and capacity for improving outcomes learners of all

ages

Steps taken to ensure the workforce is highly skilled, up to date with policy and practice and able to apply skills and knowledge when planning and evaluating lifelong learning programmes and projects

Outcomes	Leadership / Action owner	Actions	Performance Indicators
Year 1			
<p>Lifelong Learning staff are aware of relevant policy developments and use this knowledge to improve learner outcomes</p> <p>Lifelong Learning staff share good practice and expertise and embed the learning in their own practice</p>	<p>David Bruce Linda Lees Robin Yellowlees Paul McCloskey Lifelong Learning Locality Service Managers</p>	<p>Establish a programme of in-service days for Lifelong Learning staff</p> <p>Develop a CLPL Framework for Lifelong Learning</p> <p>Explore options for creating a Lifelong Long Learning section within the CLP Directory</p> <p>Roll out Restorative Practice training for Lifelong Learning staff</p> <p>Create opportunities for teams to train each other, e.g. 1 in 5, Developing Learners Creativity Skills, Train the Trainer etc.</p> <p>Support staff and partners to stay up to day with relevant policy and guidance</p>	<p>Number of staff attending in-service days</p> <p>Number of staff completing training agreed as priority for Lifelong learning</p> <p>Number of staff applying training and adapting practice</p>

LIFELONG LEARNING REPORTING Coalition Commitment and Performance Indicators for Lifelong Learning



Education, Children and Families Committee

10am, Tuesday, 9 October 2018

Arts and Creative Learning Update

Item number	7.5
Report number	
Executive/routine	
Wards	
Council Commitments	

Executive Summary

This report provides an annual update to elected members of the Education, Children and Families Committee on the work of the Arts and Creative Learning Team. It provides an update on the Instrumental Music Service and the Youth Music Initiative, Creative Learning, Paolozzi Prize for Art, Dance Development and Screen Education Edinburgh.

Arts and Creative Learning Update

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the contents of this report.
 - 1.1.2 Note the progress of the Instrumental Music Service (IMS) and efforts to address equity.
 - 1.1.3 Note the progress of the Creative Learning Network funded by Education Scotland and related creative learning initiatives.
 - 1.1.4 Note the progress of the Scottish Government's Youth Music Initiative in Edinburgh funded via Creative Scotland and that it is additional to IMS.
 - 1.1.5 Note the progress of work carried out by Screen Education Edinburgh.
 - 1.1.6 Note the progress of Dance Development.
 - 1.1.7 Note the high level of external funding and partnership working.
 - 1.1.8 Agree to receive a further report in October 2019.

2. Background

- 2.1 Arts and Creative Learning delivers front line services in and through the arts, leads the development of creativity across the curriculum and contributes to improving outcomes linked to national and local education priorities. Arts and Creative Learning has citywide responsibility for instrumental music, the Youth Music Initiative, Creativity across Learning, Edinburgh's Creative Learning Network, Screen Education Edinburgh and dance development. The key areas of focus are creative learning and teaching and on developing learners' creativity skills across all the above workstreams.
- 2.2 Every mainstream school and most special schools benefit weekly from one or more aspect of the team's input. The extent and frequency depends on a variety of factors including need, available resources and school priorities. The team also delivers some out of school and holiday provision.
- 2.3 Much of the work is delivered using external funding and though increasing operational capacity via collaborations with external organisations and partners.

- 2.4 The Arts and Creative Learning team contributes significantly to national developments in creative learning, music education, screen education and the expressive arts.
- 2.5 This report provides the Committee with an update and progress across the various workstreams.
- 2.6 The work of the Arts and Creative Learning team is aligned with the priorities defined within the new Lifelong Learning Plan

3. Main report

- 3.1 The key service areas are:

Instrumental Music Service (IMS)

- 3.2 The Instrumental Music Service continues to be the largest in Scotland and is one of a small number of non-charging authorities (most recent known information is that 21 authorities charge for IMS (Improvement Service 2016/17 national survey). Changes to IMS charges nationally over 2017/18 will be captured in the Improvement Service survey (2017/18) due for publication towards the end of 2018.
- 3.3 Weekly timetabled lessons on a wide range of instruments are available in every mainstream school from P4/5 through to S6. On request, pupils in Special Schools are assessed for instrumental tuition and offered instruction on suitable instruments.
- 3.4 There are insufficient IMS teachers to allocate to all pupils in special schools, however Instrumental Music is often not the most appropriate way for special school pupils to learn music. Pupils in Special Schools are therefore assessed on request. Following assessment, options can include re-allocating an IMS teacher to a Special School pupil. Alternative provision includes offering specialised Youth Music Initiative (YMI - externally funded) 1:1 or small group tuition instead, if deemed the more appropriate learning and teaching style and content.
- 3.5 YMI creative music and group learning programmes are offered in Special Schools every year, delivered in partnership with Drake Music. Drake specialises in working with children with additional and complex needs and have a wide range of specially adapted instruments and technology which supports pupils. (see below at 3.51 for more detail on YMI).
- 3.6 The IMS in primary schools gives pupils across the city the opportunity to learn instrumental music, necessary to impact on wider achievement and music attainment in secondary school. The music service is split 25/75% between primary/secondary schools. This helps ensure opportunities are available to learn an instrument in primary school, with sufficient resource in secondary schools to support pupils to continue their learning, often progressing onto SQA courses and programmes in the Senior Phase.
- 3.7 The full range of instruments is taught and the different instrument families (i.e. brass, wind, strings instruments) are spread across the primary schools in each

cluster. All those instrument families plus keyboard, percussion, voice and guitar are available in secondary schools. This makes provision for the full range of instruments to be offered within each cluster. The service is divided 25% to all primary schools and 75% to all secondary schools to support Broad General Education (BGE), and in the Senior Phase, SQA music.

- 3.8 Brass, Wind, Upper and Lower Strings are difficult instruments to master and teaching therefore begins on those instruments in primary schools at P4/5. To help with finite IMS resource, we have structured our YMI carefully to add capacity, create pathways and offer additional and alternative music education opportunities from Early years to P6/7.
- 3.9 The YMI programmes create opportunities for pupils to either be selected for IMS or to engage in a different kind of music education than IMS. Some schools have used the Arts and Creative Learning Team's help through YMI to establish after school music clubs. There is potential for more after school clubs to be established with initial support from YMI and to be led by parents and/or class teachers in primary schools.
- 3.10 The importance of instrumental music in primary schools is highlighted by the fact that SQA pupils must study 2 instruments and learning to the required standard takes several years. Many families cannot afford private tuition and the music curriculum within the BGE does not cover instrumental tuition. For SQA, one instrument is generally taught by the instructor and the other by the school music teaching staff, with IMS staff working in partnership with music departments. Concepts of musical literacy within SQA awards and qualifications are reinforced and expanded in instrumental lessons and in orchestra/ensemble rehearsals. Through school, area and central bands, orchestras and ensembles, instructors also support the performance (Practical) unit, which is 60% of the qualification (bands and orchestras are delivered within the instructors' contractual agreements). Some instructors also support elements of other SQA units: Understanding Music; Composition.
- 3.11 The allocation of instructors to all schools is based on the school roll. Non-classroom instruments (upper strings, lower strings, brass and wind) are offered across all primary schools with the distribution and instrument(s) in each school depending on the size of the cluster and individual school roll. An allocation of the same instruments plus voice, piano/keyboard, guitar and percussion are offered in all secondary schools. This allocation was agreed in May 2010 following a 5% reduction in budget in 2009/10 and a Review of Instrumental Music Service in 2010. The key principles behind the current IMS as a result of the 2010 review are:
- fair and transparent allocation per school that addressed historical anomalies
 - ensuring all schools received a minimum of one afternoon per week of tuition
 - timetabling instructors into clusters as far as possible to ensure continuity, support transitions and minimise travel time
 - offering a combination of instruments in each cluster to support the development of bands and orchestras locally and citywide

- not reducing provision in guitar, percussion, voice and keyboard which are high in demand for national qualification presentation and for which demand outstrips resources

3.12 The 2010 Review of Instrumental Music agreed the allocation of IMS based on school roll. This has not increased despite school rolls having increased. Prior to 2010, the IMS followed demand so the SIMD balance was quite different and some schools had no IMS at all. The current approach to IMS allocation, ensures children in all schools have the opportunity to learn music, albeit not available to every pupil. There tend to be more waiting lists in more advantaged areas

3.13 With the free allocation to all schools as described above, the SIMD profile of IMS now uptake is broadly like that of the SIMD profile of the city, which not the case when the service was demand-led only. Work continues to encourage uptake in SIMD 1 – 3.

3.14 With increasingly high demand for voice, the small allocation of voice instructors to schools places a huge strain on the service and voice instructors. Voice instructors have very busy timetables and by necessity visit a larger number of schools each week.

3.15 Schools were banded together by size in 2010 and allocation of music resource was decided by the band. The tables below show instructor time in days per week allocated to each band (following consultation with schools).

For secondary schools:

	Guitar	Percussion and Drum Kit	Keyboard and Piano	Voice	Strings and/or brass and/or wind	Total allocation in days
Band A (up to 550)	1 day	1 day	1 x pm	1 x pm	1 day and 1 x am	4 days and 1 x pm
Band B (551–850)	1 day	1 day	1 x am	1 x pm	3 days and 1 x am	6 days and 1 x am
Band C (851-1,050)	1 day	1 day	1 x am	1 x am	5 days and 1 x am	8 days and 1 x am
Band D (over 1,050)	1 day and 1 x am	1 day and 1 x am	1 x am	1 x am	7 days and 1 x am	11 days and 1 x am

For primary schools:

	Total Allocation in days	
Band 1 (up to 185)	1 afternoon	Split of brass / woodwind /

Band 2 (186 – 355)	1 morning	strings depended on cluster
Band 3 (356 – 440)	1 day	
Band 4 (over 400)	1 day and 1 afternoon	

- 3.16 School rolls have increased since this allocation of instructors/instrument disciplines to schools. A few primary and secondary schools have moved into the next band and more schools are forecast to be in the next band over the next few years. The allocation to schools has not increased despite some schools requesting more instrumental music instruction to meet demand and rising rolls
- 3.17 A team of 55.14 FTE, currently 82 instrumental instructors (c.35 full time and c.45 are part time), teach mostly in small groups. Exact numbers within the 55.14 FTE can fluctuate with flexible working arrangements. On request, pupils in special schools are assessed for lessons and if successful, receive free tuition on a suitable instrument. Pupils are encouraged to participate in school, area and central bands, orchestras and ensembles. Young people regularly play in public at concerts, receptions, conferences, award ceremonies and other events. In 2017/87 a total of 1,616 pupil performances including concerts took place, up from 1,381 in 2016/17.
- 3.18 Regular feedback and observation confirms that performing in public builds pupil confidence, not only in social skills but also in their musical abilities. These young people act as ambassadors for the IMS, their schools and the city.
- 3.19 Final figures from the 2017/18 IMS Census in Edinburgh are currently being compiled for analysis. The Improvement Service will produce a national Instrumental Music Service report for the same period (date of publication tbc). National comparisons (May - July 2017) are available from the links provided under point 10 below, (background reading/external references).
- 3.20 Instrumental music instructors are engaged on teaching terms and conditions and the salary is nationally negotiated. The Working Time Agreement (195 hours) is agreed each May and 25 of those hours per FTE are used to rehearse central bands and orchestras and to a much lesser extent to support whole service developments. The remaining hours (170 per FTE) are given over to planning, assessment and reporting to parents, school groups and ensembles and additional pupil contact which is often in support of qualifications or for pupils with ASN.
- 3.21 In some situations, the additional contact time is for pupils to have structured practice with an instructor. This is because there are some pupils for whom home practice between lessons is not possible, due to family circumstances.
- 3.22 Where appropriate, Instructors present pupils for The Associated Board of the Royal Schools of Music (ABRSM) and Trinity Guildhall graded music exams which carry UCAS points. Those exams have an additional cost to parents and for families who cannot afford the exam cost, schools often provide some financial help. While important achievements, there is no pressure or expectation for pupils to sit these external graded exams. Rather the Instrumental Music Service dedicates time and

resource to supporting pupils in every school across the city to attain and achieve well through SQA programmes and courses, wider achievement awards and performing in public at concerts and events.

3.23 No analysis regarding the use of Pupil Equity Fund (PEF) to support additional access to music has been carried out yet, although some are known to.

3.24 Instrumental Music helps develop skills for life in addition to musical skills, and is seen to build confidence and opportunities for attainment and wider achievement.

'Instrumental Music Teachers are fundamental to the success of a significant number of pupils across our school. They play an integral part in delivering our music curriculum not just in terms of practical music making but also on the huge impact they have on our pupils' health and wellbeing. As a CL I see direct correlation with our instrumental pupils' growth not just in terms of their skills development but also in terms of their self-confidence, self-expression and resilience as they progress throughout the instrumental scheme at school from their start in S1 all the way through to S6. We have pupils from SIMD 1 – 10 all benefitting from Music tuition and developing in ways outwith the formal curriculum that are unique to them and give them opportunities to achieve that they would not have elsewhere.' (Curriculum Leader of Expressive Arts)

3.25 Every November/December, the annual Fanfare concert showcases central bands, orchestras and ensembles, each of which is directed by an IMS instructor. In November 2017, 270 pupils performed in the Central Hall, Tolcross, to an audience of family, friends and invited guests numbering c. 403. The concert featured:

- Edinburgh Secondary Schools Orchestra (ESSO);
- Edinburgh Schools Senior Choir
- Edinburgh Schools Rock Ensemble (ESRE)
- Edinburgh Schools Jazz Orchestra (ESJO)
- Queensferry High School Strings
- Edinburgh Schools Classical Guitar Ensemble (ESCGE)
- Edinburgh Secondary Schools Orchestra (ESSO):
- Edinburgh Schools Wind Ensemble (ESWE)
- YMI Edinburgh Schools Performance Pipe Band

3.26 The Childline concert takes place each December/January raising an increasing amount of money for Childline. In 2017, 245 pupils (up from 168 pupils in 2016) from, school groups, choirs and central ensembles performed at Central Hall to a large audience of family and friends and raised £4,752.88 (up from £3,000 in 2016).

3.27 In a successful partnership with the Queen's Hall, the Resonate Concerts (including From Studio to Stage) each March feature city and school groups, choirs, ensembles and orchestras. In March 2018, 5 concerts involved 1,048 children and young people (up from March 2017 when 6 concerts involved 799 children and young people) and a total audience in March 2018 of 1518 which was a lower audience number than in March 2017 of 1,546. The increases in numbers of children and young people from lower SIMD deciles often means fewer parents and

carers attend as audience and the pupils are supported by school and IMS staff. Consistent feedback is that performing in public builds confidence and pride and an audience of peers as well as parents, /carers and teachers is important to pupils.

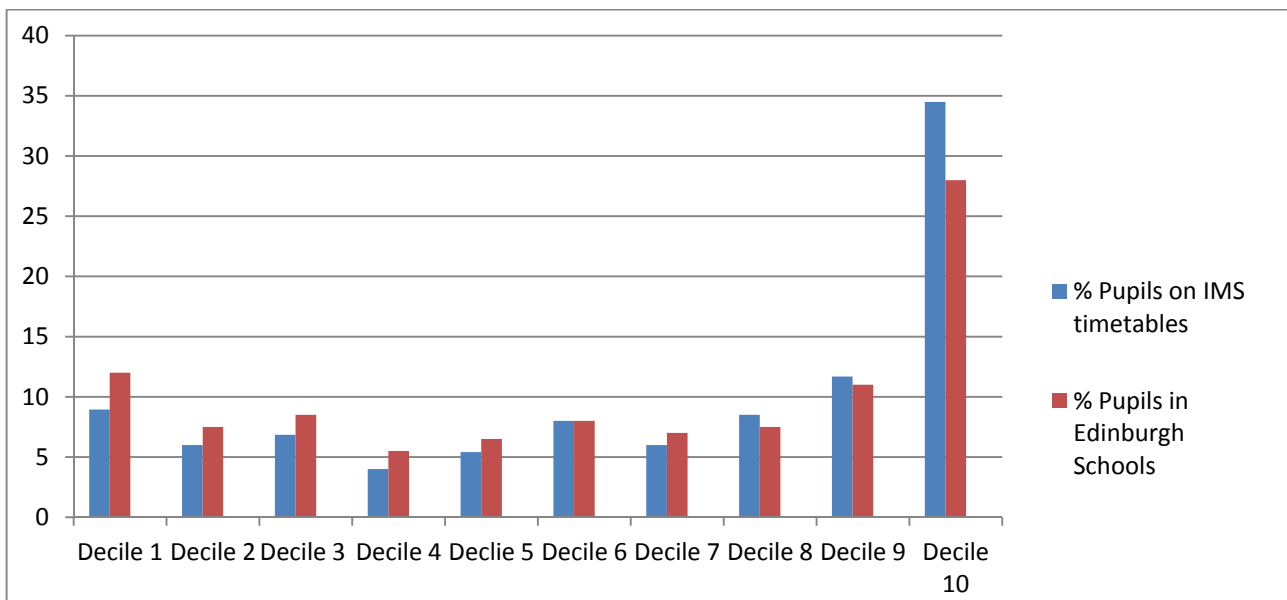
- 3.28 An important dimension of the Resonate concert series, is the collaboration between the IMS and Youth Music Initiative (YMI) programmes (see YMI from 3.40 below), school groups and choirs
- 3.29 In 2017/18 IMS pupils performed in public events including the Paolozzi Prize for Art and at a large number of school and community concerts.
- 3.30 Another strong IMS partnership is with the Edinburgh International Festival, specifically, the Young Musicians Passport. The YMP allows all pupils in Edinburgh who are learning an instrument either through the IMS or YMI, free tickets and half price adult tickets to selected International Festival concerts. Launched in 2013, this has gone from strength to strength with many thousands of young people attending concerts.
- 3.31 In July 2018, a group of 10 young people attended the Lord Provost’s reception and an Edinburgh International Festival Concert at the Usher Hall
- 3.32 Over the last few years, several actions have been initiated that are designed to maximise impact of the service through the opportunities that the IMS offers. The IMS carries out an annual census which is analysed and used to inform service development. An example is the use of the data gathered about pupil numbers, SQA, SIMD, FME, ASN, drop-off etc.
- 3.33 In 2016/17 a total of **5,084** pupils were taught through IMS which is around **14.3%** of the *eligible* school roll (P4 – S6). This will be confirmed as an exact percentage once the full census analysis is complete. Because only upper strings start pupils in P4 (the rest are P5), the percentage of the eligible school roll taught by IMS is likely to be slightly higher than 14.3% (the entire P4 cohort was included in the eligible school roll)
- 3.34 The average number of **pupils taught per FTE** in 2017/18 was **92**. National comparisons for 2017/18 are not yet available, but the national average was 83 in 2016/17.
- 3.35 In 2017/18 **6.5%** of IMS pupils received **free school meals** and **15.4%** of IMS pupils were on **SQA** timetables. There were **782** pupils on SQA timetables and **887** pupils who completed associated board exams, which include ABRSM and Trinity Guildhall exams.
- 3.36 SIMD pupil numbers for IMS in 2017/18 are detailed below:

SIMD Decile	Number of Pupils
1	366
2	369
3	241
4	311
5	235

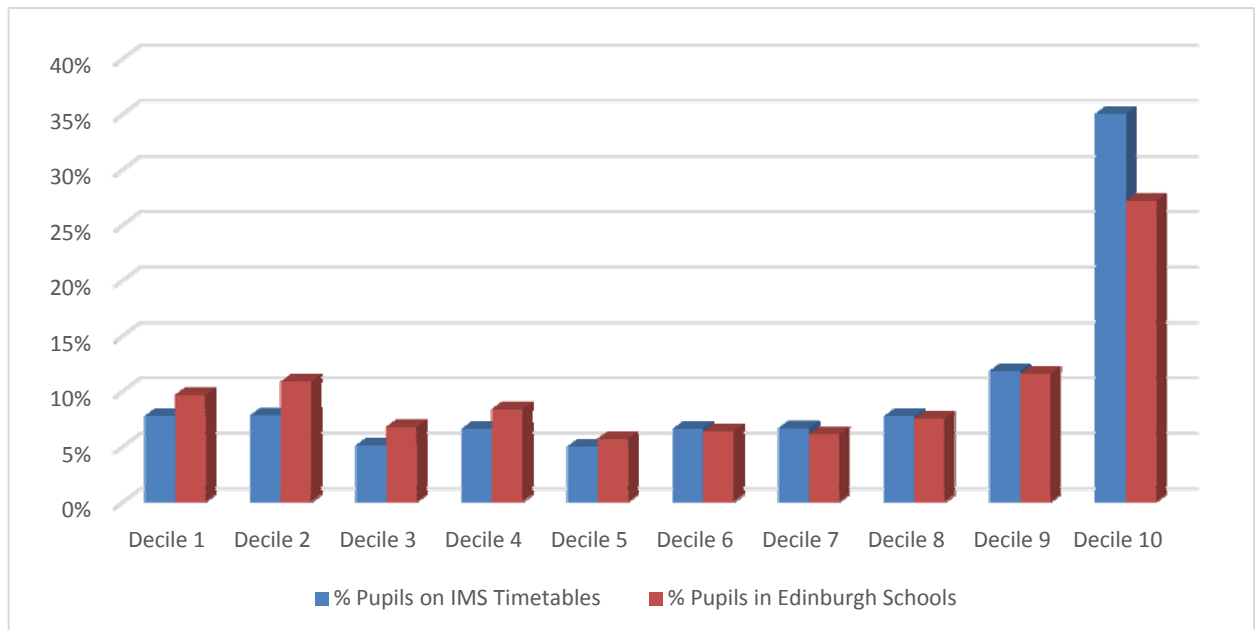
6	311
7	314
8	365
9	558
10	1654
Unknown	360

3.37 The chart below shows the **2016** SIMD profile of pupils attending Edinburgh Schools (red) and the 2016 SIMD profile of pupils on IMS timetables learning to play an instrument (blue). When separated into primary and secondary graphs the profile for IMS is broadly unchanged

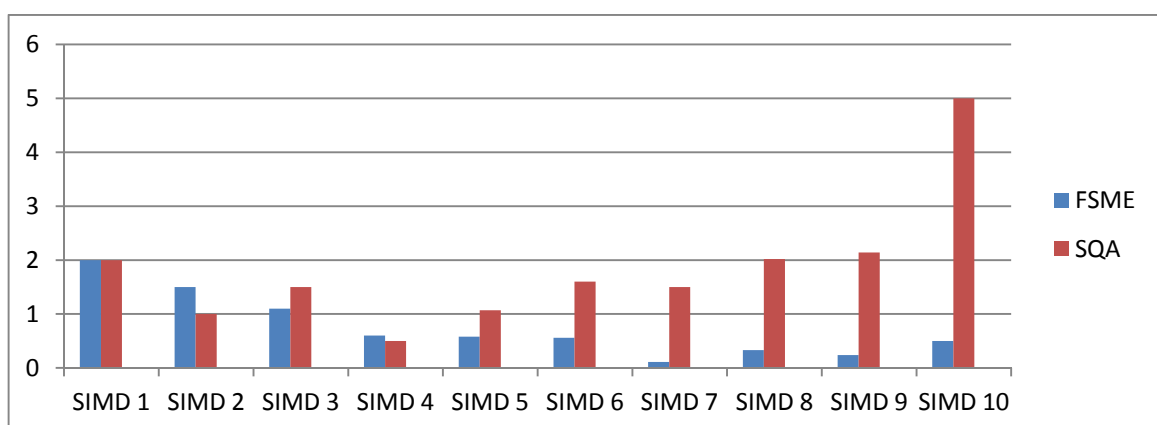
NB. c. 50 Scottish Candidate numbers could not be matched to pupil names - the table below reflects c. 5,050 IMS pupils (2016)



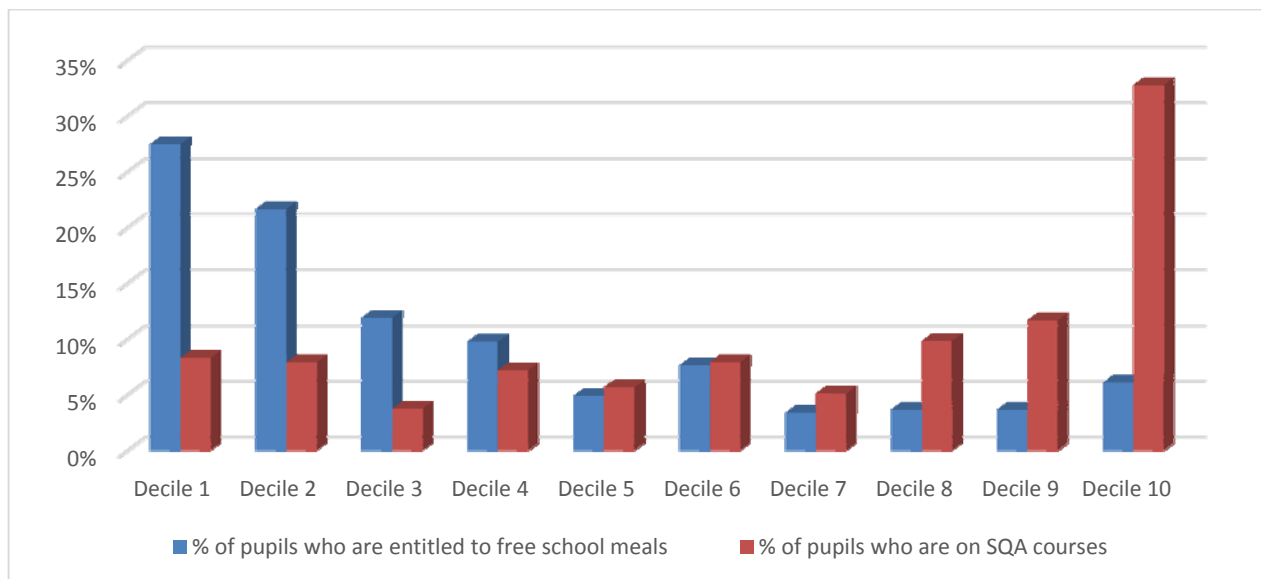
3.38 The chart below shows the **2017/18** SIMD profile of pupils attending Edinburgh Schools (red) and the **2017/18** SIMD profile of pupils on IMS timetables learning to play an instrument (blue). When separated into primary and secondary graphs the profile for IMS is broadly unchanged.



3.39 The chart below shows the % of pupils who are entitled to free school meals and are taught by IMS (blue) and the % of pupils who are on SQA courses and are taught by IMS (red) by **2016** SIMD Decile



3.40 The chart below shows the % of pupils who are entitled to free school meals and are taught by IMS (blue) and the % of pupils who are on SQA courses and are taught by IMS (red) by 2017/18 SIMD Decile.



3.41 The SIMD profile of the IMS has been carefully considered over the last few years particularly with the introduction of an IMS Census four years ago. The allocation of IMS to all schools in 2010, coupled with using the data from the census to plan, has resulted in considerable change in the SIMD demographic of IMS. The spread of pupils learning music through IMS is now more closely similar to the SIMD profile of the city pupils than it was a number of years ago.

3.42 Because IMS supports SQA, there is a higher uptake of SQA music in higher SIMD deciles which impacts on the SIMD profile. The Arts and Creative Learning Team monitors SIMD for SQA instrumental music particularly in the lower deciles. Efforts to make the IMS SIMD profile more representative of the pupil population of Edinburgh are now more evident. This has been achieved through in-service for IMS staff with input on child poverty, teenage brains development, impact of ACEs and the potentially transformational opportunities presented by music.

3.43 The team also monitors the SQA uptake of music in SIMD 9 and 10 for pupils on free school meals – there is IMS uptake for pupils on free meals in every decile

3.44 The SQA dimension probably has an impact on the SIMD. Pupils usually cannot sit an SQA award in music without IMS (or private tuition) as they are required to play 2 instruments. Class music teachers cannot teach the full range to all pupils and do not have capacity to do so. IMS is required for SQA music across all schools as part of their curriculum offer/entitlement

- 3.45 The Arts and Creative Learning team uses the externally funded YMI in primary schools to generate interest in IMS particularly in areas of greatest disadvantage. There is always a balance between initiatives to encourage uptake and IMS staff availability and capacity, and available instruments to do so.
- 3.46 Covering IMS staff absences presents a major and ongoing challenge for the IMS. This impacts on pupil learning and generates a great deal of additional work as well as frustration for school, pupils and parents/carers. A new initiative to address this has been the creation of an IMS Instructor supply list.
- 3.47 Other service developments include:
- CLPL (Career Long Professional Learning) and in-service training looking at group teaching, pedagogy, inclusion, child poverty, young people's mental health, managing student stress, brain development and music
 - Updating all emergency procedures for rehearsals and concerts
 - Piloting the use of SEEMiS for instructors
 - Developing an instructor supply list
 - Developing and producing a coherent IMS handbook
 - Pilot of first cohort of GTCS registration for Instrumental Instructors
- 3.48 A new initiative in 2018, sees the IMS working closely with the University of Edinburgh on an academic research-based programme, showing the positive effects of music lessons on dyslexic children's literacy skills.
- 3.49 Arts and Creative Learning and the University of Edinburgh - Institute for Music in Human and Social Development (IMHSD) have together established a new CLPL programme.

The Musical Activities Programme (MAP) is aimed at Music specialists, primary school teachers and Support for Learning staff. Research has shown that specially designed musical activities programme (MAP) can support phonological and literacy skills in children with dyslexia aged 7 to 11.

This series of 4 half day interactive workshops offers materials and training to enable teachers to use the MAP. Each workshop offers opportunities to learn and practice the musical activities and space to share feedback.

22 staff from the Instrumental Service, teachers and Support for Learning staff are currently undertaking this specialist training designed and delivered by Dr Katie Overy (Senior Lecturer in Music at the University of Edinburgh and Director of IMHSD) and Emma Moore, (Post-doctoral Research Fellow in Music at the University of Edinburgh). Workshops are being delivered in May, June, September and November 2018.

The University of Edinburgh will undertake thorough programme evaluation.

- 3.50 The first objective is to share academic research showing the positive effects of music lessons on dyslexic children's literacy skills, with specialist teachers. The University's second objective is to publish a 15-week Musical Activities Programme (MAP) specially designed for classroom use with small groups dyslexic children,

which has been found to have significant benefits under randomised controlled trial conditions (University of Edinburgh)

Youth Music Initiative

- 3.51 The Youth Music Initiative is now in its 16th year. Funded by Scottish Government, grants are distributed via Creative Scotland. Local Authorities are required to bid each year for a formula based allocation. Until 2016/17 Edinburgh received £403,100 annually. Following a cut of 10% across Scotland in 2017/18, Edinburgh now receives £361,629. This funding is used to employ a Co-ordinator and a Projects Assistant who manage the extensive programmes. The bids need to meet the purpose and outcomes of the fund and local authorities are required to report to Creative Scotland annually. In 2014/15 the Scottish Government commissioned an external evaluation of the YMI nationally. In 2016/17, Creative Scotland sharpened its focus on outcome based evaluation of YMI programmes across Scotland, and City of Edinburgh Council commissioned an external evaluation of our YMI provision by the Reallyusefulknowledge
- 3.52 No YMI activity can carry any cost to families, directly or indirectly and YMI funds cannot be used to support or replace cuts or reductions in Instrumental Music Services.
- 3.53 In 2017/18, Edinburgh's YMI continued develop and strengthen. It is now reaching over 14,000 primary pupils directly, and many more indirectly through teacher training. The following YMI projects were delivered, many of which are further developing into 2018/19 based on feedback from pupils, parents and teachers/practitioners.
- 3.54 **Magic of Music:** Early Years Resources developed in Edinburgh with a group of Early Years practitioners and young children who worked with a professional music educator. The resources are fully illustrated; each has a CD or DVD for practitioners to use and accompanying CLPL for staff, now delivered in localities. The resources continue to be used effectively in nursery schools, some special schools and partner provider nurseries across Edinburgh. A programme of CLPL is very well attended and has helped build practitioner confidence leading to increased use of the resources. Feedback from teachers is consistently positive and practitioners comment favourably, not only on the quality of the resources and CLPL, but also on the impact on learning and teaching. Magic of Music supports learning in literacy, numeracy, health and wellbeing and creativity through music, rhythm, song and rhyme. Determining an exact number of pupils benefitting is difficult because the resources are used in schools by practitioners at varying times throughout the year. However, over 200 practitioners have attended CLPL and many report that they are using the resources to good effect. This suggests that upwards of 4,000 pupils are benefitting from the resources.
- 3.55 Teacher evaluation comments on Magic of Music CLPL:
'Lots of fun, engaging way to learn'
'Great interdisciplinary resource for Early Level'

'Loved joining in – made me feel very enthusiastic about returning to work and putting into practice'

'Super session with lots of excellent and useful activities'

- 3.56 **Wonder of Music:** This new First Level suite of resources builds upon the Early Level, Magic of Music and has been distributed free to every primary school in 2017, with supporting CLPL available for practitioners. Wonder of Music supports teaching of Global Citizenship, Environment, Digital Technologies and Enterprise and Creativity skills through music, rhythm and song. These new resources have been developed in partnership with primary schools in Edinburgh and professional musicians. City of Edinburgh Council has been invited to demonstrate the first resource, Music from Scratch, coding through music, at the Scottish Learning Festival in September 2018 with P3 pupils from St Joseph's RC Primary School.

Teacher evaluation comments on Flamenco Friday CLPL

'Lots of fun games to engage learners of all levels'

'Class will love it!'

'Excellent, motivating and clear – the children will develop an understanding of rhythm, beat and enjoyment of dance'

'Can't wait to take this back to staff at my school'

Teacher evaluation comments on Music from Scratch, teaching Coding through Music CLPL

'Wonderful way to integrate music (with programming)'

'Gives pupils early opportunities to develop computational thinking and coding skills'

'Very engaging for pupils, particularly for those who are not currently inspired about music'

'Great to have something different'

- 3.57 Scottish Borders Council in 2015/16 purchased Magic of Music and rolled out the resource across the Borders through CLPL delivered by Edinburgh's YMI Coordinator. The following year, they purchased further copies and are now considering Wonder of Music with CLPL delivered by Edinburgh's YMI Co-ordinator. Glasgow City Council has recently purchased copies of Magic of Music
- 3.58 **ABC Creative** is engaged by the Arts and Creative Learning team, funded by YMI, and has provided a comprehensive programme of CLPL to primary teachers across the city, including nurseries and special schools, and delivered support workshops in class. This helps practitioners to use ABC Creative online resources, including French, Spanish and Burns Songs, designed to support 1+2 and Scots culture through music. In the 17-18 session, they also delivered African Drumming and Dancing Education (ADDE) in selected primaries (targeting SIMD 1-3), and culminating in school performances and a community performance in Craigmoynton.

3.59 **NYCoS** (National Youth Choirs of Scotland) is engaged annually via YMI to deliver a programme of Kodaly workshops (pedagogical approach designed to support music learning through song and rhythm) in P3 classes in all primary schools. In 2017/18, NYCoS worked with 4,430 P3 pupils in 88 schools and delivered CLPL to 69 teachers. This programme builds on the Early and First Level resources and prepares P3 children for the next stage of YMI input into schools which is Sounds Like Music

Teacher evaluation comments on Singing Games and Rhymes CLPL

'This reluctant teacher will now engage far more with pitch/tone in a fun way!'

'Best, most fun CPD ever 😊'

'Fantastic advice and resources, lovely interactive style'

'I found myself smiling throughout so I'm sure the pupils will feel the same'

3.60 **Sounds Like Music** is the flagship Edinburgh YMI project that significantly contributes to the delivery of the Scottish Government's YMI P7 target. Based on evaluation of the previous year's work, Sounds Like Music was introduced into every primary school in 2014/15 for P4 and P5 pupils. This significantly increased the number of pupils accessing music through YMI. In 2017/18 the numbers of pupils increased further and around **8,880** P4 and P5 pupils received 5 week blocks of whole class music delivered by YMI tutors. Each pupil receives whole class Ukulele and singing lessons. Such is the success of Sounds Like Music, that several schools have started their own Ukulele after school clubs, with instruments lent by YMI and in many cases purchased by the schools themselves

3.61 Sounds Like Music was also introduced into Special Schools on a slightly different model. Pupils identified by the schools as likely to benefit from music are matched with YMI tutor. They learn music in small groups and the learning is tailored to their specific needs and interests

I am a P5 teacher at Forthview Primary and am emailing regarding a pupil in my class. He is experiencing a few difficulties but seems to have really found a passion and natural aptitude for music in the ukulele tuition we get as a class. I have spoken to X and X about extra-curricular music options as he is a child who would really benefit from these and they mentioned a possibility of him joining one of the local sounds like Friday groups. X has kindly passed on your email so I am inquiring into this possibility, would there be an opening in one of the groups? The child in question has proven a very fast learner in ukulele lessons and has a passion for music so I am convinced he could quickly catch up to the group's current level.

Primary Teacher

3.62 **Sounds Like Friday and Sounds Like Saturday**, for P5-7 pupils, are the complementary out of school YMI projects that contribute to the P7 target. In recognition of the fact that even with a free Instrumental Music Service and YMI programmes, some children prefer more informal learning and develop their interest in music through social and fun music making, often then going on to instrumental

lessons in High School. Sounds like Friday provides free weekly term time lessons on Friday afternoons and takes place in all 4 Localities (Jack Kane Community Centre, Craigmillar Library, Gracemount Community High School, Wester Hailes Education Centre, Forrester and Craigroyston). Around 500 P5 – P7 pupils regularly attend Sounds Life Friday. The emphasis is very much on fun, social skills and engaging music making.

Thanks for all the effort from the guitar tutors in helping X to get to the point he's at now with his guitar playing, he'll continue to play with his band and at home and any opportunity!

*I just wanted to pass on a big **thank you** to Sounds like Saturday and [the tutor] who took my daughter X for beginner recorder. X has thoroughly enjoyed her lessons and it has been a pleasure to hear her grow in confidence which is in no small part due to the support she received from [the tutor]. I was particularly impressed with how [the tutor] encouraged them to create their own music and validated their efforts by having them play their pieces in the concerts over the year - brilliant!*

We are grateful that our daughter is having the opportunity to participate in Sounds Like Saturday. [the tutor] has worked wonders with X. I confess to having a few tears when she sang. Without that support and encouragement, X would not have had the confidence to perform.

Parent Comments

- 3.63 Sounds Like Saturday attracts a further 250 pupils from across the city and is held in Broughton High School. A cafe at Broughton run by parents helps create a warm and welcoming atmosphere.
- 3.64 **Spotlight: Creating Music** is a partnership with Drake Music Scotland. Drake musicians deliver a programme of workshops and staff training in special schools. In 2017/18, a total of 101 pupils from Braidburn (12), Oaklands (6), Kaimes (6), Redhall (14), Pilrig Park (16), Prospect Bank (10), Woodlands (10) and St Crispin's (27) were involved. Drake musicians work with pupils using new technologies, meeting the learning needs of individual pupils. Each year the project usually culminates with a performance at the Queen's Hall as part of Resonate. In 2018, Drake involved pupils in the production of a CD, recording, mastering and editing the music, and preparing the artwork for printing, considerably enhancing their skills for life and work.

'The Sounds and Colours of Scotland was my favourite, because it makes me feel very Scottish! It's very exciting and fun and was not boring at all. Lots of different instruments were used, some modern and some traditional. It was nice and quick, which made it even more exciting. The drums made a very exciting atmosphere too.'

Pupil comment

- 3.65 **Power of Music** has been in development during 2017/18, and is a third suite of Second Level resources for distribution free to each of Edinburgh's primary schools this Autumn. The four topics are **Music from Scratch 2**, coding through music developed; **Science Ceilidh**, an exploration of the effect music has on the brain incorporating Scottish Country Dance; **Create and Compose**, using music to stimulate creativity; and **Music, Creativity and Employability**, developing entrepreneurship through music
- 3.66 **Generation Creative, Routes to Hoots** in 2017/18, engaged all P7 pupils from Craigentiny, Duddingston and Brunstane primary schools in weekly brass and percussion workshops, with percussionist Vinny Jones and Marcus Britton of Oi Musica. Each project concluded with pupils performing to friends and families, and contributing to a video of their musical journey
- 3.67 **Chanter Piping and Drumming (YMI)** is offered to P5, 6 and 7 pupils in every school in the city and delivered at selected Sounds Like Friday centres. It is also offered at, and funded by Merchiston Castle School. Around 80 pupils are now learning chanter/piping and drumming, around half of whom attended Merchiston. At Craigroyston, YMI resources have supported chanter tuition in the cluster primary schools. There is also a citywide performance pipe band, Piping Hot! which rehearses each week at St Thomas of Aquin's RC High School and in 2017/18 performed as part of Fanfare and the Resonate concert series.
- 3.68 In 2017/18 the YMI team supported five work experience students from Edinburgh College, and three volunteers, participating in the Duke of Edinburgh Award Scheme. The YMI team employed over 60 tertiary tutors, and generated creative work through CLPL, the development of creativity, resources and a guitar teaching book. The bid for next year includes a programme of Scots Songs and Games to be delivered to P2 pupils, further augmenting the number of participants in YMI provision in Edinburgh.
- 3.69 The YMI Projects Assistant, who started her career in City of Edinburgh Council as a Modern Apprentice with the Arts and Creative Learning Team, has during her time with the team been supported to complete a degree through the Open University, achieved a Maths qualification, and recently gained a place to train as a primary school teacher this year.

Creative Learning Network

- 3.70 Scotland's Creative Learning Plan was published in 2013 as a further development of the *Education, the Arts, Culture and Creativity: an Action Plan* published by the Scottish Government in 2010. The Creative Learning Plan sets out how the strategic partners (Creative Scotland, Education Scotland, SDS, GTCS, SQA, ADES and College Development Network) will deliver against four workstreams. It also highlights the role local authority Creative Learning Networks (CLN) should take in progressing creative learning and teaching.

- 3.71 The National Creative Learning Plan 2016 – 19 is supported by a national Steering group and the Creative Learning Networks (CLN) in local authority are the key vehicles for its delivery.
- 3.72 Education Scotland invites local authorities to bid for CLN funding each year. The purpose is to develop and embed creativity within Curriculum for Excellence (CfE). There is a strong emphasis on the contribution creativity makes to key education priorities and for the work to be delivered through cross sector partnerships. Funding is competitive and awarded based on strategic links and capacity to meet the fund aims and outcomes.
- 3.73 The Arts and Creative Learning Team received the maximum award of £10,000 (per authority) each year between 2010/11 to 2013/14. Since 2014/15 the team collaborated with Midlothian and East Lothian Councils, making a consortium bid on behalf of the three authorities. Funding awarded to date (consortium) is as follows:
- In 2014/15: £30,000
 - In 2015/16: £29,000
 - In 2016/17: £28,991
 - In 2017/18: £31,784
- 3.74 For 2018/19, the Arts and Creative Learning Team has submitted a bid for £48,000 to develop the CLN across Edinburgh, Midlothian, East Lothian, Borders and Fife Councils, linking to the South East Regional Improvement Collaborative. The key aspects of the proposal are to:
- Continue and extend Creative Conversations (see 3.60)
 - Develop a sub-structure of the South East Regional Improvement Collaborative (SE RIC) making links with teaching and learning, family learning and parental engagement, youth participation and developing the young workforce, aligned with the RIC priorities and the CLN Fund national outcomes which are; learning, teaching and assessment, and developing the young workforce
 - Develop 'pick up and use' creative learning and teaching resources for class teachers
 - Strengthen networking and capacity within arts and cultural organisations by developing a regional forum for Heads of Creative Learning within the sector, to come together for peer support, collaboration and sharing practice
 - Roll out Career Long Professional Learning (CLPL) across the five local authorities, including train the trainer for '*An Introduction to Creativity Across Learning*' and '*Developing Learners' Creativity Skills*'.
- The outcome of the funding application for 2018/19 is not yet known.
- 3.75 Since 2011/12, Edinburgh has strategically developed the CLN via Creative Conversations. Creative Conversations have successfully engaged practitioners at all levels and from all sectors (special schools, early years, primary and secondary

along with HE/FE, libraries, community learning and the arts and cultural sector). Creative Conversations provide access to highly regarded and inspiring individuals of national or international renown and stimulate professional dialogue around topics such as effective learning and teaching, leadership and equity. Creative Conversations are of relevance to all participants and around 800 individuals have attended, many then inspired to take action at school and authority level. Edinburgh's Creative Conversations have also influenced how some other local authorities developed their CLN.

- 3.76 Creative Conversations have covered many and varying aspects of education from learning and teaching, leadership, child poverty, ACES (Adverse Childhood Experiences) to curriculum architecture, STEM (Science, Technology, Engineering and Maths) and future skills.
- 3.77 A growing number of schools participate in Creative Conversations which are increasingly attended by several staff from the same school. Some Head teachers, Deputes and class/subject teachers have described them as being among the best professional learning they have had. Several schools have creativity as a priority and seek support from the Arts and Creative Learning team. For arts organisations attending Creative Conversations, as well as engaging in dialogue with education colleagues, they make new contacts and widen their networks.
- 3.78 Between 2011/12 and 2017/18 Creative Conversations have represented a cost of around £22 per head with a wider value that is harder to quantify. They have had a demonstrable impact on the development of creativity and creative approaches in schools, cluster and to some extent with arts partners.
- 3.79 Another dimension of the CLN is Creative Connections. Since 2013/14, the team has facilitated, under the same brand and format as Creative Conversations, events which have focussed on local, practitioner-led creative initiatives in schools. These are mostly but not always delivered in partnership with or by local arts organisations and creative professionals. Creative Connections are planned in response to initiatives that are seen to have a positive impact on learners, staff and the community. Arts organisations whose work has featured in Creative Connections report increased engagement and uptake from schools with whom they have not previously worked.

Creative Learning Projects and Partnerships

- 3.80 While CLN funding from Education Scotland is used to strategically develop the network, the team also supports the development of learners' creativity skills and creative learning and teaching through:
- Delivery and brokerage of a range of arts, creative learning and interdisciplinary learning projects in schools;
 - Practical advice and support for schools, colleagues and partners;
 - Delivery of CLPL (Career Long Professional Learning) for teachers and external partners;
 - The development of creative learning resources to support practitioners.

3.81 In addition to strategic partners (Education Scotland, Creative Scotland and Skills Development Scotland), the Arts and Creative Learning Team works in partnership with many freelance artist educators and a number of arts and cultural organisations which have included but are not limited to:

- Drake Music
- Edinburgh International Festival
- Edinburgh Fringe
- Underbelly (Edinburgh Christmas)
- Scottish Chamber Orchestra
- Edinburgh Castle
- Love Music
- Edinburgh College of Art
- Moray House School of Education
- Edinburgh College
- National Galleries of Scotland
- National Museum of Scotland
- The John Byrne Award
- National Library of Scotland
- Centre for Moving Image
- Mary King's Close
- Summerhall
- Catherine Wheels Theatre Company
- Trinity House, Leith
- Jupiter Artland
- Riddles Court
- Talbot Rice Gallery
- Captivate Theatre
- Holyrood Palace
- Historic Environment Scotland
- Incorporation of Goldsmiths
- Children's International Festival
- Festivals Edinburgh
- Edinburgh International Science Festival
- Emperor - Design Company
- Burns Unbroke

3.82 Increasingly in 2017/18, partners have included other Council Services, particularly linked to Year of Young People specifically, Planning and Economic Development. Linked to the new City of Edinburgh Council, Creative Scotland and Scottish Government PLACE funding for Festivals, the Arts and Creative Learning Team is developing links with colleagues in Culture.

Screen Education Edinburgh (SEE)

3.83 SEE is based in Pilton and delivers screen and media education in schools and communities across the city and beyond. Their work is funded largely from external grants awarded to the SEE Trust. Their work prioritises young people in areas of greatest deprivation.

3.84 Projects and programmes include:

3.84.1 **Cash for Creativity** is a three-year film education and employability project run by SEE. It is one of 49 Cashback projects across Scotland and the entire programme was launched last year at SEE by the Cabinet Secretary for Justice, Michael Matheson. The programme develops young people between 10 - 24 from Edinburgh's most disadvantaged communities and targets young people who are NEET (not in Employment, Education or Training), are at risk of exclusion, antisocial behaviour, offending or re-offending. This past year, 87 young people participated in at least one 8-week long film course,

57 of whom had never previously engaged in a creative activity. 86 of the 87 recorded a positive destination, either returning to school, and or taking up a further course of film study with SEE. 55% (48 of the 87) achieved a formal qualification and all reported an increase in skills and knowledge, as well as improved confidence, motivation and communication skills.

'a group of young women who engaged in the course are particularly vulnerable both at school and in the community. They were not attending school; however they were coming in to do the Film Access Course' Teacher Gracemount High School. The same teacher since reported that their attendance at school has since improved and they believe this is a direct impact of taking part, stating 'the young women are more engaged and focussed since the [film] course'.

SEE was awarded £120,000 for Cashback and is currently delivering year two of the three-year programme. In year two, a number of participants have progressed to BFI (British Film Institute) Film Academy also delivered by SEE.

3.84.2 **BFI Film Academy** is a programme for 16 -19 year olds and priority is given to young people hoping to work in the film industry and who are from diverse backgrounds. The programme offers a qualification, *Preparing to Work in the Film Industry*, developed by Creative Skillset and the BFI (British Film Institute) in conjunction with the NCFEE (Northern Advisory Council for Further Education). SEE delivers an Academy for 20 Edinburgh and South-East Scotland youngsters based at Waverley Court over an intensive five month period.

3.84.3 **BFI Residential** is also delivered by SEE which is one of only 5 organisations in the UK to do so. This intensive and advanced film education and industry employability programme takes place in Edinburgh each summer. It works with 24 of the UK's most talented young people in film, including 2 from Edinburgh. With external funding from British Film Institute and Creative Scotland, participants are immersed in film understanding, watching and production over 11 days. There are 24 industry masterclasses at Waverley Court, with on and off-screen talent involved in films ranging from Star Wars to The Angel's Share. taking place at Waverley Court. The participants produce three short films. Evaluation shows improved motivation and engagement, greater empathy, confidence, motivation and a sense of strengthened identity with 90% progression towards further education or employment.

3.84.4 **Edinburgh and Lothians Schools Film Competition:** is an annual competition for primary, secondary and special school pupils, organised by SEE and delivered in partnership with Centre for Moving Image. All schools are encouraged to submit their films to a youth jury, which is made up of Higher Media Studies pupils. The youth Jury is trained in how to curate an event, in critical analysis of the films, debating and reaching consensus. All

members of the youth jury are rewarded with a free pass to the Edinburgh International Film Festival which helps support their learning in Media Studies. The films shortlisted by the youth Jury are screened as part of the Edinburgh International Film Festival at an awards ceremony which is compered by the youth jury with Grant Stott in 2018 as guest speaker. Two years ago, SEE introduced CLPL for teachers, delivered by young people. This has generated more awareness and interest in the competition. This year, the youth young people delivered training to 30 primary and secondary school teachers on how to make a film on an iPad in a classroom setting. Feedback on all aspects of the competition are consistently positive.

- 3.84.5 **Moving Image Arts (MIA) A Level:** This qualification is the Northern Ireland based MIA A Level and is widely considered to be the EU's top-rated film qualification. SEE is the first to deliver this qualification in Scotland and the team was commissioned to manage the MIA course at Eden Court Theatre for pupils in Highland Council. The course is split between theory and practice with students also learning about and understanding major movements in world cinema. Each student makes and reflects on their own film. In 2017-18, participants were aged 17 – 21 and were drawn from Edinburgh College, James Gillespie's High School, Portobello High School, Boroughmuir High school, Firrhill High School and Holy Rood RC High School. The entire cohort passed the qualification, and the results announced in August 2018: 3 A passes, including 2 candidates from SIMD 1 and 2; 4 B passes, including 2 candidates from SIMD 2, and 4 C passes
- 3.84.6 **FANS:** (Film Access Network Scotland) is a strategic consortium of leading moving image and media access organisations, of which SEE is a key partner.
- 3.84.7 **FANS Youth Film Festival:** SEE is the lead partner in the development and delivery of the FANS Youth Film Festival, a youth led festival taking place in Glasgow in November 2018. This festival is being designed entirely by young people and will showcase the work of young film makers, at all levels, from all areas of Scotland. The youth team is comprised 12 young people from Edinburgh, Glasgow, Dundee, Aberdeen and Stirling.
- 3.84.8 **SEE Youth:** is a creative committee of young people (16 – 25) assembled from across SEE's programmes SEE Youth meets regularly to discuss, advice, support and help develop what is taught across SEE's education programmes, influencing upcoming events and opportunities. The committee also provides accessible and exciting peer learning opportunities and community events which inspire other young people to get involved in film-making. This is all done in addition to their own filmmaking projects, learning programmes and social events. The huge success of SEE Youth is that the young people directly feed their views into SEE management meetings and strategic plans at every stage.

- 3.84.9 **Write Shoot Cut:** is SEE's events and screening platform, dedicated to celebrating and showcasing independent and undiscovered filmmaking talent. Since 2011 Write Shoot Cut has supported Scottish filmmakers showcasing their work and building a vibrant independent filmmaking community here in Edinburgh, This has created a crucial networking space for potential collaborators and undiscovered film-makers across Scotland. Since 2017, SEE Youth has managed and facilitated Write Shoot Cut and has taken the lead driving the platform forward for the next generation. Three showcase events, hosting 12 films with Q&A sessions with Directors, with an audience of over 300 people have taken place
- 3.84.10 **Adult Education Programme:** SEE now offers film courses as part of the City of Edinburgh Council Adult Education Programme. These are scheduled for September and November 2018. The 3 courses offered are Screen Writing; Film History and Appreciation, and Short Film Making.
- 3.84.11 **Film Line:** is a free, online film learning website commissioned by Creative Scotland. This project is a Scotland version of the interactive film production management and learning tool developed by Europe's leading filmmaking school for children and young people, Denmark's 'Station Next'. These tools have been designed to provide an accessible way for teachers, trainers and community filmmakers to approach community filmmaking projects in a logical and methodical fashion. And is the first translated version created outside of Denmark. The structure of the toolset is interactive and straightforward; enabling each team member to quickly gain an overview of the process and understand what is expected of him or her in each specific role at every stage of production. There are exciting potential benefits for Screen Education Edinburgh to engage with new learners beyond their engagement online with the tool and it adds to the broad range of educational services already on offer. SEE is currently in phase 2 of its development.
- 3.84.12 **Community Jobs Scotland:** SEE supports young people aged 16-29 through the Community Jobs Scotland programme. This an opportunity for those young people more disadvantaged in the labour market, such as; care leavers/care experienced, young people with conviction, carers, disabled people or with long term health conditions. These opportunities give young people the chance to develop and increase their work skills and gain paid workplace experience for 52 weeks. SEE is currently working with 1 young carer who is in an Administration and Facilities role and another 1 young person who has a range of disabilities recently finished their 52-week contract. He has gone on to further employment.

Dance Development

- 3.85 Arts and Creative Learning worked in partnership with Moray House around the development of a new Masters level course and placed students in seven primary schools, secondary schools and community settings. This qualification is the first

qualification of its kind that has been validated by GTCS. The first cohort of students graduated in July 2018 with a Masters Degree in Dance Science and Education with Teaching Qualification. The **seven** graduates are provisionally registered with GTCS as Specialist Teachers of Dance 3-18. The placements in primary schools for the third cohort will commence in October.

3.86 A dance teacher post is shared between the specialist dance unit at Broughton High School and the Arts and Creative Learning Team. The post-holder was one of the cohorts of 7 to achieve the Masters Degree in Dance Science and Education with Teaching Qualification. The Dance Development Officer time with Arts and Creative Learning is devoted to dance development across the city. Over 2017/18 the main projects were:

3.86.1 P6 and P7 Talented Young Performers Programme continues to offer pupils from across the city opportunities to participate in weekly technical and creative dance classes in a range of styles. Increasing numbers of pupils are auditioning for the programme and classes are at full capacity. In 2017-2018, the audition numbers exceeded previous years. Therefore, an additional class was added for a one-year trial period, to allow more talented young dancers an opportunity to take part in the programme, with 75 pupils from across Edinburgh taking part in the weekly classes for 2017-18.

3.86.2 From Studio to Stage is part of the Resonate Event at the Queens Hall. The show highlights the diversity of artistic talent from school pupils across Edinburgh. Ten schools were involved in performances, which included dance, music and drama in 2017-18. High school pupils volunteered to take the official photographs, and assist backstage which helped make the event a great success. Special guest Councillor Alison Dickie, Vice Convener of Education for Children and Families gave the opening and closing address.

3.86.3 Consultation for dance and collaboration with Education Scotland for the BEST Conference. The BEST (Benchmarks, Exemplification, Standards and Teaching) Expressive Arts Conference was designed through a partnership with local authority officers (including the Arts and Creative Learning Team's Lifelong Learning Strategic Development Officer) and Education Scotland. It provided an opportunity for curriculum leaders in expressive arts subjects to engage in practical workshops to use Benchmarks within a moderation process. The conference and workshop aim was to build confidence around moderating the benchmarks and allow Curriculum leaders in expressive arts to disseminate the learning from the event within their local authority network of practitioners.

3.86.4 A range of professional partnerships, conversations, collaborations and projects such as the CLPL collaboration with Shakti Women's Aid, devising and delivering a trauma-informed creative dance and movement session for Children and Young People's workers across Scotland specialising in working with children suffering or affected by domestic abuse.

- 3.87 Collaboration with Active Schools and its partners, which included:
- 3.87.1 Support for the Active Schools neighbourhood dance shows across the city.
 - 3.87.2 Guidance and support for the organisation of the Dance Leaders course which aims to support senior pupils by offering guidance and training on how to be teaching assistants for extra-curricular dance classes.
 - 3.87.3 The Edinburgh Schools Senior Dance Competition and the Dance Extravaganza were the culmination of the collaboration with Active Schools. The showcase of dance talent from across Edinburgh took place at the Churchill theatre and consisted of two shows in one evening. The Dance Extravaganza show began the evening featuring primary school groups from all across the City who impressed at the local neighbourhood Active Schools shows. Followed by the long-standing Edinburgh Schools Senior Dance Competition, after twelve years the standard has continued to grow with pupils showcasing their own work from their Nat 5 and Higher choreographies. As well as performances from senior pupils, Edinburgh Professional Dance Training Colleges were guest performers, showing aspiring young dancers their options and next steps in dance training. The Junior Competition followed on in March with performances from schools and included pupil's own choreography. The junior competition highlights S1-3 pupils from across the city. All shows saw high audience numbers, two out of the three shows sold out.
 - 3.87.4 Sharing local and national opportunities for CLPL with teachers allowing them to access resources that are available within Edinburgh as well as nationally. Continued support for schools that are delivering dance from early years through to SQA Higher qualifications. Offering guidance and assistance with understanding standards and internal verification where staff are working in isolation as the only teacher of dance.

Paolozzi Prize for Art

- 3.88 In 2018, the sixth Paolozzi Prize for Art was again held in the National Galleries of Scotland. This strong partnership has evolved to include closer working on a range of other projects. The Paolozzi Prize in 2018, 15 schools nominated (13 in 2017) 39 pupils for the award (33 in 2017).
- 3.89 The judges in 2018 were members of the team along with Chris Breward (Director of Collection and Research, National Galleries of Scotland), Duncan Robertson (artist educator with National Galleries and trained at school of Paolozzi in Munich) and Ricky Demarco (artist and arts advocate).
- 3.90 Pupils from the schools below won the following categories:
- 3.90.1 Talent and Creativity: Liberton High School (commended), Castlebrae High School (highly commended), Trinity Academy (winner)
 - 3.90.2 Overcoming Barriers: Pilrig Park (commended), Trinity Academy (highly commended), Holy Rood RC High School (winner);

3.90.3 New Directions: Holy Rood RC High School (commended), Liberton High School (highly commended), Leith Academy (winner);

3.90.4 Spirit of Paolozzi: Liberton High School (commended), Boroughmuir High School (highly commended), Portobello High School (winner).

3.90.5 The overall winner was an S6 Pupil from James Gillespies High School, entered to the *New Directions* category.

3.91 Each year the previous overall winner is invited to the award ceremony to describe what winning meant to them and how they used the prize money. The previous winner this time had been a pupil at Pilrig Park Special School. He delivered a speech and said that winning the Paolozzi Prize for Art in 2017 had been the best thing that happened to him that year, when he had been suffering from depression. He had gone on to take up a place studying at Edinburgh College since. Being nominated and winning a prize at the Paolozzi Prize for Art helps pupils wishing to go on to study art at college and is beginning to be recognised by the art schools. Being nominated is very motivational and has a positive impact on the individuals as well as the schools. Paolozzi Prize winners often receive additional recognition at school achievement events.

Young photographers this year captured the event; a team of 4 higher photography pupils from Holyrood RC HS opted in to this opportunity, supported by a senior member of school staff on the night, and their work was shared with teachers and winners afterwards.

3.92 Winners receive a cash award.

Attainment, Achievement and Employability

3.93 Arts Award, SQA awards, Dynamic Youth, Saltire, ABRSM and Trinity Guildhall are among the numerous awards gained by young people through Arts and Creative Learning. A few also use music towards their DoE (Duke of Edinburgh) awards.

3.94 A new Music Leader Award was piloted in 2017/18 and accredited by the Royal Conservatoire of Scotland. Plans are to offer the award to pupils through Edinburgh's Instrumental Music Service over 2018/19.

3.95 Arts and Creative Learning Officers mentored three young people on the Career Ready programme. One from Drummond High School and another from Holy Rood undertook paid internships with the Arts and Creative Learning Team.

National Profile

3.96 The Arts and Creative Learning team contributes to the national development of creative learning and arts education via membership of the following groups:

- National Creative Learning Network Steering Group
- GTCS Working Group for the Registration of Other Professionals
- National Working Group for Art and Design
- National Working Group for Dance

- Local Authority Expressive Arts Network
- 3.97 Membership of the National Working Group for Art and Design and Working Group for Dance led to the Arts and Creative Learning team being part of a smaller group which planned and delivered two Education Scotland National BEST (Benchmarks, Exemplification, Standards and Teaching) Conferences (one for Primary and one for Secondary practitioners)
- 3.98 The Arts and Creative Learning Team, is closely involved in the organisation and delivery of the Annual Creative Learning Conference which in November 2018 looked at pupil equity through the lens of creativity and featured Professor Sue Ellis as the keynote speaker.
- 3.99 Planning for the November 2018 Conference is underway and the theme is learner voice and the curriculum offer. The working title is 'Imagine If....' with plans to include provocations from young people to a national audience.

4. Measures of success

- 4.1 Increasing numbers of young people in all schools benefit from engagement with arts and creative learning
- 4.2 Increasing numbers of staff are aware of and promote the value of creativity in learning and teaching
- 4.3 Continued efforts to ensure an equitable SIMD uptake of IMS, YMI and other Arts and Creative Learning opportunities

5. Financial impact

- 5.1 There are no financial impacts arising from this report.

6. Risk, policy, compliance and governance impact

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

7. Equalities impact

- 7.1 The team prioritises resources towards young people living in areas of deprivation and where possible with protected characteristics

8. Sustainability impact

- 8.1 There are no adverse economic, social or environmental impacts resulting from these areas of activity

9. Consultation and engagement

- 9.1 All areas of Arts and Creative Learning's work relies on effective consultation, engagement and partnership

10. Background reading/external references

- 10.1 Creative Learning Networks: Learning and Assessment Resource

<https://education.gov.scot/improvement/learning-resources/Creative%20Learning%20Networks>

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11. Appendices

None.

Education, Children and Families Committee

10am, Tuesday 9 October 2018

Gaelic Medium Education Improvement Plan and Growth Strategy

Item number	7.6
Report number	
Executive/routine	All
Wards	
Council Commitments	36

Executive Summary

The City of Edinburgh Council Gaelic Language Plan 2018-22 contains 39 recommendations to ensure that: Our communities are supported to be fluent and confident speakers (Strategic Priority 2). This report aims to address those recommendations which relate specifically to (1) improving the quality and; (2) increasing the provision of Gaelic Medium Education. In order to develop an effective strategy for both, a review of the quality and quantity of the current provision was undertaken and is attached to this report as Appendix 1.

The review included presentations from senior leaders in schools, focus groups of parents, pupils and staff, professional partners, and visits to classes to observe learning. While the review itself did not provide the opportunity for wider stakeholder engagement, submissions by Comann nam Pàrant as key partner, have been included as background evidence for this report

The report concludes that there are clear strengths in the current provision of Gaelic Medium Education, but that the vision is not clearly enough articulated or communicated in its current form. It recommends that the vision is clearly established and that GME schools are supported to meet the aims of their communities. This and other aims, are developed in full in the accompanying Gaelic Medium Education Improvement Plan (Appendix 2) and encompass the actions in respect of Improvements in Quality of GME.

The report also provides a high level strategy for long term accommodation requirements to meet expected growth in demand for GME across the city.

Gaelic Medium Education Improvement Plan and Growth Strategy

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 To note the strengths and development needs of each of the schools currently delivering Gaelic Medium Education, as detailed in Appendix 1
 - 1.1.2 To approve the draft Gaelic Medium Education Improvement Plan (Appendix 2)
 - 1.1.3 To approve the long term growth strategy for 3-18 Gaelic Medium Education.

2. Background

- 2.1 The Gaelic Language Plan 2018-22 contains 39 recommendations to ensure that Our communities are supported to be fluent and confident speakers (Strategic Priority 2).
- 2.2 Across Scotland there are five GME schools, only one of which is a secondary school, although there are over sixty primary schools and associated secondary schools offering GME.
- 2.3 To assist with its priorities in developing GME and GLE, the Scottish Government provides a Specific Grant which enables the City of Edinburgh Council to provide additional resources and services.

3. Main report

- 3.1 In addition to the aims of the Gaelic Language Plan, the City of Edinburgh Council's imperative is to raise attainment and achievement for all. These aims support the National Improvement Framework which is principally concerned with narrowing the poverty related attainment gap.
- 3.2 The strategic actions to raise attainment in our schools should also impact on the quality of education delivered in Gaelic Medium Education, and should be seen as part of a coherent strategy to raise attainment and achievement for all.
- 3.3 The separate actions to develop improvements in GME have been devised following a review of provision and are detailed in Appendix 2.

3.4 The review of provision in Bun-Sgoil Taobh na Pairce and James Gillespie's High School was conducted over four days in August 2018. Officers, senior leaders in schools, and partners reviewed provision. The results of the review are detailed in Appendix 1 and are summarised below:

3.5 The review team noted:

- The highly positive commitment of staff and parents in developing Gaelic learning and culture in both schools, and in early years
- The enthusiasm for learning in Gaelic, particularly in the primary sector, and the high levels of attainment in Gàidhlig.
- The clear rationale that has been built in the primary which positions Gaelic culture and learning at the heart of the school's curriculum

3.6 The main areas for Improvement:

- The authority, in partnership with stakeholders and staff should clarify the vision of Gaelic Medium Education (GME) in the secondary sector and support the development of the vision through proactive recruitment and retention of staff, including support staff.
- The vision should clearly articulate that education in the broad general education phase (i.e. nursery –S3) is expected to be delivered in Gaelic and all attempts should be made to support Headeachers to realise this aim.
- There should be a clear distinction between learning in English in James Gillespie's High School and learning in Gaelic, and clarity in all areas of school planning and improvement to best facilitate this.
- Parents who opt to have their children educated in Gaelic Medium make a clear choice so to do and their wishes for this to continue past the primary stage should be respected. Similarly, those parents should be clear on their role in supporting their children to maintain GME learning beyond the primary stage.
- The authority should make strong, formal partnerships with other local authorities who deliver GME.
- All other networks should be explored for resources, translation services, professional learning and recruitment.
- Far greater cultural links should be established within GME, particularly in the secondary sector. Although not within the scope of this review, it is likely that productive links could be made with schools offering Gaelic as Language 3 in keeping with the national strategy on One Plus Two Languages.

3.7 To address some of these issues, the following practical issues have been commenced:

- Discussions with GTC Scotland to explore the benefits and challenges in teaching across 2nd and 3rd Level
- Discussions with Skills Development Scotland about creating Foundation Apprenticeships for Early Years (GME), and these to link with partner authorities
- Discussions with City of Glasgow about Access to Teaching course

- Discussions with e-sgoil and partnership schools to share teaching and learning experiences
 - Recruitment of additional staffing in James Gillespie's High School
 - Recruitment of a QIO (Languages) to oversee the development of the strategic plan
- 3.8 The referrals to Psychological Services from the Bun Sgoil are comparable to referrals from schools where English is the first language. There is one indicator suggesting that the Bun Sgoil / GME identification of Additional Support Needs is roughly equivalent to the other schools in Edinburgh. Some pupils at Bun Sgoil are not Edinburgh residents so we do not have data on them but this will be a small number of pupils
- 3.9 While there is a clear appetite for GME early years and primary, the secondary provision must be clarified. For early years provision, immediate expansion requirements will be accommodated through the 1140 delivery programme. Temporary Accommodation has already been identified
- 3.10 In relation to accommodation provision at primary and secondary, immediate growth requirements at Bun-Sgoil Taobh na Pairce and James Gillespie's High School will be addressed through the rising rolls programme. Options which have been discussed with the school communities include alterations to existing accommodation, provision of temporary accommodation in the short term and the creation of an annexe for James Gillespie's High School at Darroch in the medium term. Further details are available in Appendix 3 within a presentation provided during an event at Bun-Sgoil Taobh na Pairce on 25 September 2018. An update report on school roll projections, rising rolls and the implications across the city is due to be submitted to the Education, Children and Families Committee in December 2018 and will include an update on rising rolls at Bun-Sgoil Taobh na Pairce and James Gillespie's High School. The GME projections in this report will include confirmation of the number of additional early years places being provided as part of the growth strategy and an assessment of the impact this will ultimately have on future primary and secondary GME pupil numbers.
- 3.11 In the longer term, permanent solutions will be required to address GME growth in the city and the strategy would be to provide:
- A new combined early years and primary education facility geographically located so that the city would have two GME primary catchment areas – one where pupils continue to attend Bun-Sgoil Taobh na Pairce and the other where pupils attend the new facility.
 - A dedicated GME secondary school.

- 3.12 To progress with the delivery of this strategic long term growth plan, funding and sites for the necessary infrastructure require to be secured and the appropriate expansion of learning and teaching at secondary level needs to be in place. A comprehensive statutory consultation outlining proposed catchment changes, delivery timelines for new infrastructure and the implications for pupils in terms of required transfers to the new facilities would need to be progressed and approved. Further details on the long term options are also provided in Appendix 3.
- 3.13 Depending on the success of expanding the level of the secondary GME curriculum offering within in current setting, an indicative timeline for implementation of the growth strategy could be as follows:
- 2019 – 2023 - develop and enhance GME secondary learning and teaching provision and provide accommodation for ongoing growth through the early years and rising rolls programmes.
 - By February 2020 – Continue informal consultation with stakeholders, confirm locations and secure funding for a new GME early years and primary facility and a new dedicated GME secondary school.
 - By November 2020 – complete statutory consultation to establish the location and catchment area for a new early years and primary facility and the location for a new dedicated GME secondary school.
 - August 2023 – Open new early years and primary facility.
 - August 2025 – Open new dedicated GME secondary school.
- 3.14 It is important that Gaelic Medium Education is positioned within the broader council strategy and the wider community of Gaelic speakers and learners nationally. There is a strong case to suggest that employing a native speaker, with a remit to work across all services would be an advantage. Such a post could enable the city to make the ‘faster rate of progress’, as requested by the Deputy First Minister, but would be subject to the identification of suitable budget.

4. Measures of success

- 4.1 The efforts to realise the aims of the Gaelic Language Plan as it pertains to Education must be seen in the context of the statutory demands on Education to deliver the objectives of the National Improvement Framework, namely to raise attainment and achievement for all, and to close the poverty related attainment gap.

5. Financial impact

- 5.1 There is currently no funding allocated for any of the rising rolls or dedicated accommodation options included in this report.

- 5.2 Full business cases would require to be presented to the Asset Management Board for any future capital expenditure outlining all the long term revenue implications.
- 5.3 The full capital and revenue budgets for any project would require to be approved by the Finance and Resources Committee.

6. Risk, policy, compliance and governance impact

- 6.1 Any project led by Communities and Families is aligned to all the necessary Council risk, policy, compliance and governance requirements.
- 6.2 The most significant risk is that the measure of success will not be achieved due to funding not being secured.

7. Equalities impact

- 7.1 Any project led by Communities and Families is aligned to all the necessary Council Equalities requirements.

8. Sustainability impact

- 8.1 Any Communities and Families assets which are improved or delivered as a result investment and any subsequent statutory consultations will be fully integrated with the wider asset priorities of the Council and its partners to ensure a sustainable approach to future asset provision.

9. Consultation and engagement

- 9.1 Any statutory consultation required for changes to the school estate will be undertaken according to the procedures set out in the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014.

10. Background reading/external references

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11. Appendices

- 11.1 Appendix 1 – Review of GME across TnP and JGHS
- 11.2 Appendix 2 – G M Education Improvement Plan
- 11.3 Appendix 3 – Presentation to Bun-sgoil Taobh na Pàirce – 25 September 2018

Appendix 1

Review of the Provision of Gaelic Medium Education

The City of Edinburgh Council

Purpose

The purpose of this review is to establish a baseline for progression in the delivery of Gaelic Medium Education across the City of Edinburgh Council; to meet the objectives specified in the Gaelic Language Plan; and to provide the evidence and rationale for the production of the Gaelic Education Improvement Plan.

The review was carried out in both Taobh na Pairce and James Gillespie's High School. The review focussed on the following themes:

- Quality Indicator 2.2 The curriculum (Learning Pathways)
- Quality Indicator 2.6 Transitions (Collaborative planning and delivery; continuity and progression in learning)
- Quality Indicator 2.7 Partnerships (all themes)

The review included a self evaluation of the themes by each school's Senior Leadership Team, and examination and analysis of documentation. The team visited classrooms, and conducted focus groups with stakeholders, during which they recorded the views of children and young people, parents and partners.

The team comprised Quality Improvement Education officers, Quality Improvement Education Manager, the Development Officer for Languages and a Quality Improvement Officer from Comhairle nan Eilean Siar (Western Isles).

This report includes a celebration of the strengths of each setting, areas for improvement, and draws conclusions about the immediate actions required to improve the educational delivery of Gaelic Medium Education within the two schools in which it is currently provided.

Summary of Key Strengths

- The highly positive commitment of staff and parents in developing Gaelic learning and culture in both schools, and in early years
- The enthusiasm for learning in Gaelic, particularly in the primary sector, and the high levels of attainment in Gàidhlig
- The clear rationale that has been built in the primary which positions Gaelic culture and learning at the heart of the school's curriculum

Summary of Main Area for Improvement

The authority, in partnership with stakeholders and staff should clarify the vision of Gaelic Medium Education (GME) in the secondary sector and support the development of the vision through proactive recruitment and retention of staff, including support staff. The vision should clearly articulate in which medium education is expected to be delivered and all attempts should be made to support the Headteacher to realise this aim. There should be a clear distinction between learning in English in James Gillespie's High School and learning in Gaelic, and clarity in all areas of school planning and improvement to best facilitate this. Parents who opt to have their children educated in Gaelic Medium should be clear on their role in supporting their children. The authority should make strong, formal partnerships with other local authorities who deliver GME. All other networks should be explored for resources, translation services, professional learning and recruitment. In keeping with the emphasis on culture within Language 3 (National Strategy on One Plus Two), far greater cultural links should be established within GME, particularly in the secondary sector. Although not within the scope of this review, it is likely that productive links could be made with schools offering Gaelic as Language 3 (GLE)

Gaelic Medium Education Review at Taobh na Pairce Primary and Nursery Class

Thursday 16th and Friday 17th August.

Summary of Findings.

The Headteacher and Depute Headteachers spoke knowledgably about their school and their journey in moving from the Gaelic unit at Tollcross Primary School in Aug. 2013 to building up the nursery and school to its current capacity.

The school and nursery provide an education which is delivered through Gaelic immersion practice and philosophy, articulated in their vision, values and aims. This is further supported by on-site breakfast club and wrap-a-round care delivered by Oganan Dhun Eideann which also delivers their service through Gaelic immersion. In P4-P7, children learn in the Medium of Gaelic with the balances changing from 60/40 Gaelic/English in P4 to 50/50 at P7. These percentages relate to the balance of Gaelic and English literacy learning, but both are delivered in Gaelic.

The Headteacher and senior leadership team are Gaelic speakers with significant experience in delivering Gaelic medium education. As the school has grown, the recruitment of sufficient Gaelic-speaking teachers has proven to be problematic. In order to build capacity, the Headteacher fully encourages and supports staff members who wish to further develop their Gaelic language skills. Many staff are currently participating in courses, including distance learning courses and courses provided by the local authority. Fees are paid from the Specific Grant for Gaelic. Three staff members recently completed a four-week Gaelic immersion course on Uist. The school currently has 8 Gaelic-speaking PSAs who support children's Gaelic language development, both in class and the playground.

QI 2.2 The Curriculum (Learning Pathways)

The school aims to deliver the whole curriculum through the medium of Gaelic. This however is not currently possible as there are not enough Gaelic-speaking teachers. The leadership

team places staff carefully, taking into consideration the needs of each stage and class. Non Gaelic-speaking staff are used to deliver French, Spanish, PE, Health and Wellbeing and, in senior classes, English literacy. The Gaelic staff team is strong, with teachers supporting one another to deliver the Gaelic medium experience.

In the nursery, staff are building on children`s prior knowledge of the Gaelic language for some children who attended the playgroup or have exposure to Gaelic in their family.

The current nursery team includes a number of staff who are in the early stages of learning Gaelic.

The Curriculum Rationale has recently been refreshed taking account of the GME environment and unique community within city of Edinburgh.

Resources for delivering the curriculum are often translated by staff to provide materials that are age and stage appropriate. Staff spend significant preparation time providing materials for each area of the curriculum. Timetables indicated that all areas of the curriculum are delivered at each stage with children achieving well in literacy and numeracy. Staff are developing their understanding of the standards required for achievement of a level and continue to moderate their work across stages. More cluster working opportunities, especially with the high school would enhance class teachers` knowledge and understanding. Yearly Overviews are in place for Early, First and second level Gàidhlig and English literacy, linked to termly planners and centred around developing oral language before focussing on reading and writing skills, and Gàidhlig culture.

Children come to school to learn in Gaelic but often with English as an additional language. From P5-7 learners learn French or Spanish (in alternate years) and this is progressed in the high school.

In music, some children have instrumental tuition in ukulele, clarsach or guitar; with staff delivering a range of learning through song.

Children spoke articulately about the positive experiences of learning in Gaelic at Taobh na Pairce and were proud to describe their achievements and high standards of attainment across the curriculum. Children also noted that there were limited learning opportunities using ICT, this should be taken forward as a next step for the school. Children also noted the potential for making closer links with similar schools across Scotland to enhance their experience of GME.

Parents acknowledged that unless they were native or fluent learners they did not always have the capacity to support their children`s learning in Gaelic. However, many had been supported by the school to access appropriate learning opportunities and were unanimous in acknowledging the school as a positive network for parents.

The school have created home-learning mats to support parents at home with their children`s learning. All families are encouraged to use these and engagement with them is tracked.

QI 2.6 Transitions (Collaborative planning and delivery; continuity and progression in learning)

There are planned transition procedures and events for families into Nursery and from N-P1 which involve families and support the introduction or continuation of Gaelic. The nursery reports a high engagement from parents through transitions.

In school, there are currently 3 P1 classes and transitions are planned and tracked. Some children transfer into P1 from outwith the city. The Headteacher leads well on ensuring children`s safety at points of transition at the beginning and end of the day as there is a high number of children transported to school.

Class structures rarely change and this has provided opportunities for the children to build very close friendships with peers.

Transition to high school involves the 3 day transition experience for children attending JGHS. At this point children have S6 buddies but there is ample scope for matching children to Gaelic speaking buddies. The Gaelic teacher from the high school has attended the primary to work with them on one occasion, and there is opportunity to build this into a more sustainable and effective model. There is good pastoral and support for learning sharing of information, however, there is an opportunity for the high school to take more account of children`s learning across the curriculum in Gaelic. At time of writing, the children move from learning certain subjects in Gaelic to learning them in English in S1. Children and parents commented that they found transitions in maths most difficult as they did not understand the technical vocabulary and terminology. However, they commented on the outstanding work that the maths department did in sharing the expected learning for young people via the website. This clearly illustrates the different visions in place in the delivery of GME in both sectors. The authority should work with the schools to discuss GME in the early stages of secondary education and whether subjects should or should not be prioritised to be delivered in Gaelic. This decision should be made in discussion with parents of Gaelic learners, and with the staff from each school. The views of the young people should also be taken into consideration.

QI 2.7 Partnerships (the development and promotion of partnerships, collaborative learning and improvement, impact on learners)

The school has recently updated its vision, values and aims with input from parents, staff and learners. Partnerships with parents and carers are developed and promoted from natural points of transition eg into nursery, P1, P7 through to S1. In a recent parent survey, 80% of parents agree/strongly agree that they are actively and meaningfully engaged in their children`s learning., with 79% agreeing that the school asks for their views.

Parents spoke positively about the approachability and solution focussed attitude of the Head Teacher and senior leadership team eg by the management of the well organised home to school transport which enables children and families to access GME from across the city and across authority boundaries.

There is a very strong partnership link with “Oganan”, *an onsite* company which provides wraparound care and holiday care provision for children from nursery to P7 within the school where children play and learn using Gaelic. There are plans for Oganan to further support growth of GME in the city through additional nursery provision. The company utilise the linguistic skills of young people from JGHS who are often employed to support play on Friday afternoons or during the holidays.

Parents and partners spoke positively about the networks of support that have been created around the school to support parents and to utilise skills and talents of partners. The Gaelic Development Officer supports children`s Gaelic immersion by working with groups and individuals on drama, knitting and other activities.

Parents have skills which are welcomed and shared amongst the Gaelic community eg links with University of Edinburgh to engage with research into learning through language immersion. The school supports students into school for long blocks of teaching practice and has developed strong links with *Bilingualism Matters* who have delivered presentations and inspired staff. The school has hosted a range of research projects which have contributed to current thinking and good practice across the country.. There is a community choir consisting of parents, teenagers and other community members. It delivers a yearly concert in aid of a local Leith charity. The school organises an annual Christmas service at Edinburgh's Gaelic church, Greyfriar's Kirk, which is supported by the whole community. In addition, learners perform at a range of events throughout the year, both in the local and wider community. Furthermore, a strong partnership has been developed with the BBC, resulting in a range of opportunities for learners to broadcast in the medium of Gaelic, providing excellent contexts for learning.

Staff have regularly communicated with Stòrlann Naiseanta na Gàidhlig regarding resources. Staff have also attended and presented at annual An t Alltan conferences for GME teachers.

The Gaelic Development Officer previously ran many successful Gaelic language classes for parent learners, enabling parents to support their children with Gaelic learning, and delivering a positive message regarding the value of GME.

Strengths:

- There is a committed and engaged staff team, led by the Head Teacher. Children work hard throughout the day to use Gaelic when playing and learning. Parents highly value the GME experience provided by the school.
- Parents and partners provide a rich additionality to children`s learning as well as developing staff skills and knowledge in GME.
- The curriculum is developing and almost all aspects are taught through Gaelic medium. However, there should now be further focus on using the unique context of GME and ICT to further enhance children`s learning across the curriculum.
- Transitions into nursery and school and from class to class are well planned and managed, with children appearing settled and focused at the beginning of this new term. Pastoral transitions are well managed for children transferring P7 to S1; with young people speaking positively about new and exciting friendships. Plans are in place to support children with additional learning needs.

Areas for Improvement:

- Further develop the curriculum to reflect the uniqueness of children`s GME learning experiences, using ICT to support and develop connections.
- Develop learning transitions at P7 to S1 with a focus on the uniqueness of children`s learning experiences and any potential barriers moving into S1. There are many opportunities for the children to enhance their GME experiences in high school based on their immersion experiences in primary.
- Recruiting staff who are confident in the use of Gaelic language continues to be problematic. The Headteacher works with the university and partners to build Gaelic Learning opportunities for staff and parents. However, this is a wider issue which requires a wider solution based on the fact that the school continues to grow in size and popularity.
- Continue to develop a focus on pedagogy in line with development in Gaelic language.

JGHS Gaelic Medium Education Review

Monday 20 August 2018

Summary of findings

QI 2.2 The curriculum (Learning Pathways)

There is an appropriate curricular structure and timetable in place which enables all learners to continue learning Gaelic from S1 to S6, with some opportunities for other curricular areas to be taught through Gaelic medium.

There are two Gaelic teachers responsible for the delivery of Gaelic and some other curriculum areas taught through Gaelic medium.

Of the allocation of 2 FTE, one is funded by the school and one funded by CEC/Scottish Government

Both teachers have opted to teach part-time, 0.86 and 0.79 respectively. Of a total allocation of 2.0FTE only 1.65 FTE is in place. Across both teachers there is an additional 6 non-contact periods in addition to contractual non-contact time.

The biggest pressure on staff is time, both to plan and deliver Gaelic and plan, translate, and prepare resources to deliver GME. There is a pressure of demands from both language/subject development and professional learning in pedagogy.

The Depute Headteacher responsible for timetable and curriculum demonstrates a real commitment to create appropriate blocks and spaces for delivery of Gaelic S1 - S6 and some subjects in Gaelic medium, specifically RME and geography in S1 and S2. Currently, however opportunities for young people to learn in Gaelic medium beyond this are limited.

Most S1 Gaelic pupils are being taught art and design by a native Gaelic speaker and all S1 Gaelic pupils are taught PE by a native Gaelic speaker. Although not taught in Gaelic medium this affords some opportunities for Gaelic to be used and heard.

From S3 - S6 almost all young people who have entered JGHS from GME opt for SQA certificate courses in Gàidhlig. For almost all, attainment in Gaelic is in line with or better than that of other subjects.

The commitment of staff delivering Gaelic and GME is a real strength. However, they report the pressure on their time, both to plan and deliver Gaelic and plan, translate, and prepare resources to deliver GME. There is a pressure of demands from both language/subject development and professional learning in pedagogy.

The Headteacher, a native Gaelic speaker provides opportunities for young people following and learning Gaelic to use the language – including supporting an Advanced Higher conversation group.

QI 2.6 Transitions

- Collaborative planning and delivery
- continuity and progression in learning

Young people spoke enthusiastically about their transition experiences, especially in making new friendships. They valued their experiences of Gaelic immersion in primary but had no expectation of Gaelic immersion in high school. Where this happened it was inconsistent and short term. There are no opportunities for young people in P7 to visit the high school and develop their learning experiences in Gaelic, in preparation for S1; there are however, opportunities to further develop a Gaelic buddy system and opportunities for children to continue learning in Gaelic throughout the transition period.

As a result of the shift in emphasis in how Gaelic Medium Education is delivered in the secondary, some Gaelic learners feel disadvantaged. This is particularly apparent in mathematics where teaching and learning is in English, causing interruptions in the pace of learning for some young people when relearning concepts and terms in English. Parents spoke positively about the significant information on the school website for all young people in maths and noted that this would be helpful across the curriculum.

Parents noted that they now had fewer opportunities for parental networking in the high school compared with the primary school. However it was noted that this was an issue in all schools due to the shift in the extent of parental engagement as children move from primary to secondary schooling.

QI 2.7 Partnerships

- the development and promotion of partnerships
- collaborative learning and improvement, impact on learners

The established Gaelic teacher has sought to establish partnerships offering young people some opportunities to engage with and enhance their understanding of Gaelic culture. This has included students from University providing input into some classes, visits to museums, exhibitions and local theatre groups. There is a European partnership through Erasmus and links with Gaelic Medium School in Glasgow. These require support to be further developed and improved allowing more young people to benefit from these.

The commitment of parents and young people to Gaelic and the development of the language and culture is evident.

Strengths:

- The commitment of staff to delivering the curriculum in Gaelic Medium and in devoting time to develop opportunities and resources
- Attainment in Gàidhlig at all levels.
- Flexible use of timetabling to utilise the skills and opportunities that are available.
- A positive and committed parent group who have a focus on GME.
- Links and opportunities for young people to visit Skye and visits in the city; this could be further extended when additional staff are appointed

Areas for improvement

Transition:

- There are opportunities to create stronger Gaelic links with the primary school including:
 - opportunities for joint planning, assessment, moderation, course design and development
 - improved support for Gaelic learners with additional needs.
 - consider the appointment of a Gaelic speaking PSA

- tracking and monitoring of Gaelic learners including progress in attainment, achievement, attendance
- there is a need to better acknowledge that learning is in Gaelic at primary for all these learners which impacts on the ability to learn in English at high school. Increased support is needed at transition into high school where almost all subject are currently delivered in English. The awareness of all staff awareness should be raised and strategies planned to support learners in this. eg: language used to learn mathematics, science etc

Promoting Gaelic heritage and culture

Current opportunities include

- Shinty, Duke of Edinburgh, Drama, Clarsach, fiddle, piping and accordion have all been offered in recent years or are being offered
- Consistent strong success of school's annual participation in FilmG – an annual Film Awards specifically for Gaelic Speaking Pupils.
- Annual trips to Skye for around 40 GME pupils in June.
- In September 2018. Trip to Southern Ireland for 30 GME pupils.
- Annual participation in National Schools' Gaelic Debating competition.

There is further scope to acknowledge and build on Gaelic culture developed in primary school. The school could consider a range of approaches including:

- linking Gaelic speaking teachers with Gaelic pupils for Key Adult Time
- Further increasing Gaelic assemblies and inviting Gaelic speakers for whole school assemblies
- Gaelic culture could be promoted more widely in signage across the school
- linking S6 who are Gaelic speakers with S1 Gaelic pupils
- involving seniors in classes

The school should further explore and seek partnerships that could support Gaelic culture and leisure

- liaise with active schools/sports clubs and bodies opportunities
- re-establish Gaelic choir
- build on Mod experience currently enjoyed by a few secondary (in contrast to a larger number in primary)

Whilst some young people learning Gaelic identify themselves as 'Gaels' a significant number come from English speaking backgrounds where they are Gaelic learners. In consultation with the authority and all stakeholders, the school should clarify for all the vision for Gaelic Medium Education within James Gillespie's High School.

Role of the local authority in developing and supporting GME

- Clarify the vision of Gaelic Medium Education in the secondary sector and support the development of the vision through proactive recruitment and retention of staff, including support staff
- Provide the strategy for the location of the delivery of education for all sectors
- Clarify the vision for the expansion in Early years hours for families wishing to gain nursery provision in GME. The current provision does not cater for all the children wishing to gain nursery education in GME, however until the current primary provision is expanded by the location of another primary school, early years GME

places must be capped at 80 spaces and open 50 weeks. While this may result in disappointment for certain families, it would be disingenuous to offer a Gaelic Medium Education which cannot be met in other parts of the learner journey.

- Communicate the vision to all stakeholders, but particularly those choosing to educate children, thus minimising parental anxieties and uncertainties such as the location of High school
- Create formal partnerships with other Gaelic Medium Educating authorities and Stòrlann such that staff share professional learning and resources, including translating.
- Acknowledgement that many GME learners enter school with no prior knowledge of Gaelic which results in mixed progression rates for learners at the early stages. This could be alleviated by creating more flexible, differentiated learning pathways
- Centralising administrative arrangements for travel which is currently impacting on time for teaching and learning
- Provide the necessary support for the secondary school to appoint and retain suitably qualified teachers who can teach a variety of subjects through the medium of Gaelic
- The strategic remit for Gaelic Learning to be clearly demarcated to an officer responsible for Quality Improvement, who could make links at national level through other supporting organisations, and through partnerships with other Gaelic Medium educating authorities

Appendix 2

The City of Edinburgh Council Gaelic Medium Education Improvement Plan 2018-2021



Gaelic Medium Education

High level improvements

Role of the local authority in developing and supporting GME

- Clarify the vision of Gaelic Medium Education in the secondary sector
- Support the development of the vision through proactive recruitment and retention of staff, including support staff
- Clarify the vision for the expansion in Early years hours for families wishing to gain nursery provision in GME.
- Develop communications strategy (schools)
- Create formal partnerships with other Gaelic Medium Educating authorities and Storlann such that staff share professional learning and resources, including translating.
- Develop differentiated pathways to accommodate learners with varying confidence and competence in Gaelic.
- Improve the strategic, operational and quality assurance of Gaelic Medium Education

Based on the findings of the Gaelic Medium Education Review areas for improvement are identified within the following key areas

- QI 2.2 Curriculum – Learning Pathways
- QI 2.6 Transitions – Continuity and progression in learning
- QI 2.7 Partnerships
- QI 1.4 Leadership and management of staff

**QI 2.2 Curriculum
Learning Pathways**

Areas for Improvement	Authority/School/Centre Actions	Progress
Develop the curriculum to reflect the uniqueness of children's GME learning experiences.	<ul style="list-style-type: none"> Curriculum audit with all stakeholders Produce and publish Revised Vision Statement Prioritise, audit and adapt all policies and information for parents to reflect GME 	
Increase the opportunities for young people to learn across the curriculum through Gaelic medium (secondary)	<ul style="list-style-type: none"> Develop partnerships with other GME schools and units Develop shared teaching model with e-sgoil Produce revised timetable across BGE 	
Develop the use of ICT to support learning	<ul style="list-style-type: none"> Audit digital learning Position Paper through perspective of GME 	
Create opportunities for joint planning, assessment, moderation, course design and development across GME primary and secondary	<ul style="list-style-type: none"> With support from GTC and partner schools, develop strategic and operational links for inset days 	
Further improve support for Gaelic learners with additional needs	<ul style="list-style-type: none"> Audit by ASL manager of provision of Personalised Support in primary and secondary Audit and update of Personalised Support policy (ASL policy) to reflect audit 	

**QI 2.6 Transitions
Continuity and progression in learning**

Areas for Improvement	Authority/School/Centre Actions	Progress
Develop learning transitions at P7 to S1 with a focus on the uniqueness of children's learning experiences and any potential barriers moving into S1.	<ul style="list-style-type: none"> • Prepare & communicate revised Transitions policy (GME) for use between schools • Policy to include <ul style="list-style-type: none"> ○ shared learning experiences between learners at all stages of BGE ○ clear opportunities for enhanced transitions for learners with ASL 	
Develop effective systems to track and monitor Gaelic learners including progress in attainment, achievement, attendance (secondary)	<ul style="list-style-type: none"> • Implement authority tracking database 	
Acknowledge and build on Gaelic culture developed in primary school. (secondary)	<ul style="list-style-type: none"> • Create a Culture Strategy and plan as part of Curriculum Rationale and ensure this is referenced and kept under review in Transitions Policy 	
Continue to develop a focus on pedagogy in line with development in Gaelic language.	<ul style="list-style-type: none"> • Create and maintain professional learning opportunities for learning and teaching with colleagues in English medium and Gaelic medium schools 	

QI 2.7 Partnerships
The development and promotion of partnerships
Collaborative Learning and Improvement

Areas for Improvement	Authority/School/Centre Actions	Progress
Further develop the range of existing partnerships.	<ul style="list-style-type: none"> • Prepare a Partnership Strategy detailing all partnerships and how these support the work of the school • Detail within the roles, remits and responsibilities of all • Trial the City of Edinburgh draft 'Learning Together' policy for Parental Engagement and offer suggestions to reflect needs of Gaelic speaking community 	
Further develop partnerships to promote Gaelic heritage and culture.	<ul style="list-style-type: none"> • Seek out all cultural partnerships and develop appropriate links within the curriculum • Undertake practitioner enquiry and action research at all stages of education (nursery to senior phase) 	

Q1 1.4 Leadership and management of staff

Areas for Improvement	Authority/School/Centre Actions	
Explore ways to identify and recruit staff who are confident in the use of Gaelic language.	<ul style="list-style-type: none"> • Set up working group with partner authorities and General Teaching Council for Scotland • Create database of Gaelic speaking staff within Teachers' Staffing • Coordinate social and professional events for Gaelic Medium Staff • Work with partner authorities to create training packages for support staff (GME) • Conduct Welcome Events for Gaelic speakers to City of Edinburgh • Create and deliver Foundation and Modern Apprenticeships in Gaelic Medium early years centres 	
Build and sustain a professional staff team	<ul style="list-style-type: none"> • Create appropriate Induction policies and procedures • Assign coaches and mentors to all staff in leadership or aspiring leadership roles • Review PRD policy to ensure all staff routinely reflect on their professional skills and next steps • Maximise school partnerships to create shadowing and learning opportunities for staff 	

City of Edinburgh Council

Bun-sgoil Taobh na Pàirce

Tuesday, 25 September 2018



GME Early Years and Primary

Current and Short-term

- Bun-sgoil Taobh na Pàirce currently has 17 classroom spaces (excludes wrap-around room);
- If P1 intakes of 60 continue then no accommodation concerns;
- Expansion of Early Years provision - Oganan Dhun Eidann will take children in from January 2019;
- Early Years expansion for 2020 to identify sites in Leith area – may provide potential for further GME expansion.
- If P1 intakes of 75 pupils in 2019, 2020 and 2021 then 17 classes required.
- Two of the classrooms are very large spaces that could be subdivided.
- Extension or temporary classrooms may be possible but outdoor space limited.

GME Early Years and Primary

Long-term

OPTION 1

- Early Years expansion
- Establish new GME unit @ west primary school (populate from P1)
- Catchment change
- Relocate GME unit pupils to new primary school (site to be identified).

Comments

- Allows larger cohort of P1-P7s to move to new school
- Not full immersion – Tollcross model?

OPTION 2

- Early Years expansion
- Establish Darroch as new GME primary school + nursery
- Catchment change

Comments

- Must wait until Secondary School vacates Darroch
- Builds from P1
- Potential for Darroch as Gaelic cultural centre?

GME Secondary

February 2020

Sites / Locations



Funding



Statutory
Consultation

November 2020

Design,
Development,
Construction

August 2024

Dedicated
GME
Secondary
School

Site Options

- 2 shared campus options
- Castlebrae
- Granton Waterfront

August 2019: New temporary classrooms

August 2021 – August 2024:
Darroch provides short-medium terms solution

Education, Children & Families Committee

10am, Tuesday, 9 October 2018

Raising Attainment: Frameworks for Learning; Teaching and Learning

Item number	7.7
Report number	
Executive/routine	
Wards	
Council Commitments	29 , 33 , 34 and 45

Executive Summary

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

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

Empowered Headteachers need clear processes to ensure they have the requisite resources and governance in place to maintain or improve the delivery of education

'Edinburgh Learns', the strategic framework of documents covers each of the key themes regarded as central to raising attainment and ensuring equity, namely

- Equity for Learning
- Improving Quality in Learning (Quality Improvement)
- Health and Wellbeing
- Teaching and Learning,
- Learning Together (Parental Involvement and Engagement)
- Pathways for Learning (Developing the Young Workforce)

Raising Attainment: Frameworks for Learning; Teaching and Learning

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Approve the Frameworks for Learning: Teaching and Learning, contained in Appendix 1
 - 1.1.2 Ensures impact of this framework by requesting an annual update on the quality of Teaching and Learning

2. Background

- 2.1 The Standards in Scotland's Schools (2000) Act has placed a duty on local authorities and schools to produce a plan and report on the delivery of education, particularly with regard to raising attainment, for several years.
- 2.2 To ensure that schools support the wider political aim of a fairer society, specific actions are now also required to improve outcomes for those living in poverty. The Education Act (2016) further details the content of school and education authority plans, which includes steps to reduce inequalities of income and address the four national improvement priorities.
- 2.3 Engagement with children and families is a key component documented within all contemporary policy and guidance. Actively listening to the views of stakeholders during self-evaluation and improvement planning strengthens the system and results in service delivery which is more responsive to need.
- 2.4 All strategic and improvement planning within Schools & Lifelong Learning developed during the Year of Young People and beyond, will make explicit reference to gathering and acting on the views of children and young people. This will further embed the aspirations of Child Friendly Edinburgh.
- 2.5 It should also be noted that educational delivery is going through a significant period of transformational change, with the introduction of Regional Improvement Collaborative and the establishment of new governance arrangements for Headteachers.

- 2.6 Within this culture of change, The City of Edinburgh Council ‘Edinburgh Learns’ Frameworks for Learning have been devised to provide clear guidance for Headteachers and officers. These will ensure that basic minimum standards for service delivery, governance and accountability are in place, thus mitigating the impacts of change and providing reassurance to elected members and stakeholders that standards in Edinburgh schools will be maintained or improved.

3. Main report

- 3.1 The National Improvement Framework is the main policy for Scottish Education setting clear goals and timelines for implementation. It identifies the quality of teaching as a key factor in improving children and young people’s learning and the outcomes they achieve.
- 3.2 High quality teaching and learning is the single, most important feature to allow young people to develop excellent skills for learning, life and work.
- 3.3 All improvement activity is predicated on clear self-evaluation. Schools are expected to use How Good is our School? and How Good is our Early Learning and Childcare? and now, How Good is OUR School, the toolkit for use with learners. They are expected to identify actions across a timeline, which will result in practicable plans within a ‘tackling bureaucracy’ culture.
- 3.4 The Framework for Learning, Teaching and Learning (Appendix 1), is designed to give schools advice in relation to:
- 3.4.1 Key components of effective teaching and learning
 - 3.4.1.1 Formative assessment for learning
 - 3.4.1.2 Differentiation
 - 3.4.1.3 Skills development
 - 3.4.1.4 Leadership of learning
- 3.5 In common with all other Edinburgh Learns frameworks, a strategic group has been convened which will oversee the implementation of this core workstream. Members represent all stakeholders including learners, parents and partners. The group will also consider new research and guidance, insight into effective practice and the results from self-evaluation activities on teaching and learning.
- 3.6 The framework provides a template for personalisation by schools, incorporating three core elements: What are we trying to do? How will we do it? How will we know we are successful?
- 3.7 Key to the success of this strategy is professional learning to ensure the consistent implementation of each of the core areas named in 3.4. A team of experts will be recruited and remitted to identify and work with schools to improve teaching and learning. This team will be known as the Edinburgh Learns Team

- 3.8 The Edinburgh Learns team will also focus on ensuring that staff are appropriately trained such that learners who are care experienced and those in poverty experience learning within a positive, supportive ethos.

4. Measures of success

- 4.1 The Framework contains guidance on how schools should identify key performance indicators.
- 4.2 All schools and centre should create, and keep under review, an agreed school or centre policy on teaching and Learning.
- 4.3 Teaching and learning should be evaluated annually by all schools and centres
- 4.4 The Quality Improvement Team will support schools and centres in evaluating their teaching and learning.
- 4.5 Schools evaluations using the How Good is our School? and How Good is our Early Learning and Childcare? Six-point scale will be submitted to the Quality Improvement Team annually

5. Financial impact

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

6. Risk, policy, compliance and governance impact

- 6.1 The recommendations in this report have been assessed in relation to risk, policy, compliance and governance. Subsequent legislation may alter the council's position and agency in regard to some of the improvement actions.

7. Equalities impact

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

8. Sustainability impact

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

9. Consultation and engagement

- 9.1 Extensive consultation will be required to ensure that each of the Frameworks are fully compliant with other policies and supported by LNCT.

10. Background reading/external references

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

Alistair Gaw

Executive Director for Communities and Families

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11. Appendices

- 11.1 Appendix 1 Framework for Learning: Teaching and Learning

EDINBURGH LEARNS

Teaching and Learning
October 2018



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RUSS ROHDE

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Aims & Rationale

Our goal is for all Edinburgh's children to thrive and take their place as highly skilled workers in a world-class city. To achieve this they must develop excellent skills for learning, life and work, regardless of socio-economic barriers. It is a vision that is both ambitious and inclusive.

The City of Edinburgh Council is committed to the delivery of a high-quality education service for all children and young people, and to working in partnership with parents and communities. A culture of continuous improvement underpins improvement activity and is the responsibility of all staff working within schools and centres, supported by the Quality Improvement Service.

It is the aim of every teacher to deliver high quality teaching and learning. It is the single most important feature of the reflective practitioner and the aspect that is kept under constant review as staff strive to improve skills.

Edinburgh Learns, the council strategy to Raise Attainment for All comprises six key frameworks: Equity, Health and Wellbeing, Learning Together (Parental Engagement), Teaching and Learning, Pathways (to Develop the Young Workforce) and Quality Improvement. Each of these frameworks is informed by data, research and strategies known to be successful in pursuit of the overarching aim of raising attainment. This strategy details the actions required by all to ensure consistent, high quality teaching and learning in schools and centres.

Excellence in Learning

Guidance from Education Scotland (How Good is our School?4, How Good is our Early Learning and Childcare, and How Good is OUR School) clearly describes the key features of learning and teaching that should be visible in classes and playrooms.

To establish excellence across City of Edinburgh, the following Quality Indicators and key themes have been used to provide the guidance which is developed through the Key Strategic Actions section of this Framework.

- **Quality Indicator 2.2 Curriculum**
 - Skills for Learning, Life and Work
- **Quality Indicator 2.3, Learning, Teaching and Assessment**
 - Learning and engagement
 - Quality of teaching (HGIOS?4) or interactions (HGIOELC)
 - Effective use of assessment
- **Quality Indicator 2.4, Personalised Support**
 - Universal Support

Key Strategic Actions

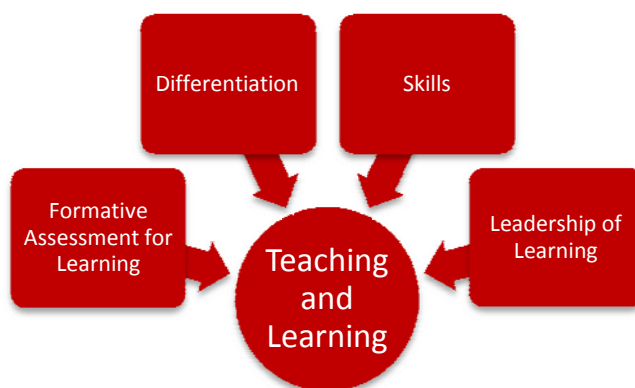
Audit, Plan, Implement, Evaluate

To ensure consistent, sustainable, and high-quality teaching and learning, Headteachers and Heads of Centres, in collaboration with partners, parents and learners should audit and keep under review, the following key themes

- Using HGIOS?4, HGIOELC, and How Good is OUR School
 - 2.2 Curriculum
 - Skills for Learning, Life and Work
 - 2.3, Learning, Teaching and Assessment
 - Learning and engagement
 - Quality of teaching (HGIOS?4) or interactions (HGIOELC)
 - Effective use of assessment
 - 2.4, Personalised Support
 - Universal Support
- Arrange Professional Learning to meet the needs of all staff
- Create, and keep under review, the agreed School/Centre Policy on Teaching and Learning

Key Components

Within each School/Centre Policy, clear reference should be made to the following



Formative Assessment for Learning

Within Schools: Clear, agreed expectation of the key features of highly effective practice which should include:

- A positive, supportive ethos, in which the ‘story’ of each learner, particularly those living in poverty or care experienced, is taken into consideration
- Structured, well-paced lesson, including starter and plenary
- Clear learning intentions and co-constructed success criteria
- Planned opportunities for quality individual, paired and collaborative group work
- Opportunities for children and young people to discuss and evaluate their learning, and ‘lead the learning’
- Effective use of formative assessment approaches, particularly skilled use of questioning and feedback; and summative assessment

- Assessment as an integral part of learning and teaching used effectively to plan high quality learning experiences for all children and young people

Within ELC centres: Clear, agreed expectation of the key features of highly effective practice which should include:

- An environment where children are actively involved in learning through spontaneous play opportunities, well planned, purposeful play and through relevant real life experiences
- An environment built on positive, nurturing and appropriately challenging relationships
- Children being listened to and encouraged to talk about their learning and achievements
- Observations that take place naturally during everyday activities and interactions
- Practitioners making sound judgements about children's progress and responding quickly to ensure learning opportunities meet the needs of individuals
- Assessment as an integral part of the learning and teaching and is used effectively to plan high quality learning experiences for all children

Differentiation – 4 Modifications

Tasks, activities and resources are differentiated to provide all learners with support and challenge to progress at an appropriate pace. These are clearly planned and detailed in either teachers' daily plans or Individualised Education Plans. Adaptations to lessons are based on one or more of the following aspects:

- Modification of content
- Modification of process
- Modification of product
- Modification of the learning environment.

Skills Development

All teachers provide opportunities to develop children and young people's skills for learning, life and work. They make explicit reference to the relevant skills at the beginning of every lesson and display them alongside the Learning Intentions and Success Criteria. They ensure that children and young people self-evaluate their progress in terms of learning, and of skills development. All staff take responsibility for developing the following core skills and there is a school/centre policy for how this takes place:

- literacy
- numeracy
- health and wellbeing
- employability, including enterprise and creativity¹
- thinking/cognitive

¹ Digital Skills are considered in our accompanying Framework: Digital Learning

Leadership of learning

Leadership of learning is the responsibility of all members of the school community. The ways in which it is carried out are detailed in the school/centre's Teaching and Learning Policy. These include opportunities for children and young people to lead their own learning, as well as the strategic oversight for quality assurance of teaching and learning and the professional learning of staff (including support staff). A senior member of staff has the strategic remit for Teaching and Learning and ensures that the guidance contained within this Framework, and the school's own policy, is consistently applied and sustainably embedded.

Roles, remits and responsibilities

To ensure improved quality teaching and learning, the Chief Education Officer²:

- Provides an annual statement on the quality of 2.3 Learning, Teaching and Assessment (HGIOS⁴ and HGIOELC) to the Children & Families Committee as part of the Schools and Lifelong Learning Standards and Quality Report

To ensure improved quality in teaching and learning, officers³:

- Provide support and challenge to schools and centres to bring about improvements in learning and teaching.
- Identify and promote effective practice in the playroom, classroom and elsewhere.
- Plan, support and, where appropriate, deliver professional learning.
- Provide support to Headteachers and Heads of Centres to ensure continuous professional development to meet high internal standards and external work demands and achieve full potential of the workforce.
- Lead on quality assurance requirements providing support and challenge to establishments to identify opportunities for continuous improvement

To ensure improved quality in teaching and learning, headteachers:

- Ensure that Teaching and Learning features in the annual self-evaluation and improvement planning cycle and is robustly and consistently developed across all classes and playrooms
- Lead on a range of activities to ensure consistency with a clear ongoing focus on developing an understanding of high quality learning, teaching & assessment;
 - share and promote a clear expectation of the key features of highly effective practice which should appear in every learning experience
 - provide opportunities for staff at all levels to develop their leadership of learning
 - lead on the planning professional learning opportunities for all staff including opportunities for teachers to observe and learn from each other
 - support staff to plan opportunities for all children and young people to develop skills including employability, creativity and digital learning skills
 - have in place robust procedures for quality assurance, based on a range of evidence, including the views of all stakeholders
 - [ensure Care Inspectorate *Health and Social Care Standards-My support, My life* are implemented within the setting – Early Years only]
 - support the use of How Good is OUR School by encouraging and supporting activities in which learners evaluate 'Our Learning and Teaching'

To ensure improved quality in teaching and learning, class teachers:

- ensure that they fully know and understand the context of each learner, particularly the care experienced and those living in poverty
- *plan systematically for effective teaching and learning across different contexts and experiences*, by developing a positive learning environment, with explicit reference to skills, formative assessment for learning strategies and differentiation to meet the needs of all learners

² Chief Education Officer or other delegated officer

³ Officers includes Quality Improvement Managers, Quality Improvement Education Officers and Development Officers

- *have a secure working knowledge and detailed understanding to justify what is taught within the curricular areas, in relation to the curriculum and the relevance to the needs of all learners*
- *understand their role as leaders of curriculum development* (GTCS: The Standard for Full Registration, December 2012)
- plan for learning and teaching and assessment using current Education Scotland guidelines
- prioritise professional learning for high quality learning, teaching and assessment
- involve learners in evaluating the effectiveness of their learning experiences and leading their own learning
- support the use of How Good Is Our School

To ensure improved quality in learning, ELC practitioners:

- are child centred, acknowledge children's views and actively involve children in meaningful ways in everyday decisions within the setting
- plan systematically for effective play and learning using observations to inform appropriate and well-timed interventions across different contexts and experiences
- understand child development and early learning pedagogy and skilfully put this into practice
- through strong positive relationships, know children very well as learners to make accurate judgements about progress
- involve learners in evaluating the effectiveness of their learning experiences
- understand their role as leaders of curriculum development (GTCS: The Standard for Full Registration, December 2012/ SSSC: Codes of Practice)
- engage in professional learning to ensure high quality learning, teaching and assessment

Teaching and Learning Strategic Group

To ensure that systems and processes deliver the necessary improvements, the Teaching and Learning Strategic Group meets quarterly.

This group, chaired by Senior Manager, Quality Improvement, and Curriculum, comprises

- headteachers and depute Headteachers from each sector
- attainment advisor
- improvement advisor
- depute headteacher additional support for learning
- principal educational psychologist
- professional associations.
- Parental rep
- Learner rep
- Partners, appropriate

The Teaching and Learning Strategic Group makes recommendations for future actions, and reports to the Chief Education Officer by:

- reviewing impact of the overall strategy
- reporting on the overall impact of teaching and learning across schools as part of the outcomes as drafted in Local Outcomes Improvement Plan, Partnership Plan and Education Improvement Plan
- reviewing research and guidance
- reviewing the reports to Education Scotland, Scottish Government and Regional Improvement Collaborative

The themes under constant review by this group are:

- improvements in performance
- self-evaluation to secure improvement
- leadership of improvement and change.

Appendix 1

Scottish Government and Education Scotland key guidance

How Good Is Our School? 4th Edition 2015

https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf

How Good Is Our Early Learning And Childcare? 2016

https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf

National Improvement Framework

<http://hub.careinspectorate.com/media/623628/2018-national-improvement-framework-and-improvement-plan-for-scottish-education.pdf>

Building the Ambition 2014

<http://www.gov.scot/Resource/0045/00458455.pdf>

Experiences and Outcomes 3 – 18

[https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-\(building-from-the-statement-appendix-incl-btc1-5\)/Experiences%20and%20outcomes](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/Experiences%20and%20outcomes)

Curriculum for Excellence Benchmarks 3 – 18

<https://education.gov.scot/improvement/learning-resources/Curriculum%20for%20Excellence%20Benchmarks>

Curriculum for Excellence: A statement for practitioners

<https://education.gov.scot/improvement/documents/cfstatement.pdf>

The Moderation Cycle

<https://education.gov.scot/improvement/learning-resources/The%20Moderation%20Cycle>

Appendix 2 Template School Framework for Teaching and Learning

School Vision, Values and Aims

XXX

Overall aim of Framework (What we are trying to do)

XXX

Key Research Informing Practice

XXX

Key Themes/Actions (How will we do it)

- Universal Support
- Skills
- AifL
- Differentiation
- Leadership

Additional Features

Home learning

Digital Learning

Outdoor Learning

Roles, Remits, Responsibilities

Headteacher

Staff

Learners

Parents

Arrangements for Quality Assurance and Review (How will we know we have been successful)

XXX

10am, Tuesday, 9 October 2018

Educational Attainment in the Broad General Education for Primary and Secondary Schools, 2018

Item number 7.8

Report number

Executive/routine

Wards

Executive Summary

This report provides a summary of the analysis of attainment in the Broad General Education (BGE) - (ages 3-15) for City of Edinburgh's schools for the year 2017-18. The measures of attainment are based on the Achievement of Curriculum for Excellence Levels (ACEL) from early to fourth level for literacy (reading, writing, listening & talking) and numeracy.

Overall, there is an improving trend in attainment in literacy and numeracy: in most areas, there have been year-on-year improvements. There is some evidence of improvements in addressing the gap in attainment between those living in the most deprived areas and those living in areas of low deprivation.

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

- To improve attainment in writing and mathematics.
- To continue to focus on improving outcomes for the most disadvantaged pupils, in particular Looked After Children (LAC) and Young Carers.

Educational Attainment in the BGE 2018

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the areas of improvement in educational attainment in Edinburgh schools within the Broad General Education;
 - 1.1.2 Note the wide range of strategies that are deployed to raise attainment and the proposed additional strategies for session 2018-19;
 - 1.1.3 Agree to receive further annual reports on attainment/improvements in performance;
 - 1.1.4 Note the continued hard work of pupils, staff and parents to support the successful delivery of the Broad General Education as part of the Curriculum for Excellence.

2. Background

- 2.1 This report provides the members of the Education, Children and Families Committee with a summary of the key outcomes in relation to attainment/improvements in performance in the BGE within the City of Edinburgh Council primary and secondary schools and establishments for academic session 2017-18.
- 2.2 The focus on attainment and accountability continues to be well embedded in the authority and head teachers are fully engaged in improving performance at school level and working together with other schools, CEC officers and other partners to achieve this. Overall evaluative statements made in this report are arrived at using a range of school self-evaluation approaches. As the information provided in this report is focussed on attainment/improvements in performance for one academic session only, the resulting findings are indicative rather than conclusive.
- 2.3 *Child at the Centre* and *How good is our school? 4* are the Education Scotland quality frameworks which schools used in 2017-18 to evaluate improvements in performance. They use the national measures of success set out in the Quality Indicator (QI) 3.2, Raising Attainment and Achievement. This QI refers to both the Broad General Education and the Senior Phase and concerns the standard of attainment over time as well as the overall quality of learners' achievements.

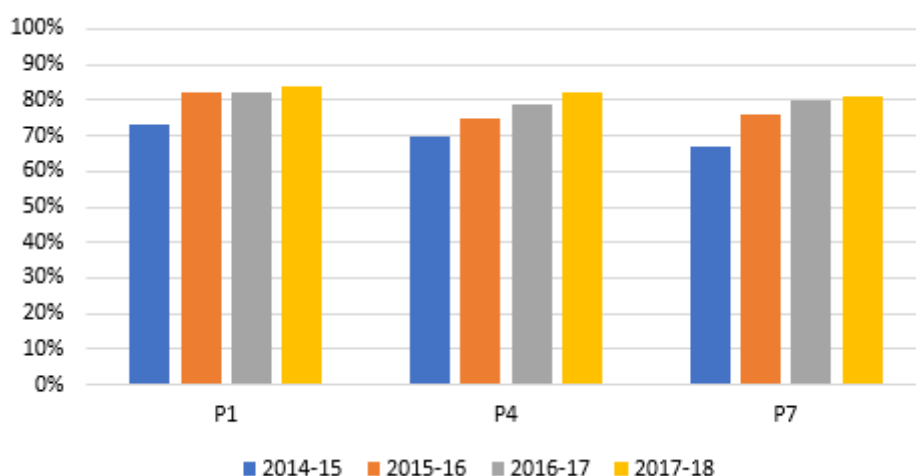
- 2.4 The City of Edinburgh Council schools have made use of standardised assessments in P1, P4, P7 and S3 for some time, as have many other local authorities. Previously we have reported on the results of these assessments. In session 2017-18 all local authorities moved to using the new Scottish National Standardised Assessments (SNSAs) which are produced centrally by the Scottish Government. Guidance advises that these assessments should be used as one piece of evidence to help support teachers in identifying areas in which a child may have particular strengths or areas to improve. The assessments should not be given undue prominence. There is no publication of national results planned for the SNSAs; nor will we do so at local level.
- 2.5 In 2014-15 schools reported on progress through CfE levels using the terms developing, consolidating and secure. From session 2015-16 onwards schools reported on progress through CfE levels using the language 'achieving a level'. This is in line with the terminology used nationally by Education Scotland.
- 2.6 The sections in the report have been aligned as closely as possible to reflect the CfE expectations about progression through levels. Details of the levels can be found in Appendix 1.
- 2.7 Evaluative statements in this report are based on the Education Scotland, Inspectorate of Education's six-point scale which can be found in Appendix 2.

3. Main report

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

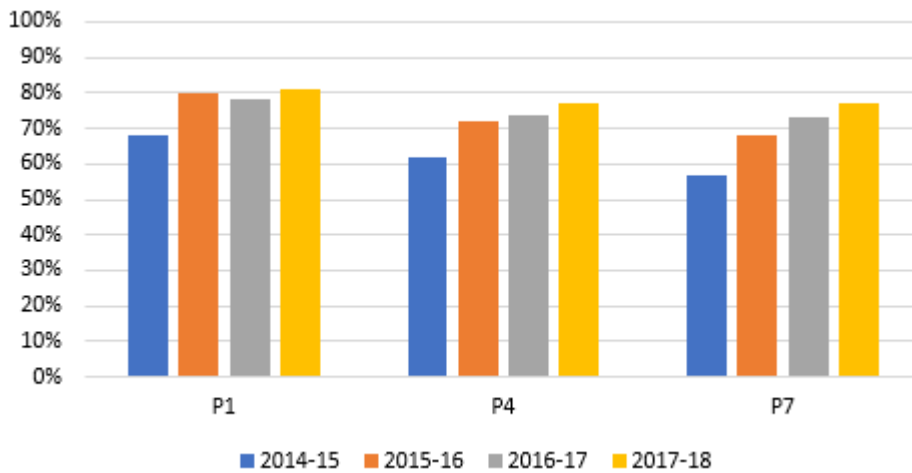
The graphs below show the percentage of pupils achieving the expected CfE level by end of P1 (Early Level), P4 (First Level) and P7 (Second Level), in literacy (reading; writing; listening and talking) and numeracy, based on teacher judgement:

Figure 1(a): percentage of pupils achieving the expected CfE level in reading



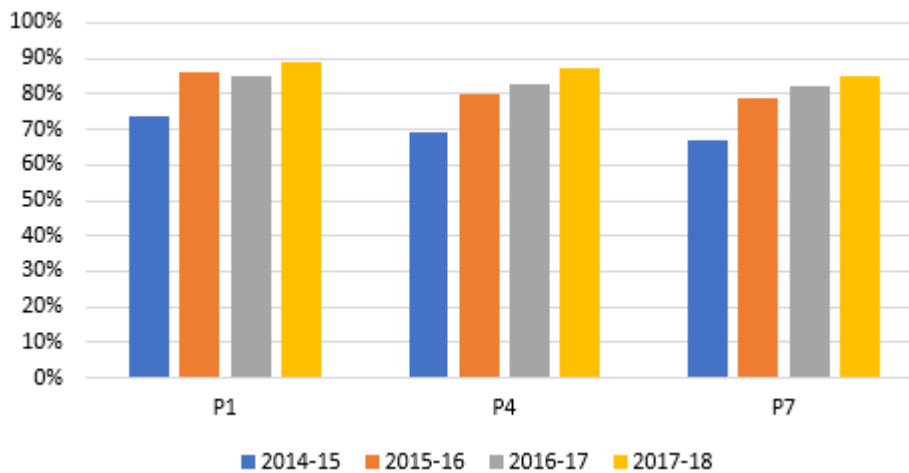
Reading	2014-15	2015-16	2016-17	2017-18
P1	73%	81%	82%	83%
P4	70%	75%	79%	81%
P7	67%	76%	80%	81%

Figure 1(b): percentage of pupils achieving the expected CfE level in writing



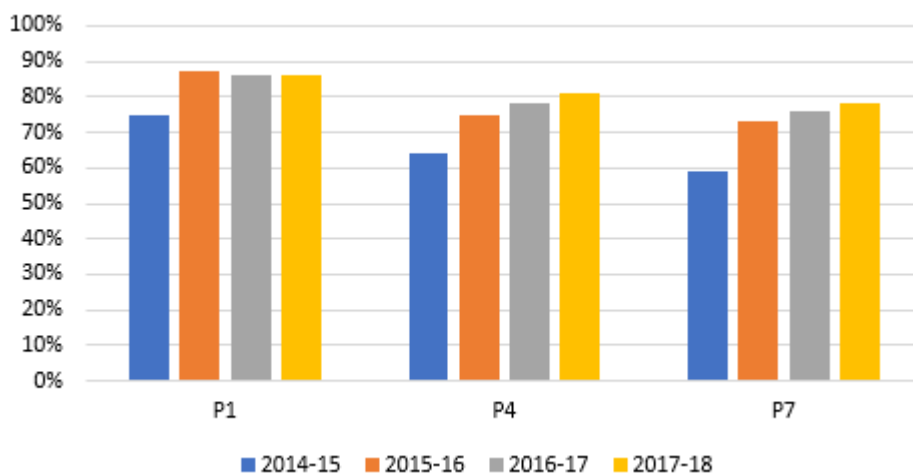
Writing	2014-15	2015-16	2016-17	2017-18
P1	68%	79%	78%	80%
P4	62%	72%	74%	77%
P7	57%	68%	73%	76%

Figure 1(c): percentage of pupils achieving the expected CfE level in listening and talking



L&T	2014-15	2015-16	2016-17	2017-18
P1	74%	86%	85%	89%
P4	69%	80%	83%	87%
P7	67%	79%	82%	85%

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

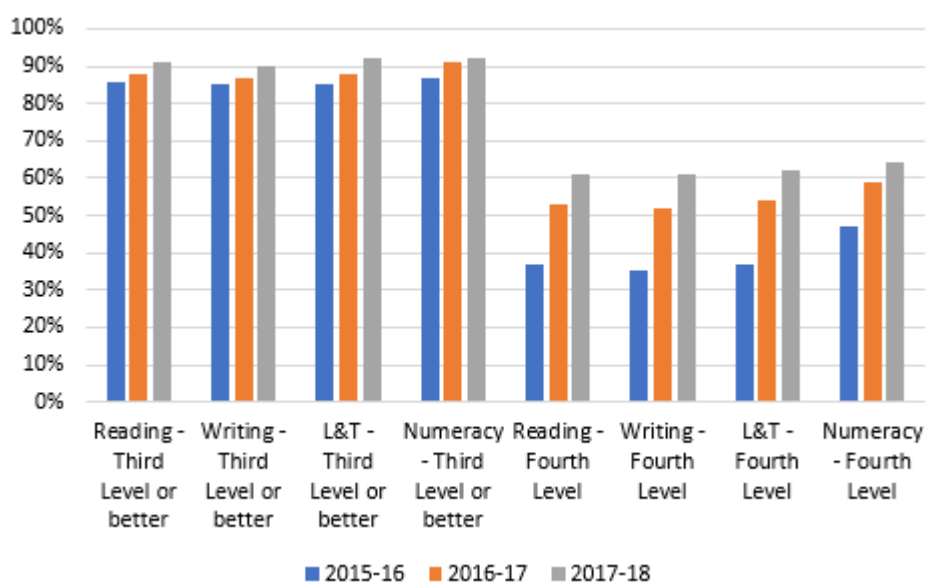


Numeracy	2014-15	2015-16	2016-17	2017-18
P1	75%	87%	86%	86%
P4	64%	75%	78%	80%
P7	59%	73%	76%	78%

3.2 Secondary Schools – Third to Fourth Levels (S1-S3)

The graph below shows the percentage of S3 pupils achieving the expected CfE level (Third level) or better in literacy (reading; writing; listening and talking) and numeracy, based on teacher judgement, for the past two sessions:

Figure 3: percentage of S3 pupils achieving CfE Third level or better



	2015-16	2016-17	2017-18
Reading - Third Level or better	86%	87%	90%
Writing - Third Level or better	85%	86%	90%
L&T - Third Level or better	85%	87%	91%
Numeracy - Third Level or better	87%	90%	91%
Reading - Fourth Level	37%	52%	61%
Writing - Fourth Level	35%	52%	61%
L&T - Fourth Level	37%	53%	62%
Numeracy - Fourth Level	47%	58%	63%

Note that Fourth Level data was not collected prior to session 2015-16.

3.3 Achievement of CfE levels (P1 to S3) Key Strengths and Successes:

- 3.3.1 There is a clear improving trend in literacy and numeracy CfE levels over the past three sessions in P4, P7 and S3, according to teacher judgement.
- 3.3.2 In order to support teachers to make valid and reliable assessments of progress through CfE levels, assessment co-ordinators have been identified to work with staff in every school and cluster. These coordinators are supported by council officials as well as Education Scotland staff. The council strategy for moderation and assessment is currently under review in order to ensure that schools feel more confident in their ability to report on attainment in this area. The strategy will be supported by appropriate professional learning opportunities.
- 3.3.3 Training is already underway with a group of schools in order to pilot the council's new Writing Strategy, which seeks to address relative under-performance in this area.
- 3.3.4 Training in the Stages of Early Arithmetical Learning (SEAL) methodology continues to be offered to staff in order to support the development of children's numeracy skills.

3.4 Areas for development

- 3.4.1 To review and update the council's Integrated Literacy and Numeracy Strategies (with both universal and targeted provision).
- 3.4.2 To extend the new Writing Strategy to all schools following a successful pilot in session 2018-19.
- 3.4.3 To develop a new council Mathematics Strategy in order to improve attainment in this area from P4 to S3.
- 3.4.5 To investigate and address the relative stagnation of attainment levels in P1.
- 3.4.6 To continue to improve literacy levels in reading, writing, talking and listening, and in numeracy, in S1-S3;

- 3.4.7 To increase the numbers of young people achieving CfE Fourth Level in numeracy and literacy by the end of S3.
- 3.4.8 To ensure effective approaches to assessment and moderation are in place at all levels to enable staff to make reliable, professional judgements of progress through CfE levels and report these confidently to parents;
- 3.4.9 To ensure effective arrangements are in place to track and monitor progress through the Broad General Education;
- 3.4.10 To deliver training to support staff in using the new, national BGE Benchmarking Tool as a means to analyse and interpret attainment data from P1 to S3.
- 3.4.11 To continue to focus on improving outcomes for the most disadvantaged pupils in particular Looked After Children and Young Carers.

3.5 Progress towards closing the poverty-related attainment gap

- 3.5.1 The Scottish Government’s National Improvement Framework (NIF) Identified a suggested “basket of measures” in 2017 with which to measure progress in closing the poverty-related attainment gap in Scottish schools. In the BGE, the gap is measured by comparing the performance of those pupils from the 20% most deprived areas of the country (SIMD quintile 1) with those from the 20% least deprived (SIMD quintile 5).
- 3.5.2 The tables below show this “gap” for pupils in the BGE, sessions 2016-17 and 2017-18. If the gap is narrower for a measure in 2017-18 than it was in 2016-17, the cell is highlighted in green; likewise, if the gap has increased, this is highlighted in red.

Table 1: the attainment gap in literacy: reading

Reading	2016-17			2017-18		
	Q1	Q5	Gap	Q1	Q5	Gap
P1	69%	92%	23%	71%	92%	20%
P4	65%	90%	25%	67%	92%	24%
P7	65%	90%	25%	65%	91%	26%
S3 (Third Level)	78%	94%	16%	83%	96%	13%
S4 (Fourth Level)	37%	66%	29%	43%	77%	34%

Table 2: the attainment gap in literacy: writing

Writing	2016-17			2017-18		
	Q1	Q5	Gap	Q1	Q5	Gap
P1	69%	92%	23%	66%	91%	25%
P4	57%	86%	28%	62%	87%	26%
P7	57%	85%	29%	58%	88%	30%
S3 (Third Level)	76%	93%	17%	83%	96%	13%
S4 (Fourth Level)	36%	66%	30%	43%	76%	33%

Table 3: the attainment gap in literacy: listening and talking

Listening & Talking	2016-17			2017-18		
	Q1	Q5	Gap	Q1	Q5	Gap
P1	74%	93%	19%	80%	95%	15%
P4	72%	92%	19%	76%	94%	18%
P7	68%	92%	24%	71%	94%	23%
S3 (Third Level)	78%	94%	16%	85%	96%	11%
S4 (Fourth Level)	36%	67%	31%	45%	77%	32%

Table 4: the attainment gap in numeracy

Numeracy	2016-17			2017-18		
	Q1	Q5	Gap	Q1	Q5	Gap
P1	75%	94%	19%	75%	93%	18%
P4	65%	88%	23%	65%	90%	25%
P7	60%	87%	27%	64%	88%	24%
S3 (Third Level)	80%	96%	16%	84%	97%	13%
S4 (Fourth Level)	34%	74%	40%	39%	85%	46%

3.6 Analysis of gap data

3.6.1 The tables show a narrowing of the gap for all aspects of literacy in P4 and S3 (Third Level), and for numeracy in P7 and S3 (Third Level).

3.6.2 Note that in most of the stages for writing, the gap has widened.

3.6.3 The relatively stagnant performance in P1 and P4 numeracy is of concern; note the gap in P1 numeracy has only narrowed because of a drop in performance at quintile 5. The widening of the gap in both literacy and numeracy for S3 (Fourth Level) is of concern, though it should be noted that in each case the performance at quintile 1 has increased from 2016-17 to 2017-18.

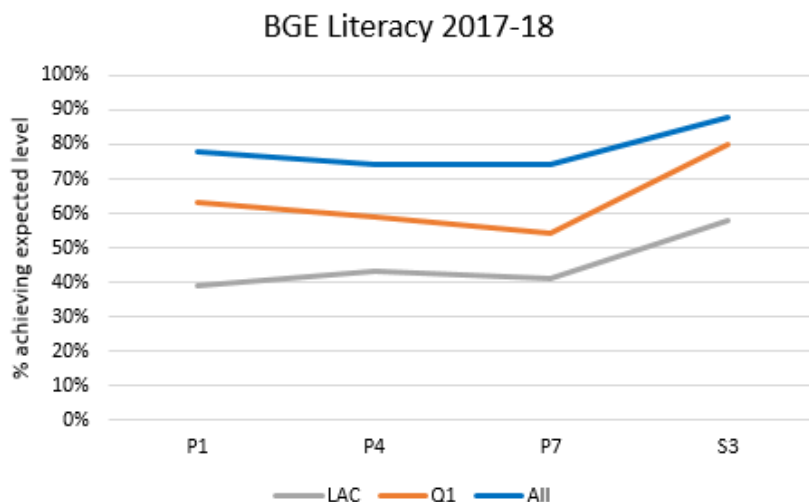
3.7 Actions to support further improvements in addressing the gap

- 3.7.1 In September 2018 schools were issued with a “data pack” which gave an of BGE attainment by QIMD quintile for each school, for sessions 2016-17 and 2017-18. Accompanying this data were “stretch aims” for each school, by SIMD quintile, which were based on the national stretch aims set by the Scottish Government as part of the National Improvement Framework. These aims are set for session 2019-20 and staff will be encouraged and supported to use the data to identify and address the “gap” as it relates to their own school over the coming two academic sessions.
- 3.7.2 The gap in writing will be addressed by the new Writing Strategy, with professional learning and support available throughout session 2018-19.
- 3.7.3 A new Mathematics Development Officer will be appointed to help support the new Mathematics Strategy. Initially the focus will be on supporting CEC schools who are part of the Scottish Attainment Challenge to address their “gap” in numeracy and mathematics, but effective professional learning will be identified and shared more widely as a result.
- 3.7.4 The Edinburgh Learns Frameworks for Learning are designed to support head teachers to sustain their focus on equity and excellence. Key themes across Edinburgh Learns are learning and teaching, communities and families and leadership. To support continuation of addressing the gap, the Edinburgh Learns: Equity framework will be of particular use.

3.8 Looked After Children (LAC)

- 3.8.1 In session 2018-19 the number of children classified as “looked after” (LAC) in P1, P4, P7 and S3 within CEC were as follows:
P1 – 41 pupils; P4 – 49 pupils; P7 – 51 pupils; S3 – 76 pupils.
This gives a total of 217 pupils classified as LAC for whom we have available attainment data in terms of CfE levels as reported to the Scottish Government. The number of “care experienced” children will of course be higher than is recorded formally here.
- 3.8.2 Of these LAC primary pupils, 36% lived in areas of the highest deprivation (SIMD quintile 1), and 44% were looked after “at home”.
Of these LAC secondary pupils (S3), 45% lived in SIMD quintile 1 and 58% were looked after “at home”.
- 3.8.3 The graphs below compare the attainment of these LAC pupils in City of Edinburgh with the attainment of all pupils in CEC education, and with those pupils living in the 20% most deprived areas according to SIMD, at P1, P4, P7 and S3 (Third Level) stages.

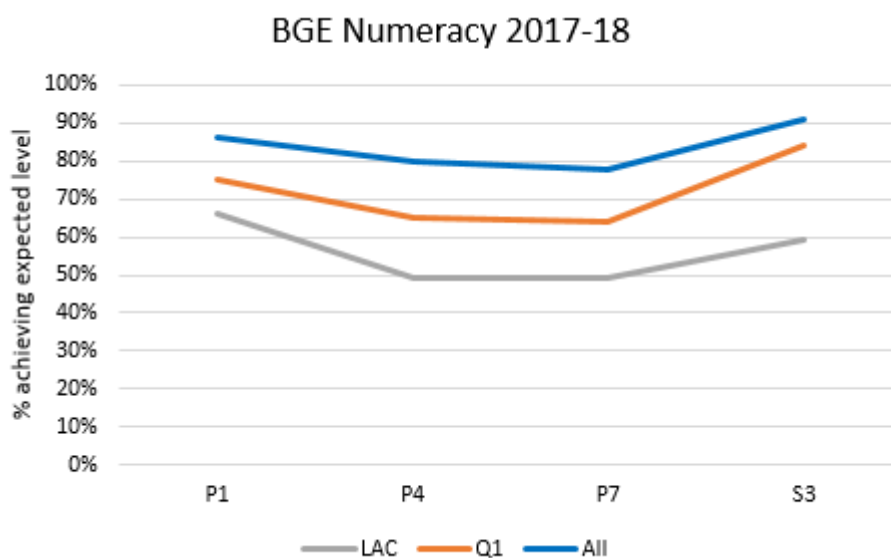
Figure 4: percentage of pupils achieving the expected level in literacy (LAC pupils compared to all pupils and pupils living in SIMD quintile 1)



	LAC	Q1	All
P1	39%	63%	78%
P4	43%	59%	74%
P7	41%	54%	74%
S3	58%	80%	88%

Note that in order to be classed as having achieved a level in literacy overall, the pupil must achieve the individual elements reading, writing, and listening and talking at that level.

Figure 5: percentage of pupils achieving the expected level in numeracy (LAC pupils compared to all pupils and pupils living in SIMD quintile 1)



	LAC	Q1	All
P1	66%	75%	86%
P4	49%	65%	80%
P7	49%	64%	78%
S3	59%	84%	91%

- 3.84 It is clear that the attainment of LAC children is consistently lower than that of those living in the most deprived areas, with a gap widening at S3. Raising attainment for care-experienced learners remains a high priority. The Edinburgh Learns frameworks have been specifically written to ensure Headteachers have key strategic guidance, professional learning and resources to improve outcomes for our most vulnerable children and young people.
- 3.85 Specifically, this will include, improved universal support, improved targeted support such as nurture and mentoring, and improved Learning Together support for families with looked after children and young people.

4. Measures of success

Based on a range of evidence:

- 4.1 Overall evaluation of attainment/improvements in BGE performance in primary schools is good
- 4.2 Overall evaluation of attainment/improvements in BGE performance in secondary schools is satisfactory

5. Financial impact

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

6. Risk, policy, compliance and governance impact

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

7. Equalities impact

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

8. Sustainability impact

- 8.1 None.

9. Consultation and engagement

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

10. Background reading/external references

- 10.1 [Attainment Report 2007-2008, 17 March 2009](#)
10.2 [Attainment Report 2008-2009, 18 March 2010](#)
10.3 [Attainment Report 2010, 25 January 2011](#)
10.4 [Attainment Report 2011, 15 November 2011](#)
10.5 [Standards and Quality Report 2012, 9 October 2012](#)
10.6 [Educational Attainment/Improvements in Performance 2013, 10 December 2013](#)
10.7 [Educational Attainment 2014, 3 March 2015](#)
10.8 [Educational Attainment 2015, 24 May 2016](#)
10.9 [Update on Attainment in City of Edinburgh Schools 2015-16, 7 March 2017](#)
10.10 [Attainment Report 2017](#)

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11. Appendices

- 11.1 Appendix 1 Education Scotland scale for evaluating performance:
11.2 Appendix 2 Progression through Curriculum for Excellence levels.

Appendix 1

Education Scotland scale for evaluating performance:

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

Appendix 2

Progression through Curriculum for Excellence levels.

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

Education, Children and Families Committee

10am, Tuesday, 9 October 2018

West and South West Schools Review – Approval to Progress Statutory Consultations

Item number	7.9
Report number	
Executive/routine	
Wards	
Council Commitments	

Executive Summary

On 21 June 2018 the Education, Children and Families Committee considered four options following extensive informal consultation on future school infrastructure in the west and south west of Edinburgh. The Committee agreed Option 1 should be taken forward to statutory consultation.

This report outlines the proposed catchment changes to affected schools in the South West of the city and recommends the Committee approves a full statutory consultation be progressed based on the draft consultation paper attached in Appendix 1.

This report also highlights immediate accommodation issues at Kirkliston Primary School which may be addressed by creating an early stages campus on the Kirkliston Leisure Centre site. This paper seeks delegated authority to undertake a statutory consultation on this proposal.

West and South West Schools Review – Approval to Progress Statutory Consultations

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
- 1.1.1 Approve a full statutory consultation, beginning 23 October 2018, proposing the realignment of the catchment boundaries of Currie Primary School, Dean Park Primary School and Nether Currie Primary School and consequential changes to Currie High School and Balerno High School.
 - 1.1.2 Note the intention to report to Council in March 2019 the outcomes of the statutory consultation.
 - 1.1.3 Approves that delegated authority be given to the Executive Director of Communities and Families to produce a consultation paper and progress a statutory consultation in Kirkliston proposing the relocation of Kirkliston Primary School's P1 classes to a new Early Years campus on the site of Kirkliston Leisure Centre.

2. Background

- 2.1 At a meeting of the Education, Children and Families Committee on 21 June 2018 the "Update on the Informal Consultation in West/South West Schools" report was considered. The report provided further information on four options developed following a period of informal consultation in the West and South West of the city.
- 2.2 The focus of the informal consultation process was an extensive programme of engagement with school communities throughout the west and south west of Edinburgh. The council wished to gather opinions about future change to the school estate in this large area of the city, which will see significant growth in future years, before any statutory consultations for changes to schools or their catchment areas are progressed.
- 2.3 Among the recommendations approved by Committee on 21 June 2018 was an agreement that Option 1 should now progress to statutory consultation.

3. Main report

- 3.1 This report focuses on the catchment changes which are required in south west Edinburgh following the outcomes of the informal consultation and a draft statutory consultation paper is attached in Appendix 1 for consideration. In relation to the

future provision of secondary education in the remaining areas of West Edinburgh, as reported to Committee in June 2018, proposals will be developed alongside the development of the City Plan 2030 and draft statutory consultation papers will be submitted to Committee for consideration when appropriate. The one exception to this relates to primary provision in Kirkliston where due to rising rolls, it is recommended that a statutory consultation is progressed proposing the relocation of Kirkliston Primary School's P1 classes to a new Early Years campus on the site of Kirkliston Leisure Centre

3.2 Full details of the statutory consultation necessary in the South West of the city to implement Option 1 are contained in the draft statutory consultation paper which is attached in Appendix 1. The key elements of the proposals are:

- Reduction of Currie Primary School's catchment area (also affecting Currie High School) to reduce existing and projected pressure on Currie Primary School and avoid the need to further extend the school.
- Extension of Dean Park Primary School's catchment area (also affecting Balerno High School and Currie High School) to incorporate the existing Cherrytrees area, new developments at Newmills and Ravelrig Road and areas around Dalmahoy Road.
- The construction of new classroom accommodation at Dean Park Primary School, beyond that already identified as part of the LDP, to accommodate the projected demand.
- Extension of Nether Currie Primary School's catchment area to incorporate the Kinleith Mill development.
- The proposed catchment changes would affect the P1 and S1 intake for August 2020 and any new registrations from people moving into the area.
- There will be no mandatory transfer of pupils already attending another school.

3.3 The public statutory consultation period will run from 23 October 2018 to 3 December 2018. Two public meetings will be held during the consultation period with details of these in the table below:

Venue	Date	Time
Currie Community High School	TBC	18:30 – 20:30
Balerno High School	TBC	18:30 – 20:30

3.4 All representations received, copies of the minute from the public consultation meeting and any other relevant information will be sent to Education Scotland for their consideration.

- 3.5 An Outcomes of the Consultation report will be prepared for consideration at a full Council meeting in March 2019. The report will provide responses to the issues raised during the statutory consultation, set out Education Scotland's recommendations to the Council and make a final recommendation to be considered by the Council. The Outcomes report will be published on the Council website three weeks in advance of the Council meeting.
- 3.6 While Option 1 approved by Education, Children and Families Committee on 21 June 2018 also suggested minor changes to the catchment of Ratho Primary School, it is proposed that these, along with more significant catchment changes proposed in the North West of the city under Option 1, do not progress at this time. This is to allow time for consideration of sites for secondary school infrastructure to be considered alongside the development of the City Plan 2030.
- 3.7 However, there is an immediate need to address accommodation pressures created by rising rolls at Kirkliston Primary School which cannot be resolved through catchment change. Kirkliston Primary School has already been expanded on its existing site and, following initial discussions with school management and the school's Parent Council it is proposed that new classrooms be built as part of a new Kirkliston Primary School early stages campus on the Kirkliston leisure centre site, approximately 500m from the main school site.
- 3.8 The new campus would be a purpose-built facility incorporating a 128-place nursery for 2-5 year olds and accommodation for 4 P1 classes. The new building would include dining facilities and a large play area and nursery garden and would replace the nursery currently collocated within the community centre on Queensferry Road. Relocating the P1 classes to this new facility would have the benefit of reducing pressure on the school's main site and improving the transition from nursery to primary. It is anticipated that pupils would also benefit from access to the leisure centre's facilities.
- 3.9 If approved it is anticipated that the new facility would open in August 2020. To address accommodation pressures at the school until then, temporary classroom facilities will be provided on the main Kirkliston Primary School site from August 2019.
- 3.10 The relocation of the P1 classes to the new site requires approval following a statutory consultation process. In order to ensure delivery of the new facility for August 2020 it is proposed that Committee approves that delegated authority be given to the Executive Director of Communities and Families to produce a consultation paper and progress a statutory consultation in Kirkliston proposing the relocation of P1 classes to a new early stages campus on the site of Kirkliston Leisure Centre.

4. Measures of success

- 4.1 Schools in the South West of the city that have catchment populations that are in line with development proposals and are appropriate to the capacity of the school.

- 4.2 The delivery of an accommodation solution for Kirkliston Primary School that meets the demands of its catchment population and is designed to a specification that allows all educational requirements to be met.

5. Financial impact

- 5.1 The capital and revenue cost implications of the proposed catchment changes in the South West are set out in the draft statutory consultation paper included in Appendix 1.
- 5.2 There is £1.7m allocated in the Early Years 1140 hours expansion infrastructure strategy against the creation of a new early stages campus for Kirkliston Primary School. The Scottish Government will provide this funding. It is estimated that the additional cost of accommodating P1 classes on this site would be £1m. This deficit requires the identification of additional resources in future capital budgets.

6. Risk, policy, compliance and governance impact

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

7. Equalities impact

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

8. Sustainability impact

- 8.1 Any new education infrastructure will, as a minimum, meet the latest energy efficiency requirements of the statutory building standards.

9. Consultation and engagement

- 9.1 Any statutory consultation will be carried out in line with the procedures set out in the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and

Young People (Scotland) Act 2014. Engagement with all key stakeholders, including pupils, parents, staff and elected members will be undertaken through the statutory consultation.

- 9.2 Prior to bringing forward the proposals set out in the draft statutory consultation paper attached to this report, extensive informal consultation was carried out with the school communities as part of the Informal Consultation on West/South West Schools.

10. Background reading/external references

- 10.1 Education, Children and Families Committee on 29 March 2018 - report on the Outcomes of the Informal Consultation in West and South West Edinburgh
- 10.2 [Education, Children and Families Committee on 22 May 2018 - Update on the Informal Consultation in West/South](#)
- 10.3 [Education, Children and Families Committee on 21 June 2018 - Update on the Informal Consultation in West/South](#)

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11. Appendices

- 11.1 Appendix 1 – Draft Statutory Consultation Paper

Proposal to realign the catchment areas of Currie Primary School, Nether Currie Primary School, Dean Park Primary School, Currie High School and Balerno High School.

Affecting: Balerno High School, Currie High School, Currie Primary School, Dean Park Primary School and Nether Currie Primary School.

1 Introduction

- 1.1 This consultation paper sets out the rationale for, and implications of, realigning the catchment area of Currie Primary School, Dean Park Primary School, Nether Currie Primary School, Currie High School and Balerno High School. This paper also sets out the consultation process and the means and timescales for making representations.
- 1.2 The consultation paper is divided into the following sections:
1. Introduction
 2. Background and Context
 3. Proposed Catchment Changes
 4. Rational for Change
 5. Secondary Schools
 6. Educational Benefits
 7. Financial Considerations
 8. Consultation Process

Appendices

- Appendix 1 Existing Primary School Catchment Areas
 - Appendix 2 Proposed Primary School Catchment Areas
 - Appendix 3 Existing Secondary School Catchment Areas
 - Appendix 4 Proposed Secondary School Catchment Areas
 - Appendix 5 List of affected addresses
 - Appendix 6 Response Questionnaire
- 1.3 Comments on the proposals should be submitted by no later than close of business on Monday 3 December 2018 by email or post to the addresses set out in Section 8.11 of

this paper. A response questionnaire is provided for this purpose which respondents are encouraged to use, details are included in Appendix 6. The questionnaire can also be completed online via the Council website:

[address tbc]

- 1.4 Two public meetings will be held as follows, further details of which are provided in section 8.8:

Venue	Date	Time
Currie High School	tbc	18:30 – 20:30
Balerno High School	tbc	18:30 – 20:30

2 Background and Context

Background Summary

- 2.1 Following a significant period of informal consultation in the West and South West of Edinburgh, the Education, Children and Families Committee agreed on 21 June 2018 that a statutory consultation proposing the realignment of the catchment areas of Currie Primary School, Dean Park Primary School, Nether Currie Primary School, Currie High School and Balerno High School should be undertaken. Full details of the informal consultation can be found on the Council website at: www.edinburgh.gov.uk/schoolsreview
- 2.2 The school roll at Currie Primary School is projected to rise creating accommodation pressure at the school. The rising roll is attributed to growth in Currie Primary School’s catchment population from the existing urban area and forecasted pupil generation from housing developments in the catchment area. Currie Primary School was extended in 2018 and the catchment changes proposed may mitigate the requirement to further extend the school.

School Roll Projections 2017

- 2.3 In December 2017 a report was submitted to the Education, Children and Families Committee providing the latest annual school roll projections for the 2017-2027 period.
- 2.4 The latest projections show growth at Currie Primary School would see its roll increase to a three stream, 21 class school by 2023 and would exceed this beyond 2024. The projections also show that the roll at Dean Park Primary School remains steady while the Nether Currie Primary School roll shows room for growth.

Table 1: South West Primary school rolls, estimated 2018; projected, 2019-2027

Primary School	Existing Capacity	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Currie PS	546	470	508	538	572	593	618	633	656	611	669
Dean Park PS	476	455	468	463	455	459	449	449	463	450	456

Nether Currie PS	210	153	163	167	163	168	169	170	171	171	172
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- 2.5 The growth at Currie Primary School is being driven by high births in the catchment area and resultant increases to the P1 intake. The birth rate in Currie Primary School's catchment area has increased from 40 in 2011 to 60 in 2016. Dean Park Primary's catchment birth rate dropped from 46 to 28 over the same period while Nether Currie's has seen no change.
- 2.6 The latest projections show growth at Balerno High School would see its roll exceed its notional capacity by 2021. No accommodation pressures are identified at Currie Community High School until 2027.

Table 2: South West Secondary school rolls, estimated 2018; projected, 2019-2027

Secondary School	Existing Capacity	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Balerno HS	850	754	788	836	871	892	912	915	915	915	915
Currie CHS	900	725	740	754	784	822	831	847	863	894	920

Edinburgh Local Development Plan

- 2.7 In November 2016 the Council approved the Edinburgh Local Development Plan. It identified sites at Riccarton Mains Road, Curriehill Road, Newmills Road and Ravelrig Road as suitable for housing development. The supporting Education Infrastructure Appraisal and Action Programme provides a cumulative assessment of the additional education infrastructure required to accommodate pupils from new housing developments. It found three additional classrooms at Currie Primary School and two additional classrooms at Dean Park Primary School are required to support pupil generation from known housing developments in the area.
- 2.8 The Council's Planning department carries out an annual assessment of the supply of housing land in the city and publishes the [Housing Land Audit and Delivery Programme](#) (HLADP) every autumn. It details completions from the previous April to March and estimates expected housing completions from sites with planning permission or identified in the LDP over the coming years.
- 2.9 The most recent HLADP suggests that between now and 2021 a further 47 catchment primary pupils will be generated by housing development in the existing Currie Primary School catchment area. A further 36 pupils will be generated by housing developments in the existing Dean Park catchment area. There are no housing developments in Nether Currie Primary School's catchment area.

3. Proposed Catchment Changes

Summary of Proposals

- 3.1 The proposed catchment changes would see sections of Currie Primary School's catchment area realigned with Nether Currie Primary School. As both of these primary

schools feed to Currie High School there would be no resulting change to secondary school catchment area boundaries.

- 3.2 The proposed catchment changes would also see a section of Currie Primary School's catchment area realigned with Dean Park Primary School. This would necessitate a realignment of the Currie High School and Balerno High School catchment boundaries.
- 3.3 The proposal would geographically link Ratho Primary School with the rest of the Balerno High School catchment area by realigning the rural areas around Dalmahoy with Balerno High School. This would also mean that primary pupils in the Dalmahoy area would be realigned from Currie Primary School to Dean Park Primary School.
- 3.4 **The existing and proposed primary and secondary catchment area boundaries are shown in Appendices 1, 2, 3 and 4. A list of the addresses affected by these proposals is available in Appendix 6.**
- 3.5 If approved, the proposed catchment area changes would take effect from November 2019 to capture the P1 and S1 registration process for August 2020. The proposed catchment changes would apply to new P1 and S1 pupils and any new registrations from people moving into the area. There would be no mandatory transfer of pupils already attending another school.

Dean Park and Balerno Extension Area

- 3.6 Under these proposals Dean Park Primary School and Balerno High School's catchment areas would be extended to the east and north. It would affect the existing properties in the Dalmahoy, Cherry Tree and Newmills areas, including the new housing development at Newmills. In the 2017/18 academic year there were 82 primary pupils and 75 secondary pupils residing in the proposed Dean Park and Balerno extension area. The schools attended by pupils residing in this area in the 2017/18 session are shown in tables 3 and 4 (below). These tables also show the average percentage of pupils from the Dean Park extension area attending each school over a 5-year period.

Table 3: Primary school attended by pupils residing in proposed Dean Park and Balerno catchment extension area

Primary School Attended	2017/18		Five-year average
	Number of Pupils	% of Pupils	% of Pupils
Currie PS	59	72%	58%
Dean Park PS	20	24%	33%
Other	3	4%	9%
Total	82	100%	100%

Table 4: Secondary school attended by pupils residing in proposed Dean Park and Balerno extension area

Secondary School Attended	2017/18		Five-year average
	Number of Pupils	% of Pupils	% of Pupils
Currie HS	41	54%	53%
Balerno HS	32	43%	45%
Other	2	3%	2%
Total	75	100%	100%

Nether Currie Extension Area

- 3.7 Under these proposals Nether Currie Primary School's catchment area would extend south and affect existing properties on Lanark Road West and the new housing development at Kinleith Mills which is substantially complete.
- 3.8 There would be no change in secondary catchment boundaries resulting from the Nether Currie extension area proposal.
- 3.9 In the 2017/18 academic year there were 22 pupils residing in the proposed Nether Currie extension area. The primary schools attended by pupils residing in this area in the 2017/18 session are shown in Table 5 and 4 (below). These tables also show the average percentage of pupils from the Nether Currie extension area attending each school over a 5-year period.

Table 5: Primary school attended by pupils residing in proposed Nether Currie extension area

Primary School Attended	2017/18		Five year average
	Number of Pupils	% of Pupils	% of Pupils
Currie PS	9	41%	34%
Nether Currie PS	7	32%	33%
Other	6	27%	33%
Total	22	100%	100%

4. Rationale for Change

Summary

- Currie Primary School projected to require 22 classes by 2024.
- Nether Currie Primary School has capacity to support additional demand.
- Currently both Currie Primary School and Dean Park Primary School would need new accommodation due to new housing development.
- Proposals would mean new accommodation only required at Dean Park Primary School.
- Proposal would align school catchment boundaries with Community Council boundaries.

Currie Primary School

- 4.1 Currie Primary School's roll has been increasing since 2010 and, following the completion of a 4 classroom extension in August 2018, the school's capacity has increased to 19 classes (546 pupils). Currie Primary School also has 2 GP classes and smaller activity spaces, a 60/60 nursery, gym hall and assembly/dining hall with a stage. The total site, including a playing field that has two seven aside pitches, is 1.94 hectares (excluding the playgroup site and nursery site).

- 4.2 The P1 intake in August 2018 was 83 pupils. Current projections suggest the P1 intake will rise to 97 pupils by 2024 and the school will require 22 classes to support the school roll.
- 4.3 Reducing the catchment area will reduce the school's catchment population and alleviate long term accommodation pressure at the school. Under the proposed catchment changes, catchment registrations for August 2018 would have been 68 pupils.
- 4.4 If the proposed catchment changes are approved, projections suggest the school roll will remain stable at 18 classes. Table 6 (below) shows the existing projected roll for Currie Primary School and the projected roll should the proposals set out in this document be approved. It illustrates that, even if the catchment changes are implemented, high P1 intakes in 2018 and 2019 will continue to push rolls up and that the school roll would only begin to fall after 2024. Analysis of the projected peak (552 pupils) suggests that this can be accommodated within the available classroom space.

Table 6: Currie Primary School projected school roll as existing and following proposed catchment changes

Currie Primary School	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Projected Roll 12 December 2017	470	508	538	572	593	618	633	656	661	669
Projected Roll After proposed catchment changes	470	508	534	542	544	552	552	546	531	517

- 4.5 Options to reduce Currie Primary School's catchment area have considered local geographical factors, home to school travel, catchment demand, capacity at receiving schools, impact on secondary catchment boundaries and, where appropriate, the potential of receiving schools to support additional classroom accommodation. The financial implications of the proposal have also been considered and are set out in Section 6 of this paper.
- 4.6 Realigning the Currie and Dean Park Primary School catchment area boundary to only include new housing development at the Newmills housing site has been considered and discounted. This is because it would not address accommodation pressure at Currie Primary School.
- 4.7 Increasing Nether Currie Primary School's catchment area to the west has also been discounted because projections show any further increase may create accommodation pressure at Nether Currie Primary School in future years as it's roll is projected to grow in the longer term.

Nether Currie Primary School

- 4.8 Nether Currie Primary School is a single stream with capacity for 7 class (210 pupils). The school has one General Purpose class, a dining/assembly hall, stage and gym. It does not have a nursery class at present but it is the proposed site for a new nursery

building which would be completed prior to August 2020. The total site, including a playing field that can fit one seven aside football pitch, is 1.2 hectares.

- 4.9 The school roll in 2017/18 was 156 pupils. The school roll has experienced little change over the past 10 years and on average, occupies 75% of its available capacity. Pupils from Nether Currie Primary School’s catchment area represent 55% of the school roll. Accordingly, there is scope for Nether Currie Primary School to accommodate increased catchment numbers.
- 4.10 The projections in Table 7 (below) suggest that Nether Currie Primary School can accommodate future catchment pupils from the proposed extension area without requiring additional accommodation.

Table 7: Nether Currie Primary School projected school roll as existing and following proposed catchment changes

Nether Currie Primary School	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Projected Roll 12 December 2017	153	163	167	163	168	169	170	171	171	172
Projected Roll With catchment change	153	163	172	168	172	172	172	172	172	181

Table 7 shows that the catchment changes proposed make little difference to Nether Currie Primary School’s role in the period to 2027. This is because a high proportion of Nether Currie Primary School’s roll and P1 intake is made up of non-catchment pupils. Accordingly, the pupils in the area of Currie Primary School’s catchment that it is proposed are realigned with Nether Currie Primary School would fill spaces that would otherwise be filled by non-catchment pupils.

- 4.11 In preparing these proposals, consideration has been given to increasing the area of Currie Primary School’s catchment that is realigned with Nether Currie Primary School. However, this is likely to lead to pressure to expand Nether Currie Primary beyond its available capacity. Accordingly, extending the catchment area to incorporate a larger portion of Currie Primary School’s catchment area is not proposed at this time.

Dean Park Primary School

- 4.12 Dean Park Primary School has capacity for 17 classes (476 pupils). The school includes two classes in a temporary unit that has been on site since 2000 and was originally used as a nursery class. It has an assembly/dining hall and gym hall. The nursery is now located off site in the Annex, located next to the local centre. The total site, including a playing field that can fit two seven aside football pitches, is 1.98 hectares (excluding the nursery site). The school’s working capacity is 476.
- 4.13 In the school site is a former NHS clinic that the school uses as a thrift shop and General Purpose classes.
- 4.14 The school roll has risen slightly since 2008. However, the P1 intake in August 2018 was 49 pupils, a fall on previous years, which has reduced the schools class

organisation from 17 classes in 2017/18 to 16 classes in 2018/19. The estimated school roll in August 2018 is 463.

4.15 The catchment population has remained relatively even since 2014. Pupils from Dean Park Primary School’s catchment area represent 88% of the school roll. The projections in Table 8 (below) suggest that if the proposed catchment changes were to be approved, Dean Park Primary School’s roll would increase to 19 classes by 2020 with a working capacity of 546 and 21 classes by 2025 with a working capacity of 630.

Table 8: Dean Park Primary School projected school roll as existing and following proposed catchment changes

Dean Park Primary School	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Projected Roll 12 December 2017	455	468	463	455	459	449	449	463	450	456
Projected Roll With catchment change	455	468	494	504	524	526	539	566	572	583

4.16 The development of housing at Ravelrig Road already falls within Dean Park Primary School’s catchment area. It is projected that this will increase demand for places at Dean Park Primary School and, in the long-term, require the extension of the school building by up to two classes. Provision for this is made in the Local Development Plan’s supporting Education Infrastructure Appraisal and Action Programme and section 75 contributions have been sought from developers to provide the necessary funding.

4.17 The catchment change proposals set out in this paper would increase the requirement for the delivery of additional classroom space at Dean Park Primary School from the two classrooms already identified to five classrooms. Should the proposals in this paper be approved, work to identify and develop an appropriate accommodation solution would begin at Dean Park Primary School with a working group consisting of school management, parent representatives and Council officers.

4.18 While the number of classrooms required at Dean Park Primary School would increase under the proposals in this paper, the changes would negate the requirement for additional classroom space at Currie Primary School. Accordingly, rather than expanding provision at two primary schools as would currently be the case; the proposals in this paper limit further expansion to a single primary school.

5. Secondary Schools

Summary

5.1 The realignment of the primary school catchment area boundaries affects the secondary school catchment area boundaries.

- 5.2 The roll projections in Table 2 (see page 3) suggest that Balerno HS will exceed its existing capacity in 2021 while Currie HS will not exceed its capacity until 2027.
- 5.3 Under the proposals in this paper, projections suggest that Currie HS would no longer breach its capacity. However, an accommodation solution would be required at Balerno High School.
- 5.4 At its meeting on 21 June 2018, the Education, Children and Families Committee approved the progression of Option 1 which included expanding both Currie HS and Balerno HS to capacities of 1,000 pupils. Projected demand for both schools can be accommodated within this capacity and provide opportunity for some movement of pupils between the schools.

Currie High School

- 5.5 Currie High School has a notional capacity of 900 pupils. Its roll in 2018/19 is 716. Roll and catchment analysis over the past 10 years shows the school roll and catchment population peaked in 2009 and has recorded year on year falls until 2017 when a marginal year on year increase of 2% to the school roll and 1% to the catchment population occurred. This is consistent with increases in catchment births in 2005, P1 intake in 2010 and S1 intake in 2017.
- 5.6 Over the past five years the school roll has, on average, been 75% of its notional capacity. Pupils from Currie High School's catchment area represent 78% of the school roll.
- 5.7 If the proposed catchment changes set out in this paper are approved, projections show the school roll will remain within the school's notional capacity.

Table 9: Projected Secondary School Roll as existing and following proposed catchment changes

Currie High School	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Projected Roll 12 December 2017	725	740	754	784	822	831	847	863	894	920
Projected Roll With catchment change	725	740	753	782	817	823	835	847	880	896

Balerno High School

- 5.8 Balerno High School has a notional capacity of 850 pupils. Its roll in 2018/19 is 731. The school roll is, based on a five year average, 84% of its notional capacity. Pupils from Balerno High School's catchment area represent 52% of the school roll. Pupils from areas not in a designated City of Edinburgh Council catchment area represent 34% of the school roll.
- 5.9 If the proposed catchment changes are approved, projections show the school's notional capacity will be breached in 2021 and would not bring forward the requirement to address accommodation pressure at Balerno High School.

Table 10: Projected Secondary School Roll as existing and following proposed catchment changes

Balerno High School	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Projected Roll 12 December 2017	754	788	836	871	892	912	915	915	915	915
Projected Roll With catchment change	754	788	836	871	892	912	915	915	935	935

5.10 Table 10 shows that the catchment changes proposed would make little difference to Balerno High School’s roll in the period to 2027. This is because a high proportion (29%) of Balerno High School’s roll is made up of non-catchment pupils. Accordingly, the pupils in the area of Currie High School’s catchment that it is proposed are realigned with Balerno High School would fill spaces that would otherwise be filled by non-catchment pupils.

5.11 The catchment changes proposed would geographically link Ratho Primary School with the rest of the Balerno High School catchment area by realigning the rural areas around Dalmahoy with Balerno High School. A small extension would be required to Balerno High School which would be considered through the rising rolls programme.

Community Council Boundaries

5.12 Under these proposals the catchment boundaries of Currie and Balerno High School would be brought in line with the boundaries of Currie Community Council and Balerno Community Council. The Community Council boundaries are shown in the map of existing secondary school catchment boundaries (Appendix 3) and the map of the proposed secondary school catchment boundaries (Appendix 4).

6. Educational Benefits

Primary School

6.1 Each school will have the capacity for a pupil roll which serves their local community. Effective teaching staffing levels will be maintained, led by a range of promoted teaching staff, consistent with that roll. Effective class organisation models will be in place in each school with children able to maximise engagement in teaching and learning. There would also be the potential for the increase in collaboration and wider opportunities for achievement.

6.2 As there are no changes proposed or planned to the general use of the buildings or facilities at any of the potentially affected schools there would be no detriment to other users of the schools wither current or future.

Education Scotland Inspection Reports

6.3 Nether Currie Primary School was last inspected by Education Scotland in 2015 while Dean Park Primary and Currie Primary were last inspected in 2009 and 2010

respectively. Accordingly, given the age of the available data, a comparison of this data is not considered to be relevant or useful for the purposes of this catchment review. However, through focused self-evaluation, each school has allocated the following quality values to reflect their capacity for continuous improvement:

Table 11: Primary School Self-Evaluations

Evaluation Criteria	Nether Currie	Dean Park	Currie
Date of Standards and Quality report	June 18	June 18	June 18
Leadership of change	Satisfactory	Very Good	Good
Learning, teaching and assessment	Good	Very Good	Good
Ensuring well-being, equity and inclusion	Good	Very Good	Good
Raising attainment and achievement	Good	Very Good	Good

Educational Attainment and Achievement

- 6.4 Within Curriculum for Excellence, there is a range of information provided which is used to measure attainment and achievement for primary schools. The City of Edinburgh uses this range of information to report on attainment and improvements in performance for its primary schools and pupils. These measurements include evaluations using Quality Indicators, standardised assessments, Curriculum for Excellence levels and wider achievement.
- 6.5 Tables 12a, 12b and 12c (below) show that the current Curriculum for Excellence levels at Currie, Dean Park and Nether Currie Primary Schools reflect that most children achieve national expectation in language and maths. In the main, the attainment across these measures at P1, P4 and P7 compare favourably with the city of Edinburgh average.

Table 12a: CfE Levels - P1 Achieved Maths and Achieved Language								
	P1 Achieved Maths				P1 Achieved Language			
Primary School	2014/15	2015/16	2016/17	2017/18	2014/15	2015/16	2016/17	2017/18
Currie	66%	91%	100%	85%	80%	91%	94%	82%
Dean Park	91%	88%	85%	92%	89%	88%	90%	85%
Nether Currie	71%	90%	96%	100%	75%	90%	96%	100%
City Average	73%	87%	87%	86%	68%	82%	83%	84%

Table 12b: CfE Levels - P4 Achieved Maths and Achieved Language								
	P4 Achieved Maths				P4 Achieved Language			
Primary School	2014/15	2015/16	2016/17	2017/18	2014/15	2015/16	2016/17	2017/18
Currie	73%	82%	85%	75%	73%	82%	78%	92%
Dean Park	79%	66%	80%	86%	88%	69%	85%	88%
Nether Currie	85%	94%	95%	89%	93%	94%	100%	89%
City Average	64%	75%	79%	81%	64%	76%	80%	82%

Table 12c: CfE Levels - P7 Achieved Maths and Achieved Language								
	P7 Achieved Maths				P7 Achieved Language			
Primary School	2014/15	2015/16	2016/17	2017/18	2014/15	2015/16	2016/17	2017/18
Currie	62%	81%	82%	78%	68%	81%	90%	80%
Dean Park	70%	68%	85%	87%	68%	74%	88%	86%
Nether Currie	67%	88%	90%	96%	67%	100%	93%	92%
City Average	60%	73%	76%	78%	61%	74%	81%	81%

6.6 The data in tables 12a to 12c is derived from standardised assessments in each school at P1, P4 and P7 using nationally applied criteria including Education Scotland benchmarks, and teacher professional judgement based on evidence of children's learning from a variety of different sources. This allows for schools to measure improvements in attainment performance over time. National standards for pupil progress in literacy and numeracy are moderated in each school.

Monitoring

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

Secondary

Local Educational Context

6.8 All City of Edinburgh schools are subject to quality assurance procedures in line with local and national policy. Evidence from school inspections, LA reviews and parent and pupil surveys show Currie and Balerno high schools currently meet the needs of their learners and communities well.

6.9 The vision and values of all schools are underpinned by a commitment to excellence and equity and the principles of inclusion and Getting It Right For Every Child. Both Currie and Balerno high schools adhere to these principles.

- 6.10 Continuing to raise attainment is both a national and local priority – all Edinburgh schools are ambitious for their young people. Key principles for success, which apply to all schools, include thorough curriculum rationale and development that is based on understanding of the local context and community of the school, workforce intelligence and partnerships, thus ensuring learning pathways are aspirational, flexible and well-designed to meet the needs of all learners. All south-west Edinburgh secondary schools are working with partners and additional agencies to deliver the curriculum.
- 6.11 All Edinburgh secondary schools offer a considerable range of wider achievement opportunities, based on the skills and capacities of their staff and of parents, community and other partners they work with to provide these. They are aware of the need to ensure equity of access to such opportunities and to enable pupils to gain accreditation whenever possible.

Education Scotland Inspection Reports

- 6.12 There is capacity in each secondary school to cater for the proposed catchment changes. Both secondary schools are performing well at a broadly similar level.

Evaluation Criteria (How Good Is Our School 3)	Balerno High School December 2011	Currie High School March 2016
Improvements in performance	very good	good
Learners' experiences	good	very good
Meeting learners' needs	good	good
The curriculum	good	good
Improvement through self-evaluation	satisfactory	very good

- 6.13 School inspections were undertaken in 2011 and 2016 respectively. Both received positive evaluations under the “How Good Is Our School? 3” framework. Given the time since the Balerno inspection, it is considered that this comparator has limited value.
- 6.14 Subsequent validated self-evaluation has taken place under the newer “How Good Is Our School? 4” framework as follows:

Evaluation Criteria/ Quality Indicator	Balerno High School June 2018	Currie High School June 2018
Leadership of change 1.3	good	very good
Learning, teaching and assessment 2.3	good	very good
Ensuring wellbeing, equality and inclusion 3.1	very good	good
Raising attainment and achievement (June 2017) 3.2	good	good

Educational Attainment and Achievement

6.15 Within Curriculum for Excellence, there is no one national measure of attainment and achievement for secondary schools. There is a basket of measures within the National Improvement Framework upon which we can begin to measure progress towards narrowing the poverty-related gap. The City of Edinburgh uses a range of information to report on attainment and improvements in performance. These measures include “How Good Is Our School? 4” (HGIOS?4) Quality Indicators, standardised assessment data (over time until June 2017), and Curriculum for Excellence levels (based on teacher professional judgement) gathered in S3 and benchmarks in attendance, inclusion and participation.

Numeracy % achieved level 3+	15-16	16-17	17-18
Balerno	89.6	84.8	89.8
Currie	93.8	95.7	100
City	82.2	90.8	92.0
Reading % achieved level 3+			
Balerno	91.8	84.5	96.9
Currie	86.8	93.6	99.1
City	82.9	88.0	91.0

6.16 For the purposes on this report, data has been provided for Balerno and Currie high schools. Firstly, a percentage of young people in S3 achieved 3rd level or better in Numeracy and Reading. It should be noted both schools achieve above the city average for reading.

6.17 Secondly, the mean standardised assessment scores of young people in S3 for Numeracy and Literacy in 2016-17. Prior to this, data was collected in S2, therefore trends over time are not available. (NB: In 2017-18, available data is from the new Scottish National Standardised Assessment administered in S3, which does not in year one give standardised scores on a comparable scale.) In the main, this data set shows attainment at above city average for numeracy and broadly in line with city average for literacy.

Mean Standardised Assessment Score Numeracy	2016-17
Balerno	105.6
Currie	102.0
City	93.2
Literacy	
Balerno	98.9
Currie	99.4
City	99.7

6.18 Thirdly, attendance data, which shows that both schools are well above the city average:

% attendance	2015-16	2016-17
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Balerno	92.7	93.9
Currie	94.1	94.8
City	92.9	92.3

6.19 Senior Phase data reflects high attainment in both Balerno and Currie high schools. If leavers' data (all S4, S5, S6 learners at their exit point) is compared, we see that both schools perform well above city average on these measures.

% achieved	Level 4 Literacy and Numeracy 2015-16	Level 4 Literacy and Numeracy 2016-17	Level 5 Literacy and Numeracy 2015-16	Level 5 Literacy and Numeracy 2016-17
Balerno	95	90	72	68
Currie	91	91	65	77
City	88	89	62	65

Monitoring

6.20 The Quality Improvement Education Officer for the secondary schools affected by the statutory consultation will continue to monitor and evaluate attainment and achievement and the overall impact of any catchment changes implemented.

7. Financial Considerations

Capital Costs

- 7.1 The capital costs arising from approval of the proposals in this paper all stem from the additional infrastructure required to support the catchment changes proposed. These are the delivery of up to five new classrooms at Dean Park Primary School and any works required to allow expansion of Balerno High School to a capacity of 1,000 pupils.
- 7.2 It is estimated that the cost of five new classrooms at Dean Park Primary School would be £1.492m although how additional accommodation is delivered would be subject to review of existing facilities at the school.
- 7.3 If the proposals in this paper do not gain approval, the cost of providing the necessary four classrooms at Currie Primary School and two classrooms at Dean Park Primary School is estimated to be £1.978m.
- 7.4 No reference cost data is available on the basis of which it would be possible to estimate the cost of delivering an extension of the capacity at Balerno High School. This will be highly dependent on the solution identified and the extent to which additional or refurbishment of existing circulation and support space is required.

Capital Funding

- 7.5 Through its planning powers, the Council can secure financial contributions from developers towards the delivery of the infrastructure actions identified in the LDP's Action Programme.

- 7.6 Five new classrooms are identified in the LDP's Action Programme to support housing growth in Currie Primary School and Dean Park Primary School's catchment areas.
- 7.7 Additional classrooms required to support growth in the existing urban area will have to be secured through the Council's budget process. Accordingly additional classrooms required at Currie Primary School will have to be funded through the Rising Roll programme and additional classrooms at Dean Park Primary School will be funded through the LDP's Action Programme.
- 7.8 The financial implications on future capital and revenue budgets of the LDP's Action Programme were reported to the Finance and Recourses Committee on 19 January 2017. This report identifies the risks associated with securing developer's contributions for LDP education infrastructure and requests the initial budgets required to deliver additional classrooms are established in the Capital Investment Programme through the Council's budget setting process.

Revenue Costs

7.9 To be added

8 Consultation Process

- 8.1 This section expands upon the public consultation process relating to the proposal.
- 8.2 On 21 June 2018 the Education, Children and Families Committee approved a statutory consultation be undertaken proposing changes to the catchment boundaries between Currie Primary School, Dean Park Primary School and Nether Currie Primary School and the associated changes required to secondary school catchment boundaries.
- 8.3 On 9 October 2018 the Education, Children and Families Committee delegated authority to the Director of Communities and Families to develop a detailed consultation paper on the proposed catchment boundary changes.
- 8.4 The statutory consultation requirements for any proposal to establish, terminate or otherwise alter the catchment area of a school are set out in the Schools (Consultation) (Scotland) Act 2010, as amended by the Children and Young People (Scotland) Act 2014.
- 8.5 This requires the Council to undertake statutory consultations with individuals or groups affected by the proposals. Statutory consultees are as follows:
- the Parent Council of any affected school;
 - the parents of the pupils at any affected school;
 - the parents of any children expected to attend any affected school within two years of the date of publication of the proposal paper;
 - the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity);

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

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

8.7 The consultation period will run for a six week period from Tuesday 23 October 2018 to Monday 3 December 2018 and the paper will be made available electronically and in paper format. Copies will also be available for inspection at the Council Offices at Waverley Court, at Currie Library, Balerno Library and at the schools affected by the proposals.

8.8 Two public meetings will be held in respect of the proposals at the venue listed below. The meetings will give interested parties a formal opportunity to express their views. Representatives of the Council will be present at the meetings to outline the proposals, assist discussions and answer questions. Free childcare and/or translation services can be provided at each public meeting if requests for these services are made to (0131) 469 3969 no later than **DATE**. A record of each public meeting will be taken by the Council.

Venue	Date	Time
Currie High School	tbc	18:30 – 20:30
Balerno High School	tbc	18:30 – 20:30

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

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

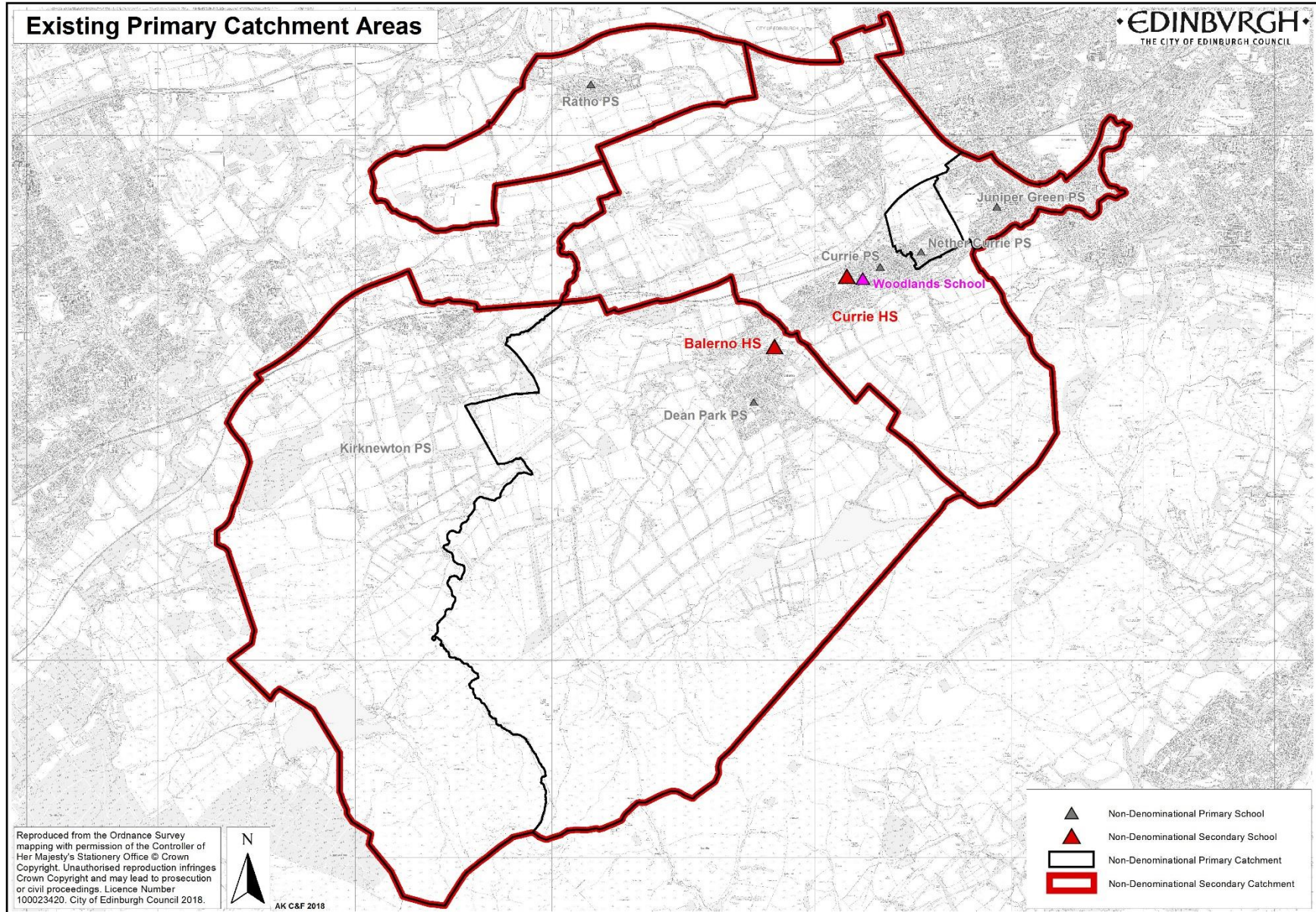
8.11 During the consultation period, any views on this proposal should be sent to in writing to the following address:

Alistair Gaw
 Executive Director of Communities and Families
 City of Edinburgh Council
 Council Headquarters
 Waverley Court
 Level 1:2

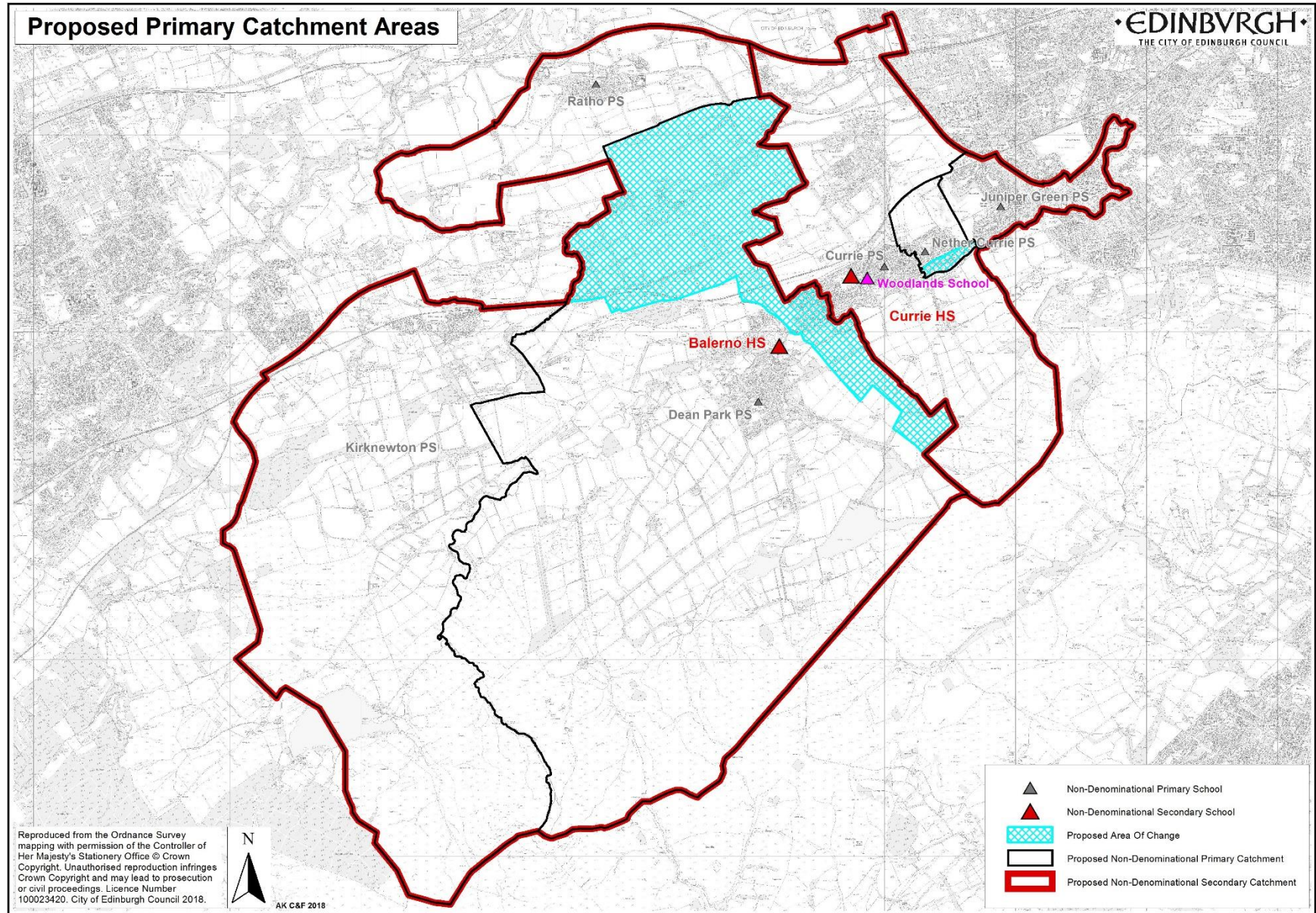
4 East Market Street
Edinburgh EH8 8BG

- 8.12 Respondents are encouraged to use the response questionnaire which has been produced and is provided in Appendix 6. The response questionnaire can also be completed online at www.edinburgh.gov.uk/. Responses can also be made by e-mail to the following address @edinburgh.gov.uk. All responses, whether by letter, e-mail or using the online questionnaire should be received by no later than close of business on 1 June 2018.
- 8.13 Once the public consultation phase finishes, details of the representations received will be issued to Education Scotland for their consideration of the educational effects of the proposals. Education Scotland will issue a report on their findings which will be included in the final Council report on the consultation.
- 8.14 Following the conclusion of the consultation period and after consideration of the representations received and the views of Education Scotland on the educational benefits of the proposal, a report on the Outcomes of the Consultation will be presented to the Council. The report will be made publicly available and notification will be given to those individuals or groups that have made representations during the consultation period. The report will include a summary of written representations received during the consultation period and representations made at the public meeting along with the Council response to representations made and also to any issues raised by Education Scotland.
- 8.15 It is anticipated that the Outcomes of the Consultation report, setting out recommendations, will be presented to a Meeting of the Council on Thursday 14 March 2019. It is expected that the report will be published no later than Thursday 21 February 2019 being the required three weeks in advance of it being considered by the Council.
- 8.16 If the catchment changes are approved by the Council it is proposed the changes would take immediate effect and the placing procedures for Primary 1 and Secondary 1 pupils for the start of the 2020/21 school session would be based on the revised catchment areas.

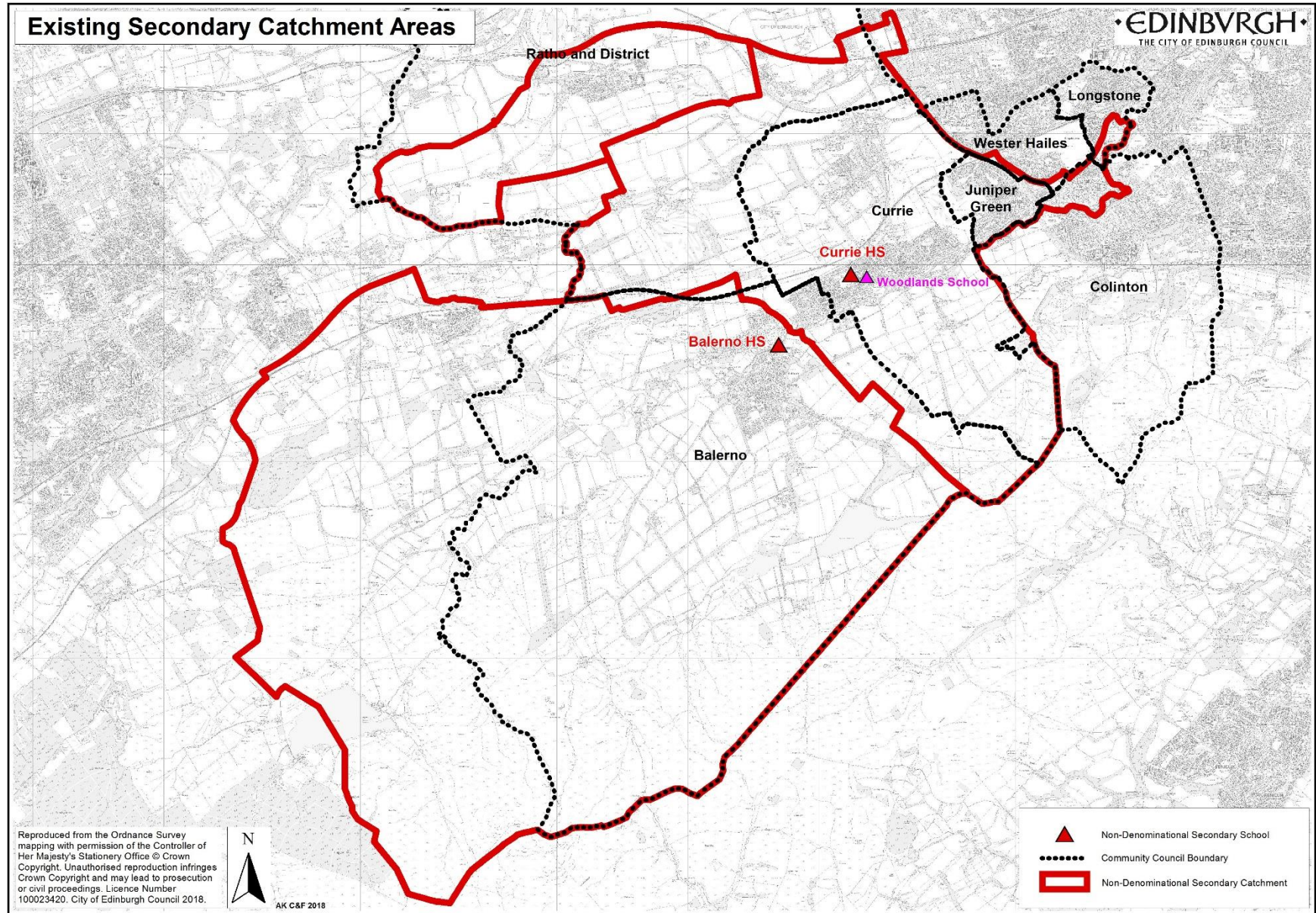
Appendix 1: Existing Primary School Catchment Areas



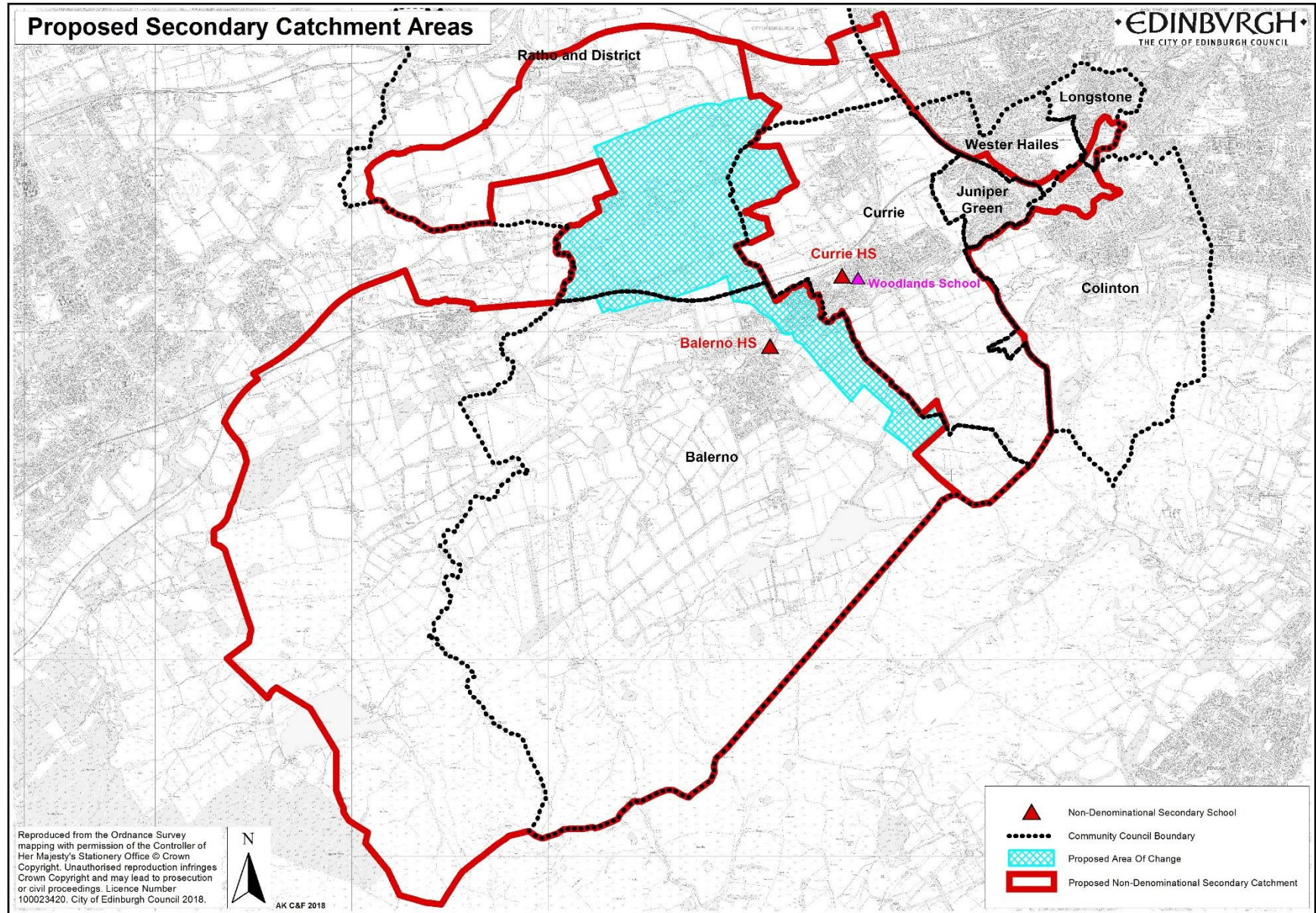
Appendix 2: Proposed Primary School Catchment Areas



Appendix 3: Existing Secondary School Catchment Areas



Appendix 4: Proposed Secondary School Catchment Areas



Appendix 5: List of affected addresses

Addresses moving from Currie Primary School to Dean Park Primary School

Street	House Numbers and Names
Addiston Farm Road	No.1,2,3,5, Kiershill, Brampton Lodge
Calder Road	No.4, Addistoun House, Addistoun Lodge, Bridge End Cottages, Burnwynd, Easter Hatton House, Entryhead, Hatton Mains, Knowehead Cottage, Old Hatton Mains, Old Hatton Mains Dalmahoy, Sawmills Cottages
Cherry Tree Avenue	No.1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20
Cherry Tree Crescent	No.1,1A,2,3,4,5,6,7,8,9,10,12,14,16,18,20,22,24,26,28
Cherry Tree Gardens	No.1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23,24,25,26,28,30,32, 34,36,38,40,42
Cherry Tree Grove	No.1,2,3,4,5,6
Cherry Tree Loan	No.1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,19
Cherry Tree Park	No.1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23,24,25,26,27,28,29, 30,31,32,33,34,35,36,37,38,39
Cherry Tree View	No.1,2,3,4,5,6
Curriehill Castle Drive	No. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 111, 113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 135, 137, 139, 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193
Dalmahoy	No.1,1A,2,3,4,5A,5,6,7,8,9,10,11,15,16, The Elms
Gowanhill Farm Road	No.1B, Curriehill Crossing
Haggs Farm Road	No.17
Lanark Road West	No.414,416,418,420,422,424,426,428,430,432,434,436,438,440,442,444,446,456, 458,460,462,464,466,468,469,470,472,472B,478,480
Long Dalmahoy Road	No.1,3A,101,103, Long Dalmahoy, Haggs Farm, Despone, Tui Steading, Newhouse Livery, Haggs Cottages, Newhouse Farmhouse, Newhouse Cottages
Lymphoy	Lymphoy House, Lymphoy Stables, Lymphoy Cottage
Newmills Avenue	No.1,2,3,4,6,8
Newmills Crescent	No.1,2,3,4,5,6,7,8,9,10,11,12,13,14,16,17,18,23,25,27,29,31,32,33,34,35,36,37,38, 39,40,41,42,43,44,45,46,47,48,49,50,51
Newmills Grove	No.1,2,3,4,5,6,7,8,9,10,11,13,15
Newmills Road	No.1B,1,2,3,4,5,6,7,8,10,12,14,16,17,18,19,20,21,22,23,25,26,27,28,29,31
Somerville Road	No.39,41
Willow Tree Place	No.1,2,3,4,5,6,7,8,9,10,11,12,13,14,15

Addresses moving from Currie Primary School to Nether Currie Primary School

Street	House Numbers and Names
Blinkbonny Road	Brooklea
Bryce Road	No.57
Kinleith Mill Road	No.1,3,5,7,9,11,13,15,17,19,21,22,23,24,25,26,27,28,29,30,31,32,34,36,38,40
Lanark Road West	No. 1, 2, 2A, 3, 4, 5, 6, 7, 7A, 7B, 8, 9, 9A, 10, 11, 12, 13, 14, 16, 17, 19, 20, 22, 24, 26, 28, 30, 32, 33, 34, 36, 38, 40, 41, 42, 43, 44, 46, 47, 48, 50, 54, 56, 57, 58, 59, 60, 62, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 93, 93A, 94, 96, 97, 98, 99, 101, 102, 104, 105, 106, 108, 110, 112
Provost Haugh	No.1,2,3,4,5,6,7,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23
Tansy Street	No.1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23,24,25
Wintour Lane	No.1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17

Appendix 6: Response Questionnaire

Statutory Consultation on a Proposal to reduce the catchment areas of Currie Primary School and Currie High School and increase the catchment areas of Nether Currie Primary School, Dean Park Primary School and Balerno High School.

Introduction

It is proposed to change the catchment areas of Currie Primary School, Dean Park Primary School and Nether Currie Primary School. The proposed changes to the primary schools will have associated changes to secondary school catchment boundaries at Currie High School and Balerno High School.

You can read the background to the consultation in the report to the Council's Education, Children and Families Committee on 6 March 2018.

The full details of all the proposals are available in the statutory consultation paper which you should read before completing this questionnaire.

The statutory consultation paper is available online at (address to be added) and copies are available in the affected schools and local libraries.

Why are we consulting?

The Council has a legal obligation to carry out a statutory consultation under the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014.

The proposals put forward will have implications for families and we want to hear the views of anyone affected by the proposals.

All comments made during the statutory consultation period will be recorded and represented in a final report anticipated to be considered by Council in September 2018.

This questionnaire should be completed and returned by no later than 17:00 on Friday 1 June 2018.

All personal information in the questionnaire is for internal use only and will not be made public however the responses to questions 6 and 7 may be reflected, either in whole or in part, in the report to Council but on an anonymised basis.

The questionnaire can be completed online at the following link (address to be added) or can be completed in the following pages and returned to the following address:

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

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

Questionnaire

Question 1

What is your name?

Name

Question 2

What is your email address? (Optional)

Email

Question 3

What is your postcode?

Postcode

Question 4

What is your main interest in the consultation?

Please select (tick) all items that apply:

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

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

Question 5

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

Please select (tick) only one item.

No

Yes

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

Currie Primary School

Dean Park Primary School

Nether Currie Primary School

Balerno High School

Currie High School

Woodlands School

Currie Nursery Class

Dean Park Nursery Class

Other school (please specify below)

Other nursery (please specify below)

Please specify any other schools or nursery below

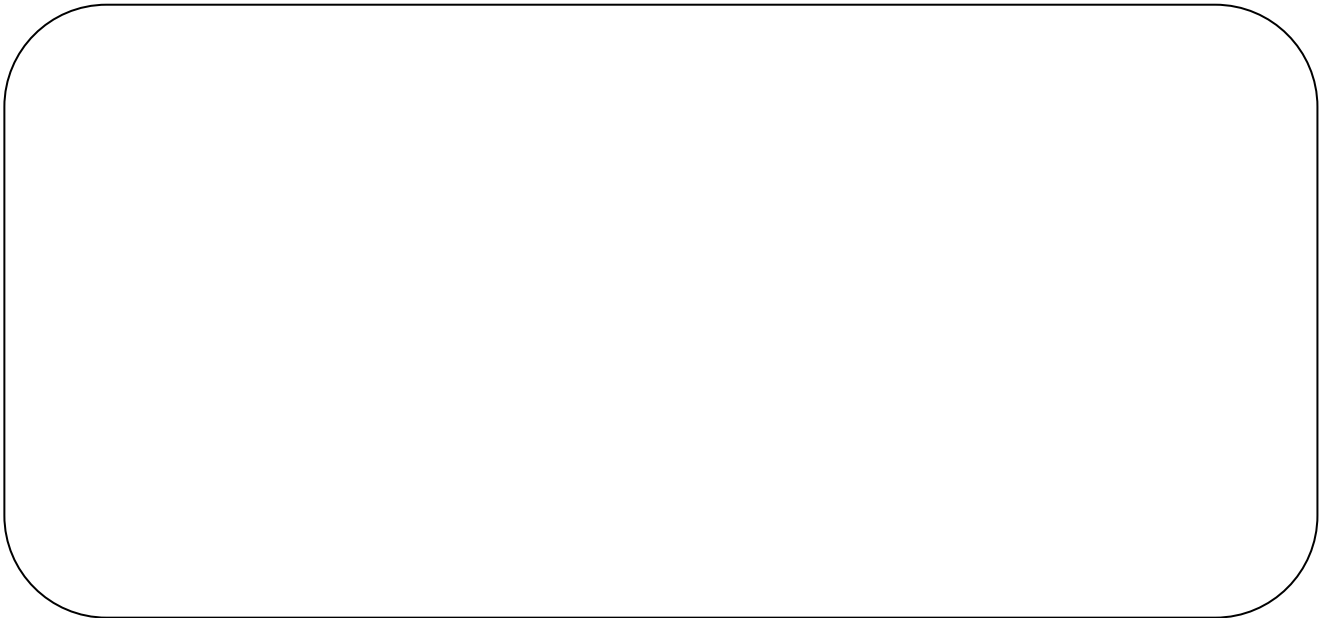
Question 6

Having considered the option as detailed in the statutory consultation paper, do you support it?
Please select (tick) only one item.

Yes

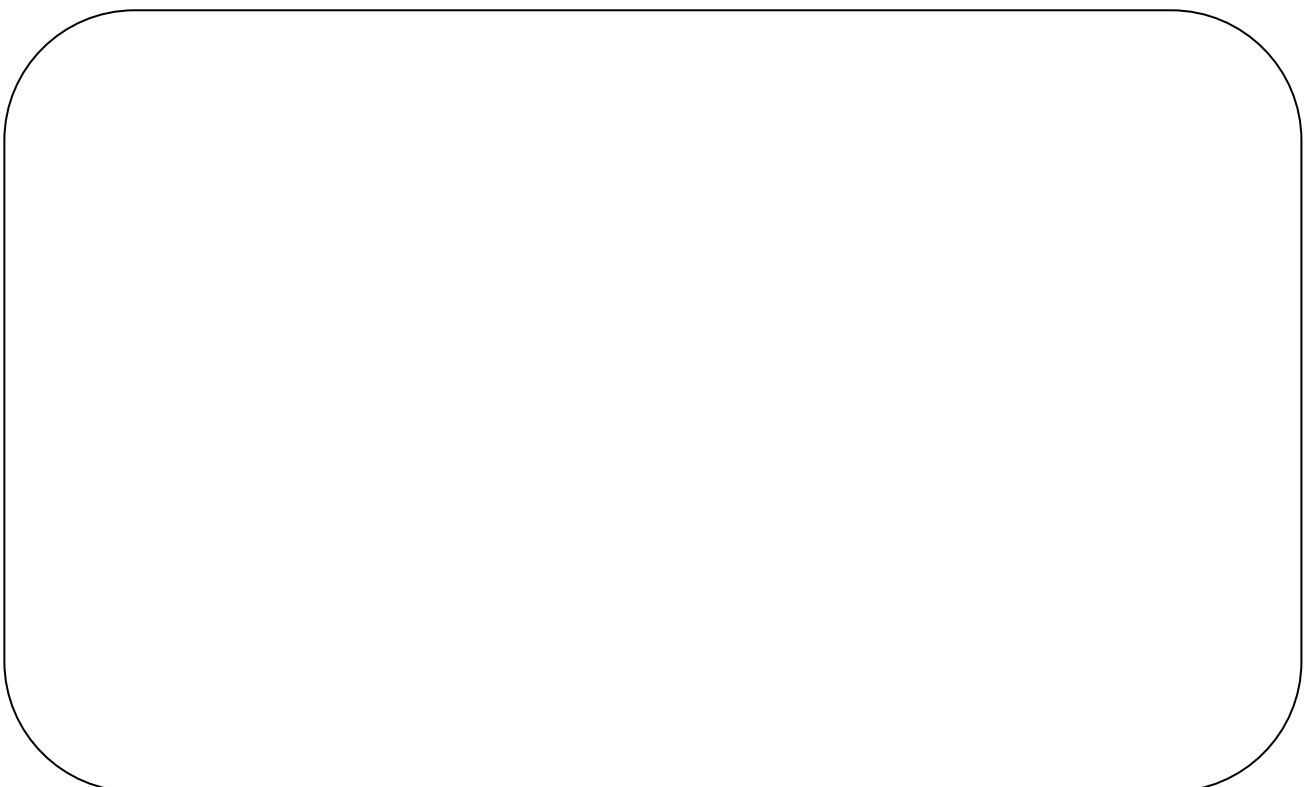
No

Please give reasons for your preferred option.



Question 7

Any other comments or suggestions?





HAPPY TO TRANSLATE

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Education, Children and Families Committee

10.00am, Tuesday, 9 October 2018

Update on Supporting Children & Young People's Mental Health & Wellbeing in School

Item number	7.10
Report number	
Executive/routine	
Wards	
Council Commitments	

Executive Summary

A report was presented to the Education, Children and Families Committee in March 2018 which highlighted the wide range of high quality interventions, preventative approaches, training and initiatives working well to support children & young people's mental health and wellbeing in schools.

The report also contained recommendations to address areas for development with particular emphasis on helping young people identify and access people who can support them at point of need, and additionally, that children and young people are involved in developing resources and signposting that would help them to better promote good mental health in themselves and others.

This report is an update of the recommendations (1.5 -1.10) made in March 2018 with regard to supporting Children & Young people's mental health and wellbeing in schools. It also sets out the plans for the next 6 months before the next Committee Report which is due in March 2019.

Supporting Children & Young People's Mental Health & Wellbeing in School

1. Recommendations

1.1 The Education, Children and Families Committee is asked to:

1.1.1 Note the contents of this report

2. Background

- 2.1 A Supporting Children & Young People's Mental Health & Wellbeing report was presented to the Education, Children and Families Committee in March 2018. This highlighted the wide range of interventions, preventative approaches, training and initiatives working well to support children & young people's mental health and wellbeing in schools and outlined a number of recommendations going forward.
- 2.2 This report is an update of the recommendations (1.5-1.10) made in March 2018 with regards to supporting Children & Young people's mental health and wellbeing in schools. It also highlights the plans for the next 6 months before the next Committee Report which is due in March 2019.
- 2.3 Delivering for Today, Investing for Tomorrow (The Government's Programme for Scotland 2018-19) is the beginning of a radical reform of the way we respond to and treat mental ill-health. It highlights their commitment to offering improved service for children and young people experiencing mental health difficulties better access to clinical services (such as counselling, CAMHS and professional support) and early intervention in the form of local help by additional School Nurses.
- 2.4 However, it is important that all staff within schools and wider council settings working with children and young people feel better able to support their mental health and wellbeing. Given the majority of children and young people will not have a diagnosable mental health issue but will experience occasional distress or anxiety as an appropriate response to life's challenges. Equally important, is that children and young people are included and consulted to identify what type of support would personally benefit them and how to access this. The content of the report sets out how services in Edinburgh are working together to deliver a range of responses to effectively address these areas.

3. Main report

- 3.1 In order to address, recommendation 1.5 which was to work in consultation with young people and staff to update classroom and online resources to increase awareness of, tools and strategies to better support mental health and wellbeing.
- 3.2 The Health & Wellbeing Team have dates set up with staff and young people in Secondary schools and youth work organisations across Edinburgh and the Scottish Borders to look at existing resources and ensure that they inform the content, redesign and development of these materials.
- 3.3 The Young Edinburgh Action Team in conjunction with the Health & Wellbeing Team are involved with a team of young people who are leading on researching what other young people think should be covered in schools with regard to mental health and wellbeing. Young people have already identified 'managing and coping with stress' as a key topic area and are holding their next session on Tuesday 18th September to finalise questions and design consultations for pupils within schools across Edinburgh.
- 3.4 Thousands of children across Edinburgh are benefiting from the roll out of the Building Resilience 3 year programme which teaches them 10 strategies that can help them to better look after their mental health. These include but are not limited to the importance of positive relationships, talking about their worries, dealing with stress, physical activity, belonging to groups, building on strengths, caring for others, having goals and finding a sense of meaning and purpose. Children have been involved in shaping the materials throughout the pilot schools, delivering assemblies to their peers or parents and carers and providing feedback and evaluation to researchers about impact.
- 3.5 Independent evaluation (see Executive Summary in Appendix 1) has been carried out with children and staff to compare impact in 2 schools one with lowest and one with highest SIMD populations. This indicated the programme had equal impact with positive outcomes in both schools. The evaluation found that the programme increased children's understanding of the tools, resources and strategies that help them develop resilience, share wellbeing concerns, promote positive relationships, normalise the experience of setbacks and develop empathy. In addition, it gave the whole school community a shared and common language to support the promotion of positive mental health and emotional wellbeing. It was also shown to improve parental engagement and family learning.
- 3.6 In order to address recommendation 1.6 that 'young people are involved in the design of services and supports' a young people's mental health survey has been developed for use in schools. The Health & Wellbeing team have circulated the survey to an initial 10 secondary schools that expressed an interest in this last term. Schools can then consider and modify the survey specifically for their school setting. The aim being to facilitate positive and meaningful consultation with young people that informs school practice and supports.

- 3.7 In order to address recommendations 1.7-1.8 that staff in consultation with young people, work together to identify a key adult or adults who children and young people can talk to at point of need, and provide a safe space for these conversations to take place.
- 3.8 A citywide communication will be sent to schools in October to promote and encourage interest in developing a whole school led approach shaped by staff and pupils to better support getting help with mental health at point of need. This could include exploring a range of options that would best suit their setting and providing some focus group materials for staff/pupils to carry out this work. The citywide communication would also be used to advertise the Children's Conference (see below).
- 3.9 The Health & Wellbeing team will support the work taking place in primary and secondary schools aforementioned where needed. Additionally they will engage with youth groups and LAC groups to ensure further consultations led by and for young people are taking place outwith the school setting.
- 3.10 The output from all these consultations will be to produce a *Top Tips for Supporting Children & Young People's Wellbeing* document, with good practice ideas for all staff in schools and settings. In addition, there will be a complementary *Top Tips for Supporting Our Own Wellbeing* which will be consolidating all children and young people's ideas and advice for their peers and include a necessary signposting sheet for further help. Both documents will be launched at the Children's Conference in February 2019.
- 3.11 The new Engaged, Involved policy (about to be circulated) also emphasises the role of all staff in terms of availability to listen and responsibility for positive relationships and wellbeing support to all children.
- 3.12 Examples of tests of change include the Wellbeing Academy is a collaborative test of change project being delivered by Psychological Services and Child and Adolescent Mental Health Services (CAMHS). The project involved 14 schools in 2017-18 and an additional 10 schools have joined for 2018-19. An assigned member of staff (Pupil Support Officers) is a key point of contact, providing additional support in school focussing on emotional wellbeing. These staff are trained in the implementation of evidence based approaches to support children and young people and provide appropriate early intervention. Ongoing training, support and coaching is provided through collaboration with CAMHS and Psychological services. Initial findings are being gathered.
- 3.13 There is also a commitment for School Nurses to be freed up to deliver the new national school nursing pathway which includes supporting pupil emotional health and wellbeing. The local strategy led by NHS Lothian has initially focused on the delivery of a CBT informed low intensity intervention for experiences of anxiety, (LIAM) primarily being delivered by School Nurses across Lothian alongside the Pupil Support Officers (PSOs). LIAM has been delivered and engaged with 53

young people and the data is suggesting positive outcomes with regards to impact of this model. For full report (see Appendix 2).

- 3.14 Over 140 City of Edinburgh Council staff have been fully trained as nurture practitioners by Psychological Services in 2017 and 2018 and many schools now offer nurture groups. Nurture practice is an evidence based approach to addressing mental health needs and allows school staff to capitalise on the relationships they have or wish to develop with all children but particularly those who are vulnerable or at risk. It plays a crucial role in ensuring every child has access to at least one key adult.
- 3.15 In order to address recommendation 1.9 that there is a Children's Conference with a theme of mental health and wellbeing and that children and young people are involved in planning and developing the conference. The Children's Conference – Supporting Children & Young People's Mental Health & Wellbeing (working title) will take place on Thursday 28th February at the Faith Mission. It will involve children and young people showcasing good practice ideas, initiatives or programmes that they feel have made a positive difference to their mental health and wellbeing along with some inspiring keynote speakers. They will also present and launch the Top Tips document in conjunction with the Health & Wellbeing Team and the event will be hosted by Cllr Alison Dickie. The hope is that staff and children and young people representatives attending, will be inspired to replicate best practice across their schools and settings.
- 3.16 In order to address recommendation 1.10 that young people are engaged in shaping decisions relating to their health and wellbeing through several channels including but not limited to, Year of Young people and Child Friendly Edinburgh, an update on this is outlined below. Detailed information is contained in the report Year of Young People 2018 and Child Friendly Edinburgh – Young People's Contribution to Decision Making (Item 7.1.)
- 3.17 Within the 'What Kind of Edinburgh' project, around 40 young people are working with Young Edinburgh Action and Children's Parliament and the adult Champions to plan, organise and run a series of workshops based on the 5 outcomes in the Children's Services Plan, one of which is Health and Wellbeing. The workshop looking at health and wellbeing is planned for 12th December. The purpose of all this work is to engage those young people in shaping policy about the decisions that influence their lives. This work will help inform the planning and delivery of the Children's Conference in February.
- 3.18 Youth Ambassadors from Edinburgh are currently being selected to participate in the Eurocities Conference and AGM in November, alongside Young Ambassadors from around 50 other countries. Alongside this, a call is about to go out via schools, youth groups and voluntary sector organisations for up to 20 Youth Volunteers who will engage and support the youth ambassadors and help create a legacy for young people in Edinburgh. The conference themes are Creative Competitive Cities and parallel to this is Cities4 Europe which is all about local democracy and decision

making. Feedback from the Young Ambassadors and the Youth Volunteers will help inform the planning and content of the Children's Conference.

- 3.19 Other examples include Active Schools Girls Event on 4 October for over 100 S3 girls which aims to raise awareness of mental health and wellbeing and the protective power of sport and physical activity. This is a particularly vulnerable age group for onset of mental ill health and workshops will be held on the day that will help support young people to engage and shape decisions relating to their health and wellbeing.

4. Measures of success

- 4.1 All schools as part of the NIF (National Improvement Framework) address Health and Wellbeing for pupils, including mental health and wellbeing.
- 4.2 More schools are taking steps towards specifically improving mental health and wellbeing outcomes for of pupils by accessing training, resources and encouraging greater use of Pupil Surveys
- 4.3 A Young People's Mental Health Survey is available for schools to use and they are encouraged to do so
- 4.4 Cool, Calm and Connected and Think Good Feel Good mental health resources are used effectively in most schools
- 4.5 There is an identified adult in each school who children and young people can talk to and a space for these conversations to take place.
- 4.6 A self-referral process is available that pupils can use at point of need.
- 4.7 A legacy of the Year of Young People is a Children's Conference which this year includes mental health and wellbeing and may become an annual conference with themes chosen by young people

5. Financial impact

- 5.1 The Children's Conference is a potentially an annual conference and as such does have a cost implication. Budget will need to be identified to cover amongst other things, venue, refreshments, speakers, transport of children and young people, cover costs for staff.

6. Risk, policy, compliance and governance impact

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

7. Equalities impact

- 7.1 The report has been considered in relation to equalities and human rights and no negative impacts have been identified.

8. Sustainability impact

- 8.1 The recommendations of this report are focussed on ensuring sustainability for Edinburgh's young people, particularly regarding their emotional and mental health and wellbeing.
- 8.2 There are no adverse economic, social or environmental impacts resulting from these areas of activity.

9. Consultation and engagement

- 9.1 Consultation has taken place with and by the Lifelong Learning Strategic Youth Work team, Young Edinburgh in Action, Parent and Carer Support, Health & Wellbeing Team, Schools, Educational Psychologists and Additional Support for Learning, Inclusion and Quality Improvement Teams, Scottish Youth Parliament and NHS.

10. Background reading/external references

Alistair Gaw

Executive Director for Communities and Families

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11. Appendices

- 11.1 Appendix 1 - Executive Summary Building Resilience
- 11.2 Appendix 2 - Appendix 2 LIAM update 2018

Appendix 1

Building Resilience Evaluation Executive Summary September 2018 Dr Briega Nugent

Overview

This summary presents findings from an independent evaluation of the 'Building Resilience' programme that sets out to help young people develop strategies to cope with setbacks, share wellbeing concerns and promote positive relationships. The concept of adversity has become synonymous with poverty and the research focused on comparing the impact of the programme in one school with one of the highest levels of SIMD 1 & 2 population (Castleview Primary School) with one of the lowest (South Morningside Primary School). The research involved gathering feedback from 202 teachers, 51 parents and 39 pupils.

Key Findings

- Teachers, parents and pupils felt that the programme was a personal journey, prompting in-depth reflection and a mature outlook on life, to understand what and who matters, emphasising that everyone has ups and downs. 'Resilience' in this programme is not about promoting the message that challenges are to be endured but rather emphasises the importance of asking for help from others. All children and young people face challenges and this course has value and meaning across socio-economic classes.
- For a small group of children in both schools this programme has been transformational, leading them to opening up about their concerns, sleeping and eating better, joining clubs and in at least two cases (one in each school) attending school now regularly.
- All the children reported having increased confidence, self-esteem and being generally 'kinder' to one another.
- Poor transitions from primary to secondary school can have a lasting impact on young people. Those in P6 and P7 in both schools felt more confident about being able to make new friends and as a result much less anxious about going to secondary school, with some even excited about the change. Parents in turn were also then less stressed, resulting in the whole family having a positive impact.
- Significantly, this programme in both schools has led to a shared language for pupils, parents and teachers to express themselves, be understood and trigger support, creating a 'whole school community approach'.
- In the most deprived area parents were invited to the school to participate in the classroom activities with their children. This was one of the highest attended events the school had ever had, with a few parents coming who had never before and resulted in a small number asking for help and parenting sessions held as a follow up.
- The positive effects of this programme were the same in both schools, despite the differing levels of SIMD populations. Although more research would be needed the

only difference is that there were some indications that in the more affluent school more work was needed in helping parents to be less protective of their children, to encourage them to try new things or persevere at those areas they are not immediately good at. In both schools teachers said that the programme had led to some difficult but necessary conversations with parents taking place about how to support their children to deal with challenges.

- This programme flattens power hierarchies by clarifying that we all need help and encourages 'hard to reach' parents struggling to come forward and ask for help, and this was relevant to both the most and least deprived area.

Suggestions

- It is advised that parents are invited in to the school to participate in at least one session with their children as part of the course.
- It is recommended that the resources could be tailored for the older children to help with the transition from primary into secondary school.
- It is recommended that longitudinal research of the impact of this programme be carried out.

Conclusion

There has been a rise in the number of young people reporting anxiety and depression and the mental health and wellbeing of children is a national priority. This programme was created by experts from mental health, well being and education coming together, and the multi-media resources have been well thought out and allows for teachers to tailor the approach to different age groups and the needs of those within their school.

From questionnaires, focus groups and interviews conducted in both schools, they equally reported that children had increased understanding of the tools, resources and strategies that help them develop resilience, were better able to share wellbeing concerns, promote positive relationships and empathy (a 'culture of kindness') and normalised the experience of setbacks. In addition, it gave the whole school community a shared and common language to support the promotion of positive mental health and emotional wellbeing and supported parental engagement and family learning.

For a small group of young people interviewed this has been transformational and for some parents the first time they have engaged with the school, coming forward to ask for help and being supported as a result.

As the OECD (2015: 78) states, the ambition should not only be to close gaps but also to "raise the bar" for all,¹ and this is exactly what this programme is doing through a

¹ Organisation for Economic Co-operation and Development (2015) Improving Schools in Scotland: an OECD Perspective. Available online at: <https://www.oecd.org/education/school/Improving-Schools-in-Scotland-An-OECD-Perspective.pdf>

social pedagogical approach that promotes dialogue between home and school,
improving mental health and wellbeing.

DRAFT

Appendix 2

Let's Introduce Anxiety Management (LIAM): A collaboration between NHS Lothian CAMHS, NHS Education Scotland and local partners including School nursing, Educational psychology and Schools.

Progress report; Summer 2018

Cathy Richards; Lead Clinician/ Head of Psychology CAMHS

Jane Owens; Clinical Psychologist (Lothian CAMHS/NES Early Intervention Project)

Claire Gittoes; (Lothian CAMHS/NES Early Intervention Project)

Gemma Brown; Trainee Clinical Psychologist; NHS Lothian

1. Background information

Up to 20% of children and young people (CYP) will experience a depressive episode or anxiety disorder before the age of 18 years (Werner-Seidler et al., 2017); with many more experiencing sub-threshold difficulties with emotional and mental well-being. While evidence-based interventions are recommended for these children and young people (The Matrix, 2015), access to these is limited.

Prevention and early intervention is identified as a key priority of the Scottish Government's Mental Health Strategy 2017-2027. Furthermore, the strategy highlights that every child and young person should have appropriate access to emotional and mental well-being support in school and that training for non-mental health staff should be available across health and social care services.

NHS Education Scotland has funded the 'Psychological Skills – Early Intervention CAMHS (TIPS-EIC)' initiative with the aim of up-skilling the broader workforce of children services in Scotland in Early Intervention Child and Adolescent Mental Health (outside of the Tier 3 CAMHS workforce). Posts throughout Scotland have been developed in-line with the new Mental Health Strategy 2017 – 2027. There is a focus from the Scottish Government on their being improved support at tiers 1 (i.e. universal services – school nursing, school staff, general medical practices, health visiting) and tier 2 (a combination of some specialist CAMHS services and community-based services including community/ primary mental health workers) to tackle mental health problems or behavioural or emotional issues, which do not require a specialist CAMHS. To date, in NHS Lothian, this funding has supported the development of 1 wte 8a clinical psychologist. Among other tasks this post holder has delivered training and offered fortnightly coaching to the staff trained in LIAM.

2. Project overview

In collaboration with NHS Education Scotland, NHS Lothian have been working in partnership with school nursing, schools and local authorities to increase access to safe and effective evidence based, low intensity psychological interventions in schools .

Our local strategy has initially focused the delivery of a CBT informed low intensity intervention for experiences of anxiety, primarily being delivered by School Nurses across Lothian and by school employed, Pupil Support Officers (PSOs) within Edinburgh . The later role has been created as part of the newly established 'Edinburgh Emotional Wellbeing Academy'; a collaboration between Edinburgh Psychological Services and NHS Lothian CAMHS. 'Let's Introduce Anxiety Management'

(LIAM) is designed to be delivered on a 1-1 basis with children and young people experiencing mild levels of anxiety by staff working in children’s services who are not mental health professionals. Lothian CAMHS Clinical Psychologists provide training and ongoing coaching to LIAM practitioners along with access to resources to support LIAM delivery and consultation on implementation approaches. In addition, we are beginning to test the intervention with other key staff groups including social work and 3rd sector organisations.

The project has been registered with NHS Lothian Quality Improvement Team, and has benefitted from the incorporation of QI methodology. Implementation science methodology has underpinned the implementation.

3. Initial LIAM implementation

3.1 Training

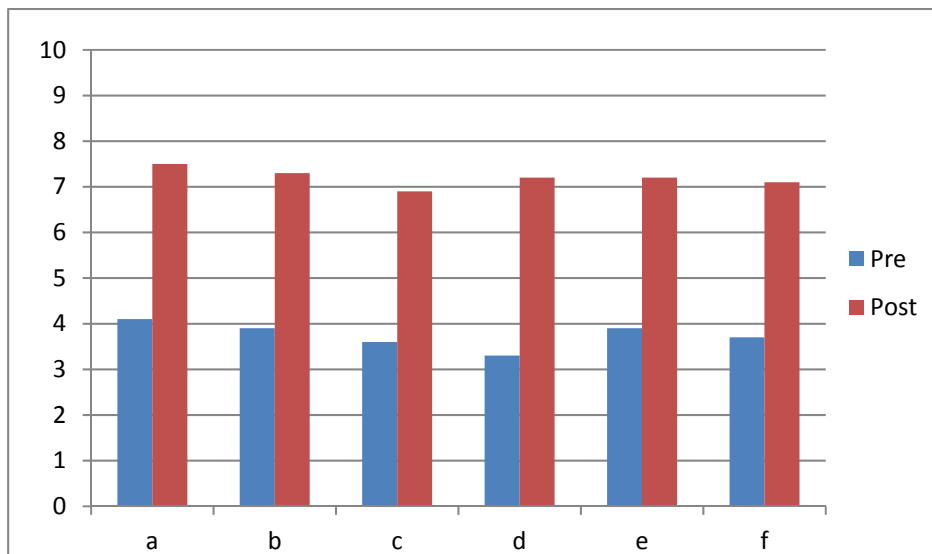
We have delivered 5, two-day LIAM training events in October and December 2017 and in January, June and August 2018. In total, we have trained 75 LIAM practitioners. A break down by profession can be seen in Table 1. This includes, 32 NHS school nurses, 2 school nurses from independent schools, 28 pupil support officers (PSOs), 6 social work colleagues, 2 pupil support leaders, 1 family support teacher, 1 support for Learning teacher, 1 educational psychologist and 2 third sector workers. All PSOs trained are based in Edinburgh Schools, whereas school nurses have been trained across NHS Lothian, with 18 of these being based in Edinburgh, 7 based across East and Mid Lothian and 7 being based in West Lothian.

Table 1: Summary of training attendance.

Training dates	N LIAM practitioners trained	Breakdown by profession
24/10/2017 - 25/10/2017	N = 16	School nurses (NHS) = 15 Educational psychology =1
06/12/2017-07/12/2017	N = 16	PSO = 15 ASL teacher =1
30/01/2018 - 02/02/2018	N= 15	School nurses (NHS) = 7 School nurses (independent) = 2 Social work = 6
11/06/2018-12/06/2018	N =13	School nurses = 9 PSO = 1 3 rd Sector workers = 2 Teachers = 1
28/08/2018 & 30/08/2018	N = 15	PSO = 12 Family support teacher = 1 Pupil support Leader = 1 School nurse = 1

Pre and post course evaluations indicate a significant increase in levels of knowledge, skill and confidence following training (see Figure 1). These gains were maintained 6-8 months following training.

Figure 1. Pre and post learning outcome; rated on a scale of 1-10 (10 being the highest level of confidence).



Key;

- a. Understanding cognitive behavioural approaches to working with children and young people with anxiety presentations.
- b. Carrying out assessment of anxiety with children and young people
- c. Carrying out assessment of anxiety with parents, carers and systems
- d. Delivery of psychoeducation about anxiety.
- e. Selecting approaches to support children and young people with anxiety presentations to make effective change
- f. Evaluating the use of cognitive behavioural approaches to support children and young people with anxiety presentations.

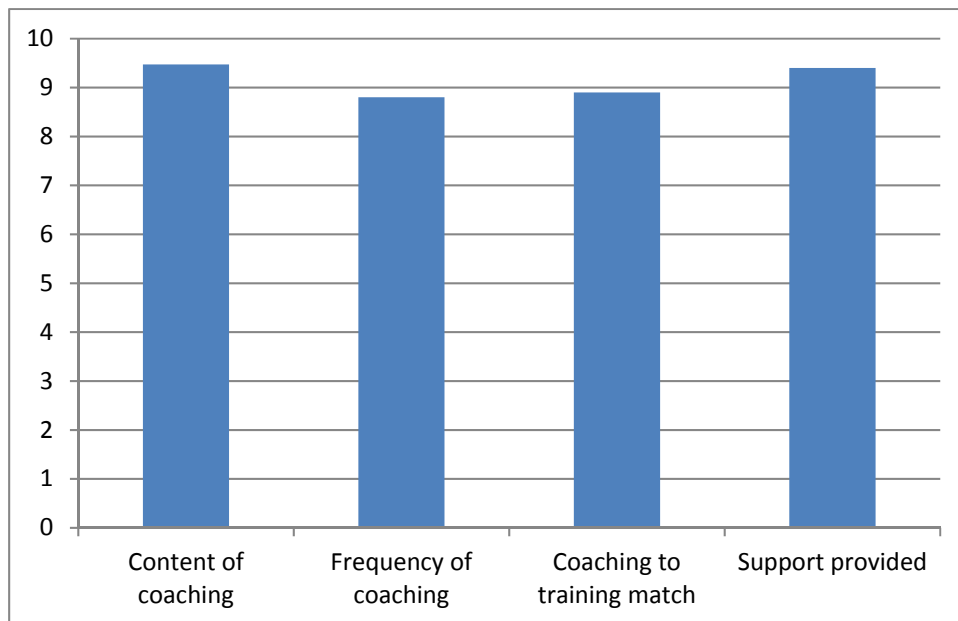
3.2 LIAM Coaching

It is recognised that while training increases knowledge, it does not directly change the practice of staff (Beidas & Kendall, 2010). Therefore as well as providing practitioner training, LIAM practitioners were provided with fortnightly group coaching sessions in order to facilitate learning to practice and the support local implementations of LIAM.

Experiences of coaching were assessed 6-8 months after training completion. Ratings on a 10-point Likert scale from very poor to excellent, indicated that practitioners had a positive experience of coaching. (see Figure 2). In addition, themes emerging from the analysis of qualitative interviews with staff indicated that although staff felt that training contained a lot of information, the on-going support of coaching facilitated learning over time. Coaching was seen as a key facilitator and supported practitioners to overcome the barriers to implementation. Staff reflected that coaching was containing, kept the momentum of the implementation going and allowed practitioners to build confidence. The consistency of coaching sessions and having this protected time was also observed

to be facilitating and provided reassurance. Coaching was also reported to prevent drift, improve consistency and ensure safe delivery of the intervention.

Figure 2. Ratings of coaching on a 10-point likert scale (0 = very poor, 10 = Excellent).



3.3 LIAM delivery

Currently, 53 CYP have consented to take part in LIAM. 35 of these are either currently receiving the intervention or are due to commence this in the next school academic year. We therefore have outcome data for the remaining 25 CYP, 23 of these have completed LIAM and 2 withdrew/did not complete the intervention. School nurses have delivered interventions to 40% of CYP completing LIAM to date, with the remaining 60% of LIAM completer data being collected from education staff (PSOs, educational psychology, teachers).

The routine collection of outcome data is built into LIAM delivery. This includes measures of overall wellbeing, anxiety and low mood (YP-Core and Revised Child Anxiety and Depression Scale; RCADS) and progress towards self-identified goals (Goal Based Outcomes). Analysis of pre and post intervention measures indicates significant improvements on all of these measures (see figures below). In addition, a parent completed questionnaire (Strengths and Difficulties Questionnaire) showed a trend towards significant improvement. However as this measure was completed by the parents and carers of primary age children, data from only 11 CYP has been collected to date.

Figures 3-5; Significant pre and post reductions shown on the YP-Core and RCADS and significant progress towards individual goals (as Measured by Goal Based Outcomes).

Figure 3.

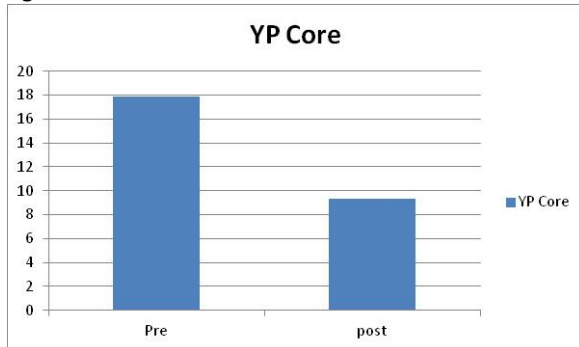


Figure 4.

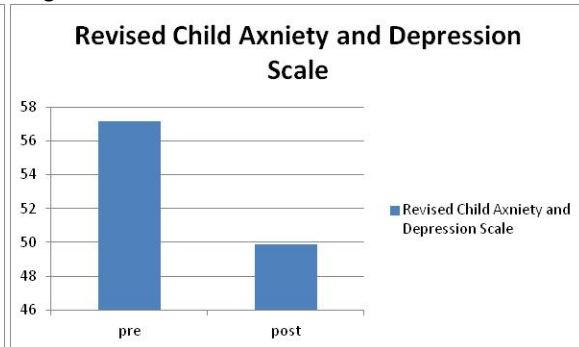
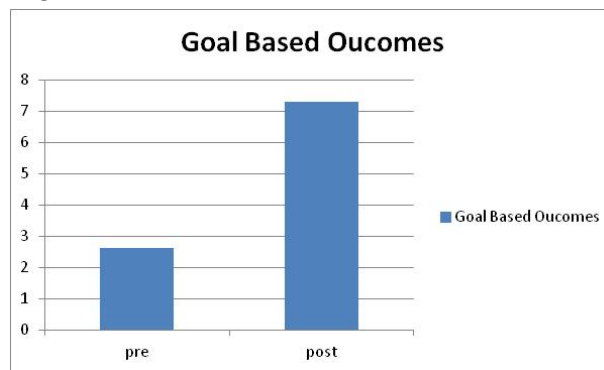


Figure 5.



Preliminary analysis of routine outcome measures (ROMs) was conducted in June 2018 for the first 21 CYP to complete LIAM. Following tests of normality indicating a normal distribution, a paired-samples t-test was conducted to compare initial data on ROMs pre and post LIAM. There was a significant difference in the scores for pre and post intervention across all ROMs (see Table 3). CYP reported a significant reduction from pre to post scores on RCADS Total t scores as well as t scores on the low mood and anxiety subscales with moderate effect sizes (Cohen's $d=0.53$ to 0.69 respectively). A significant reduction post intervention compared to pre was observed on the YP-Core with a large effect size (Cohen's $d=1.21$). CYP rated themselves as moving significantly closer to meeting their goals post intervention in comparison to pre (GBOs; Cohen's $d=-1.79$).

Post-hoc power calculations for a one-tailed hypothesis were completed based on the calculated effect size. These indicated that there was sufficient power to detect changes on GBOs (98.6%) but that analysis of initial ROMs was limited for the YP-Core (68.9%) and underpowered for the RCADS Total Score (43.6%), RCADS Anxiety subscale (33.8%) and Low Mood subscale (30.7%) and SDQ total score (23.3%).

At the end of the intervention, CYP were asked to complete the Experience of Service Questionnaire (ESQ) with feedback gained indicating that LIAM had high levels of satisfaction and acceptability for CYP. For example, questions relating to feeling listened too, taken seriously and being provided with help were rated as being ‘certainly true’ by 94-100% of CYP. The average score on items relating to satisfaction with care was calculated to be 17.29 out of a possible 18. All results are shown in table 2. It is worth noting that, given the currently low number of CYP included in these analyses, the results provide above, whilst positive, are of a preliminary nature.

Table 3. Routine Outcome Measures Pre/post.

Measure	Time	N	Mean	SD	df	t value	p value	Cohen’s d
Strengths and difficulties questionnaire (parent version)	Pre	11	14.45	5.01	10	2.082	0.064	0.63
	Post	11	11.00	6.71				
Goal Based Outcomes	Pre	21	2.62	2.29	20	-8.18	0.000*	-1.79
	Post	21	7.29	1.68				
YP-Core	Pre	14	17.86	6.31	13	4.53	0.001*	1.21
	Post	14	9.36	7.26				
RCADS: Low Mood	Pre	21	53.38	13.65	20	3.17	0.005*	0.53
	Post	21	46.48	11.27				
RCADS: Anxiety	Pre	21	56.90	14.25	20	2.60	0.017*	0.57
	Post	21	50.95	13.51				
RCADS: Anxiety & Low Mood	Pre	21	57.14	12.98	20	3.17	0.005*	0.69
	Post	21	49.86	13.69				
ESQ: Satisfaction with Care	Post	17	17.29	1.04	N/A			

RCADS; Revised Child Anxiety and Depression Scale, ESQ; Experience of service questionnaire, *significant finding at the p<.05 level.

4. Future directions

NES has continued the funding for the clinical psychology post which will enable the clinical psychologist to continue to support the delivery of LIAM across Lothian by providing ongoing support and coaching to those already trained in this approach. In addition we are continuing to identify ways of increasing the reach of LIAM, for example, by offering training to 3rd sector organisations and via the continued recruitment of Pupil Support Officers, so that more CYP can access this intervention.

This implementation of LIAM has been evaluated as part of a Trainee Clinical Psychologist Doctoral Thesis. This has involved conducting qualitative interviews with key stake holders in order to understand the barriers and facilitators of the implementation to date. The insights from these interviews will help to guide the continued development of LIAM and other early intervention approaches within Lothian. While this initial implementation of LIAM has been successful in many areas, we are looking at ways to identify and overcome any barriers to implementation that have so far been identified. This includes looking at ways to increase the scope and reach of LIAM and improving processes to identify children and young people who may benefit from this intervention.

We are currently working in collaboration with NES and other Health Boards to develop LIAM into a group format and are planning the delivery of Lothian CAMHS developed, 'Anxiety Workshops for Parents' in collaboration with LIAM practitioners outwith CAMHS.

It is worth noting that this project has only been possible due to strong support and collaboration between multi-agency partners. We look forward to continuing to build on and develop these partnerships for the continued delivery of evidence based early intervention approaches for CYP.

5. Key References

The Matrix (2015) A Guide to Delivering Evidence-Based Psychological Therapies in Scotland

Werner-Seidler A, Perry Y, Calear AL, Newby JM, Christensen H (2017); School-based depression and anxiety prevention programs for young people: A systematic review and meta-analysis. *Clin Psychol Rev.* 2017 Feb;51:30-47.

Beidas, R.S., Kendall P.C (2010). Training therapists in evidence-based practice: A critical review of studies from a systems-contextual perspective. *Clinical Psychology: Science and Practice*, 17, 1-30.

Education, Children and Families Committee

10:00am, Tuesday, 9 October 2018

Child Poverty Action Unit

Item number	7.11 (a)
Report number	
Executive/routine	Executive
Wards	All
Council Commitments	45.

Executive Summary

This report provides an overview of new responsibilities for Local Government and Health Boards arising from the Child Poverty (Scotland) Act. These include new requirements for publication of an annual report describing existing and new planned actions, or measures taken, to reduce and mitigate the effects of Child Poverty.

To meet these requirements, the report proposes the establishment of a Child Poverty Action Unit. This unit will take the form of a cross Partnership working group, led by Communities and Families. The purpose of this unit will be to:

- Build on existing partnership and reporting arrangements and co-ordinate Council action to address Child Poverty in Edinburgh
- Identify a Council lead for the development and publication of annual Local Child Poverty Action Reports (beginning in June 2019), and
- Identify a point of liaison with the new Edinburgh Poverty Commission on issues and actions relating to Child Poverty.

Child Poverty Action Unit

1. Recommendations

- 1.1 It is recommended that the Education, Children and Families Committee:
 - 1.1.1 Agree that the Council be part of a Child Poverty Action Unit to co-ordinate action to address Child Poverty in Edinburgh and provide a Council lead for delivery of new Local Government responsibilities arising from the Child Poverty (Scotland) Act.
 - 1.1.2 Note that the Child Poverty Action Unit will take the form of a cross-council and Partnership working group rather than a new dedicated team of staff and resource.
 - 1.1.3 Note that the Child Poverty Action Unit is distinct from, but will provide a point of liaison with, the Edinburgh Poverty Commission on issues relating to child poverty.
 - 1.1.4 Note that the progress and outcomes of the working group will be reported to the Education, Children and Families Committee.

2. Background

- 2.1 Edinburgh is well recognised as an affluent and a growing city, but is also a city with wide levels of inequality and home to some of the most deprived communities in Scotland. An estimated 22% of Edinburgh children grow up in poverty, with rates as high as 35% in some areas of the city. Despite high average incomes, a wide base of evidence shows Edinburgh to be a city with child poverty rates similar to the Scottish average, and with pockets of poverty and material deprivation as severe as any other area in Scotland.
- 2.2 Within Edinburgh, the Council Administration and Edinburgh Partnership set out a clear direction for action to reduce poverty, inequality, and the impact on communities. In particular, the Programme for the Capital, which sets out the administration's five-year priorities over the period 2017-22, includes a specific commitment to establish a Child Poverty Action Unit to address the inequalities faced by children in poverty in our city.
- 2.3 More recently, the City of Edinburgh Council, and the Edinburgh Partnership have both committed to support the establishment of an independent Edinburgh Poverty Commission. The purpose of this new commission will be to define the long-term

actions and responses needed to reduce poverty and inequality for all groups, communities, and households living in Edinburgh, including specific recommendations to address poverty among children and families.

- 2.4 These measures are aligned with Scottish Government policy direction – including the Fairer Scotland Action Plan, and Fairer Scotland Duty, the Child Poverty (Scotland) Act 2017 and associated delivery plan – and the new responsibilities for Local Government in Scotland that arises from these policies.
- 2.5 The Poverty Commission is a short term project with a broad scope looking at all aspects of Poverty in Edinburgh and the actions the city needs to take to reduce poverty. As such, child poverty will be a key theme of the work of the commission, but as one of many themes the commission will consider.
- 2.6 The Child poverty unit has a narrower remit but with a longer term commitment – principally, to co-ordinate council and partner actions to address child poverty specifically, and in doing so to provide a lead for the meeting of new statutory requirements on annual reporting of those actions
- 2.7 This report provides:
 - An overview of new requirements for local government work to address child poverty.
 - A proposal for a way forward to establish a Child Poverty Action Unit to meet these requirements and to align with the work and findings of the Edinburgh Poverty Commission.

3. Main report

Child Poverty Action Reporting

- 3.1 The Child Poverty (Scotland) Act places a new duty on local authorities and health boards to jointly prepare an annual Local Child Poverty Action Report on what they are doing to reduce the impact of child poverty. The first Local Child Poverty Action Report is due for publication in June 2019. The legislation states that these reports must aim to provide a strategic forward look, as well as an account of progress to date, and should:
 - 3.1.1 "describe any measures taken in the area of the local authority during the reporting year...for the purpose of contributing to the meeting of [national] child poverty targets.", and
 - 3.1.2 set out information on measures that the local authority plans to take to contribute to the meeting of the [national] child poverty reduction targets.
- 3.2 To address these parallel aims, the Scottish Government has developed local authority guidance for the contents of Local Child Poverty Action Reports. The guidance recommends that the report requires a series of five steps:

- 3.2.1 Step 1 - Identify local partners – The guidance recommends that Community Planning Partnership processes are used to provide a helpful vehicle to coordinate reports.
 - 3.2.2 Step 2 - Identify and assess child poverty in the local area – The guidance provides an analytical framework to support gathering of evidence of the scale and drivers of child poverty in local areas, and recommends this framework is used to guide local responses. See Appendix 1 for further information.
 - 3.2.3 Step 3 - Identify and assess existing action and existing plans that seek to reduce or mitigate child poverty in the local area
 - 3.2.4 Step 4 - Identify new action to reduce child poverty or expansions or modifications to existing action to increase impact
 - 3.2.5 Step 5 - Identify and share ‘What is Working’ and ‘Lessons Learned’.
- 3.3 Within the City of Edinburgh, significant action is already in place to address Child Poverty and good partnership relationships already exist to support the meeting of the new reporting requirements described here. Indeed, Scottish Government Guidance emphasises that to ensure a streamlined approach and avoid duplication of effort development of new Child Poverty Action Reports should be undertaken alongside existing related statutory planning and reporting duties. In particular, new reports should link to and build on existing annual reports such as:
- 3.3.1 Annual reporting on Children’s Services Plans
 - 3.3.2 Children’s Rights reporting, and
 - 3.3.3 Annual reporting on Local Outcome Improvement Plan progress
- Refer to Table 2 in (Appendix 1) for a summary of the frequency and timing of these linked reporting requirements.

Child Poverty Actions Already Underway

- 3.4 Within Communities and Families, Schools and Lifelong Learning is currently developing and leading a range of professional development and practical initiatives aimed at: increasing awareness of the scale and impact of child poverty; reducing poverty related stigma and tackling the poverty related attainment gap; reducing school and holiday related costs and food stress; and maximising family incomes.
- 3.5 1 in 5 Raising Awareness of Child Poverty project
The 1 in 5 (Raising Awareness of Child Poverty) Project is taking place in over 90 schools, as well as with the voluntary and youth work sector. 1 in 5 involves: interactive training for staff and parents/carers, exploring the scale, causes and impact of child poverty in Edinburgh; focus groups highlighting education related costs such as uniform, trips, classroom and homework materials and after school activities; implementation of school led poverty proofing initiatives.

The 1 in 5 Top Tips resource provides ideas for schools helping implement poverty proofing.

The 'Making Education Equal for All: Edinburgh's Pupil Equity Framework' was developed by Lifelong Learning in partnership with NHS, Third Sector and with academic input from Dr Morag Treanor. The Framework formalises expectations of schools and the Local Authority in considering child poverty and when making changes to achieve equity. The Frameworks promotes respect and dignity for pupils and their families affected by poverty.

The 1 in 5 Project also produced Financial Information for Families containing information about how and where to access financial support.

An Executive Summary of the 1 in 5 Evaluation Report is also available (Appendix 2) with further evaluation is currently underway.

3.6 **Discover!** A new programme helping reduce food stress during the holidays:

Discover! Is a new (Holiday Hunger) programme for Edinburgh, led by Lifelong Learning and delivered in partnership with third sector and other partner organisations. See Appendix 3 for a Parent / Carer Leaflet for this programme.

Discover! will run during school holidays in Hubs across the city and the first pilot has just taken place in the following hubs:

- Braidburn Community Centre
- Craigentenny Community Centre
- Goodtrees Community Centre
- Oxfords Primary School
- Royston Wardieburn Community Centre
- West Pilton Neighbourhood Centre

The aims of **Discover!** are: to help reduce holiday food stress and social isolation; contribute to reducing the poverty related attainment and achievement gap; and promote healthy eating. This is done by engaging children and families in fun learning activities, including workshops, trips and visits. In addition, Skills Development Scotland (SDS) attend at agreed times providing fun activities, with Careers Advisors on hand to talk to parents/carers and children and young people about career and training information and advice. Also attending at agreed times are Welfare Advisors, who provide help families maximise income.

Children and young people and their families attend Discover through recommendation from schools and social work services. The schools/social work staff complete the recommendation form with the parent/carers and Lifelong Learning staff co-ordinate the allocation of places to appropriate Hubs across the city. All primary schools were invited to recommend families.

Fun and learning activities are provided by Lifelong Learning staff as well as citywide providers including the National Museum, National Galleries, Edinburgh University and Historic Scotland.

Food was provided by facilities management catering services and PPP catering contractors. Fairshare also provided food to some of the Hubs and Fairshare membership was arranged for holiday activity where most or all of the children attending met the criteria in the recommendation form.

The first **Discover!** programme (summer 2018) is being treated as a pilot and is currently being evaluated by the Improvement Service with local evaluations also being carried out. Learning from this will inform the October Discover.

Discover! is overseen by a Steering Group with membership including Lothian Association of Youth Clubs (LAYC) and Edinburgh Voluntary Organisations Council (EVOC). There are 2 Discover! sub-groups, one for operational matters and one for evaluation.

3.7 Income maximisation

In partnership with NHS Health Promotion and the third sector (CHAI, Children 1st and Capital City Partnership), income maximisation projects have taken place in the Tynecastle Cluster, Oxfords PS and special schools. This involves co-locating a Welfare Advisor into the schools, giving families direct access to holistic welfare support within the familiar school environment.

Between August 2017 and July 2018, 63 families had received support, resulting in approximately £250,000 being raised in unclaimed benefits for these families. A further project is being established in the South of the city which will include family and employability support as well as Welfare Advisor support provided by third sector partners.

Alongside this Lifelong Learning have developed the 'Cost of the School Day – Financial Support and Information' booklet which has been distributed to all schools and can be downloaded from the Child Poverty page on the City of Edinburgh Council Website.

3.8 Period Poverty

City of Edinburgh Council was allocated £119,846 of which £88,880 is for products/admin costs and £30,966 for set-up costs. The calculation for distribution was predicated on the number of female pupils in secondary schools, secondary special schools and an estimate of primary school pupils. The funding runs from 1 August 2018 to 31 March 2019. The approach to funding allocation will be reviewed in February 2019 when more data on product costs and pupil uptake is available. The funds allocated to the Council are held centrally and have not been devolved to individual schools.

Free sanitary products have been made available in all schools from the start of term (15 August). Each school will decide with pupils on the best approach to making sanitary products available.

3.9 School uniforms

Following Education, Children and Family Committee recommendations and with additional investment from the Scottish Government, City of Edinburgh Council has increased the School Clothing Grant to £100 for both primary and secondary school pupils from £43 or £50 respectively. It is anticipated that the extra money will benefit over 6000 children in total and ease the burden on families during the school year. The Transactions Team are also making automatic awards for School Clothing Grants and Free School Meals if parents are on the system as in receipt of other benefits and allowances which will also reduce administrative burden on families.

3.10 Music Tuition

City of Edinburgh Council Edinburgh continues to provide free Instrumental Music Tuition (IMS). Provided in every school in the city means that access to IMS is available to all pupils, albeit as a limited recourse, there is by necessity a selection process for interested pupils. The equity profile of the IMS is captured and monitored annually with staff accessing relevant training at in-service days, including the impact of child poverty.

Youth Music Initiative (YMI) provision is free, and opportunities are both universal and targeted across the city

3.11 Education Trust

Schools and Lifelong Learning administers and distributes funding of up to £500 per Looked After Children, enabling them to participate in arts, cultural, sporting and outdoor learning activities which benefit their learning, including residential trips and other out of school activities.

Child Poverty Action Unit

3.12 In order to take forward work in this area, it is proposed that a Child Poverty Action Unit is established within City of Edinburgh Council. The purpose of this unit will be to:

3.12.1 Build on existing partnership arrangements and co-ordinate Council action to address Child Poverty in Edinburgh

3.12.2 Identify a Council lead for the development and submission to the Scottish Government of annual Local Child Poverty Action Reports (beginning in June 2019),

3.12.3 Provide a point of liaison with, and support the new Edinburgh Poverty Commission to develop long term direction for work to reduce child poverty in the city, and

3.12.4 Provide a Council focus for the implementation of any new recommendations to address Child Poverty which emerge from the work of the Edinburgh Poverty Commission.

- 3.13 In doing so the unit will aim to:
- 3.13.1 Meet the requirements set out by the Council Administration in Coalition Commitment 45, and
 - 3.13.2 Ensure the Council is compliant with new statutory reporting requirements set out in the Child Poverty (Scotland) Act.
- 3.14 The unit will be established as a cross-council officer and Partnership working group, led by Communities and Families, supported by Strategy and Insight, with representation from all Council services directly involved in action to reduce child poverty and other relevant services and agencies.
- 3.15 The Executive Director for Communities and Families will act as Senior Responsible Officer for the group and for the delivery of Local Child Poverty Action Reports. Annual reports on the activity of the group and progress towards meeting Scottish Government reporting requirements will be provided to the Education Children and Families Committee.

4. Measures of success

- 4.1 Measures of success will be defined in a Local Child Poverty Action Report to be developed by the working group proposed in this report.

5. Financial impact

- 5.1 There are no significant financial impacts to the City of Edinburgh Council.

6. Risk, policy, compliance and governance impact

- 6.1 The working group proposed in this report will work to ensure Council is compliant with new reporting requirements as set out in the Child Poverty (Scotland) Act.

7. Equalities impact

- 7.1 Integrated impact assessments will be undertaken to assess the equalities impacts of new actions and policies developed as a result of this proposal.

8. Sustainability impact

- 8.1 Integrated impact assessments will be undertaken to assess the sustainability impacts of new actions and policies developed as a result of this proposal.

9. Consultation and engagement

- 9.1 New actions and policies established as a result of this proposal will be developed in consultation with partners and affected communities

10. Background reading/external references

- 10.1 [Every child, every chance – The Tackling Child Poverty Delivery Plan 2018-22, Scottish Government, March 2018](#)
- 10.2 [Edinburgh Poverty Commission, City of Edinburgh Council, June 2018](#)
- 10.3 [1 in 5 documents](#): Top tips for schools; Making education equal for all: Edinburgh's pupil equity framework; Cost of the School Day – Financial Support and Information

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11. Appendices

- 11.1 Appendix 1 – Local Authority Guidance on Local Child Poverty Action Reports
- 11.2 Appendix 2 – Evaluation of ‘1 in 5’: Raising Awareness of Child Poverty in Edinburgh – Executive Summary
- 11.3 Appendix 3 – *Discover!* Parent / Carer Leaflet

Appendix 1 - Local Authority Guidance on Local Child Poverty Action Reports

The Scottish Government has developed local authority guidance for the contents of Local Child Poverty Action Reports (as outlined in section 3.2 of the main report). Step 2 of this guidance directs local authorities to identify and assess child poverty in the local area by gathering evidence on the scale and drivers of poverty.

Scale of poverty

It is recommended that the scale of local poverty is assessed against the national child poverty targets, see Table 1. The Child Poverty (Scotland) Act 2017 established these four statutory, income-based targets (all after housing costs), to be achieved by 2030. Local authorities are expected to contribute to the meeting of these child poverty targets.

Table 1: Child Poverty (Scotland) Act 2017 – National Targets

Child Poverty (Scotland) Act 2017			
Child poverty measure	Interim 2023 Target	2030 Target	Current figures - Scotland (2016/17)
Children in relative poverty	Less than 18%	Less than 10%	23%
Children in absolute poverty	Less than 14%	Less than 5%	20%
Children in combined low income and material deprivation	Less than 8%	Less than 5%	11%
Children in persistent poverty	Less than 8%	Less than 5%	10% (2012-16)

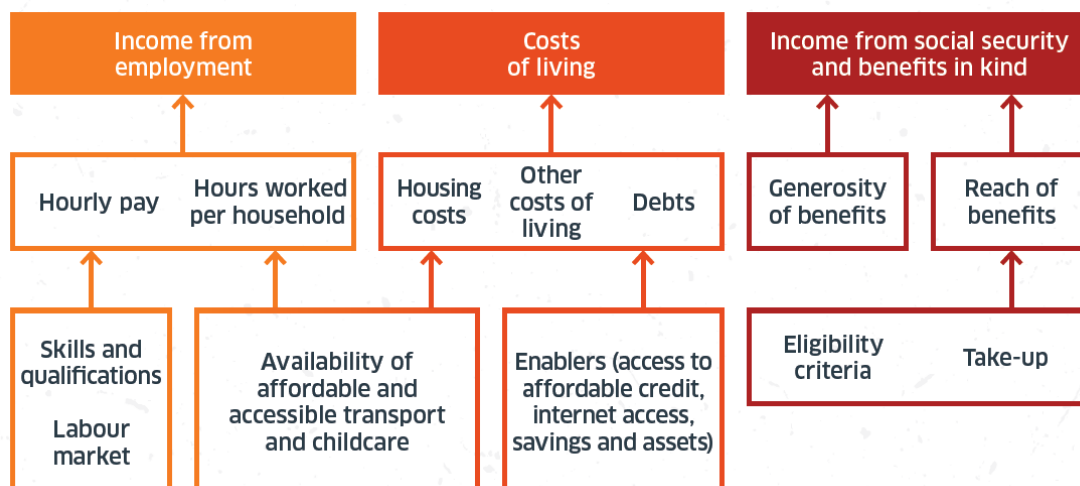
Drivers of poverty

Every Child, Every Chance – the National Tackling Child Poverty Delivery Plan 2018-22 sets out the three key drivers of child poverty (see Figure 1):

- income from employment,
- income from social security,
- costs of living.

The components of the three key drivers will differ by local area. It is recommended that the Child Poverty Local Action Report focus on actions that will contribute towards the targets by influencing one or more of these drivers.

Figure 1 – The three drivers of child poverty and contributing influences



Source: *Every Child, Every Chance – the National Tackling Child Poverty Delivery Plan 2018-22*, The Scottish Government, 2018

Statutory reporting requirements related to child poverty

The Guidance also highlights that Child Poverty Action Reports should be undertaken alongside existing related statutory planning and reporting duties (see section 3.3. of the main report). Table 2 outlines these related reports and their corresponding reporting timescales.

Table 2: Timetable of child poverty and related statutory planning and reporting requirements, 2018-20

Act	Related Reporting Duty	2018			2019				2020			
		Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Child Poverty (Scotland) Act 2017	Child Poverty Local Action Report					X				X		
Children & Young People (Scotland) Act 2014	Children's Services Plans (3-yearly)									X		
	Annual Children's Services Plan Report	X				X				X		
	Children's Rights Reporting									X		
Community Empowerment (Scotland) Act 2015	Local Outcome Improvement Plan		X				X				X	
	Local Outcome Annual Reporting			X				X				X

Evaluation of '1 in 5: Raising Awareness of Child Poverty in Edinburgh' Executive Summary Dr Briega Nugent

Background

22% of children in Edinburgh are living in relative deprivation,¹ affecting around 17,363 children.² Poverty affects all aspects of life and the gap in outcomes remains wide in terms of standard of living, quality of life, health, opportunities and educational attainment. This initiative began in 2015 and was developed by the 1 in 5 project team, a small team within the Children and Families Department, the City of Edinburgh Council. It aims to help schools develop policies and put into practice initiatives that:

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

What does the project involve?

The core element is the interactive training delivered that explores the scale, impact, causes and stigmatising affects of child poverty. This adopts an innovative 'train the trainer' model, so that the person being trained becomes themselves 'trainers', enabling scaling up. Since the pilot, this approach has led to 1 to 2 staff members leading on the work in 16 High Schools, 3 Special Schools and 52 primary schools. Schools also receive ongoing support and in some areas have come together to form a 'cluster' group, which is an effective way to share ideas and collaborate.

Methodology

The research adopted a mixed methods approach capturing views and testimonies from 27 teachers and 12 parents who had just taken part in training and 163 teachers who filled in a survey around six months afterwards. 23 teachers and two pupils from across three primary, three secondary and one nursery all at different stages of engagement and ends of the spectrum were interviewed. Abductive analysis was carried out drawing on the work of Strauss and Corbin (1998).³

Findings

The Immediate Outcomes: A Call to Action

The overwhelming reaction is that the materials, resources and training are thought provoking and could be defined as 'a call to action', with participants immediately inspired to come up with ideas or 'take it to the next level' to help families.

The Intermediate Outcomes

Of the 163 teachers:

- 92.5% (150) had increased their understanding of the scale of child poverty.
- 91% (147) now understood more about the impact of poverty on children's outcomes.
- 84% (136) said that they understood more about the causes of poverty.
- 78% (126) felt that the financial implications of homework and charitable events were now being considered.

¹ Relative poverty is a measure of whether low income households are keeping pace with middle income households Scottish Government (2017) Poverty and Income Inequality in Scotland: 2015/16. Available at: <http://www.gov.scot/Publications/2017/03/2213/downloads#res515392>

² End Child Poverty (2016) Child Poverty Map of the UK. Available at: <http://www.endchildpoverty.org.uk/poverty-in-your-area-2016/>

³ Strauss, A. and Corbin, J. (1998) *Basics of Qualitative Research Techniques and Procedures for Developing Grounded Theory*. London: Sage Publications.

- 71% (115) reported that this had an impact on social events and 61%(99) on the cost of prom and leavers' dances.

This project has made a significant impact to reduce the costs of the school day and for children and young people to have equal access to opportunities. All of the schools that were the focus of the study have made significant changes to how stationary, uniforms, materials and trips were provided as a result of the training. Stationary was generally being discreetly provided for free, and five of the schools had established 'swap shops' for uniforms marketed as eco-friendly or 'vintage', thereby removing potential stigma. Materials for classes such as home economics continue to cost students and it is advised that procurement policies be reviewed.

In terms of equal access, as a result of the training, in two schools a rule has been established that all children go to all trips and the parent council and funding has been made available for those unable to pay. An audit of trips has led to a more discerning approach in deciding what to do. A significant challenge has been addressing the growing levels of food poverty with schools reaching out to local businesses such as Waitrose and Nairn's Outcakes for support. Sanitary products were also identified as an area of need and not all children have access to the internet at home. There continues to be a significant gap between those who can afford tuition and those who cannot with homework clubs offered to counteract this.

Reducing poverty related stigma is an ongoing challenge although it was felt that progress has been made with staff members. Two schools were trying to 'myth bust' to the wider community using innovative ways, such as showing 'I, Daniel Blake' in the school for free or reframing this issue to be about rights or entitlements.

Challenges

The main challenge is overcoming the shame felt by individuals about what is a structural issue, and to do this by building relationships with families. In St. Ninian's Primary School and Broughton High School a dedicated worker will take this forward.

The long-term outcomes

This research is not able to report on the long-term outcomes but it does appear that this initiative is helping to change the narratives and myths around poverty. It was felt that this has the potential to be a part of a cultural shift and more empathetic and compassionate engagement with the complex issues surrounding inequality.

Conclusion

This project is 'a call to action' with an almost immediate response pursued. It promotes dialogue between teachers, pupils, parents and the wider community to develop initiatives and be responsive to what families in the area need. Both young people interviewed felt that the project had had a marked improvement on their lives, raising their aspirations, attainment and helped them understand their situation and become advocates for change. Schools further on in their engagement with the project recognise that support from the wider community is essential and are making these links. This is helping people to understand that poverty is not a choice, but a form of social injustice. This is not just a project but rather could be better described as 'a movement.' It is recommended that it be expanded to become Scotland wide.

This issue is really important to me because it is so close to home...pupils and teachers are affected by this...this needs to be spoken about and should not be hidden...There should be things put in place to help people get access to equal opportunities...It is very important and integral for our school to be a community. It is important to make people feel that no matter what your background is you can come here and be a part of our community.' (Steven, S6 Pupil)

Discover something new

Discover! A new free holiday programme delivered by Lifelong Learning and partners, aiming to help reduce food stress during school holidays, provide fun learning activities for children and experiences for families to share.



Discover opportunities for children including:

trips to the National Museum, local castles and the National Gallery of Modern Art
fun art, history and science workshops • sports • making a musical • filmmaking workshops

Discover family activities including

cookery workshops • financial advice and support drop-in services • volunteering
family trips and activities and parent/carer workshops



Dates and venues

Craigentenny Community Centre

Monday–Friday
2 July–27 July

Royston Wardieburn Community Centre (P1–P3)

Monday–Friday
9 July–3 August

West Pilton Neighbourhood Centre (P4–7)

Monday–Friday
9 July–3 August

Goodtrees Community Centre

Monday–Friday
9 July–3 August

Braidwood Community Centre

Monday–Friday
9 July–3 August

Oxgangs Primary School

Monday–Friday
9 July–3 August

Discover! is free to attend and all participants receive breakfast and a cooked lunch.

The City of Edinburgh Council in partnership with the third sector and health

Education, Children and Families Committee

10am, Tuesday 9 October 2018

Child Poverty Action Unit Report – referral from the Culture and Communities Committee

Item number	7.11 (b)
Report number	
Wards	All
Council Commitments	

Executive summary

On 11 September 2018 the Culture and Communities Committee considered a report by the Executive Director for Communities and Families proposing the establishment of a Child Poverty Action Unit.

The report has been referred to the Education, Children and Families Committee for information.

Terms of Referral

Child Poverty Action Unit Report – referral from the Culture and Communities Committee

Terms of referral

- 1.1 On 11 September 2018 the Culture and Communities Committee considered a report by the Executive Director for Communities and Families proposing the establishment of a Child Poverty Action Unit.
- 1.2 The Committee agreed:
 - 1.2.1 To agree that the Council be part of a Child Poverty Action Unit to co-ordinate action to address Child Poverty in Edinburgh and provide a Council lead for delivery of new Local Government responsibilities arising from the Child Poverty (Scotland) Act.
 - 1.2.2 To note that the Child Poverty Action Unit will take the form of a cross-council and Partnership working group rather than a new dedicated team of staff and resource.
 - 1.2.3 To note that the Child Poverty Action Unit is distinct from, but will provide a point of liaison with, the Edinburgh Poverty Commission on issues relating to child poverty.
 - 1.2.4 To refer this report to Education, Children and Families Committee for noting.
 - 1.2.5 To refer this report to the Locality Committees for noting.
 - 1.2.6 To note that the progress and outcomes of the working group will be reported to the Education, Children and Families Committee.

For Decision/Action

- 2.1 The Education, Children and Families Committee is requested to note the report.

Background reading / external references

[Culture and Communities Committee – 11 September 2018](#)

Laurence Rockey

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Links

Appendices

Appendix 1 – report by the Executive Director for Communities and Families

Culture and Communities Committee

10:00am, Tuesday 11 September 2018

Child Poverty Action Unit

Item number 8.5
Report number
Executive/routine Executive
Wards All
Council Commitments [45.](#)

Executive Summary

This report provides an overview of new responsibilities for Local Government and Health Boards arising from the Child Poverty (Scotland) Act. These include new requirements for publication of an annual report describing existing and new planned actions, or measures taken, to reduce and mitigate the effects of Child Poverty.

To meet these requirements, the report proposes the establishment of a Child Poverty Action Unit. This unit will take the form of a cross Partnership working group, led by Communities and Families. The purpose of this unit will be to:

- Build on existing partnership and reporting arrangements and co-ordinate Council action to address Child Poverty in Edinburgh
- Identify a Council lead for the development and publication of annual Local Child Poverty Action Reports (beginning in June 2019), and
- Identify a point of liaison with the new Edinburgh Poverty Commission on issues and actions relating to Child Poverty.

Child Poverty Action Unit

1. Recommendations

- 1.1 It is recommended that the Culture and Communities Committee:
 - 1.1.1 Agree that the Council be part of a Child Poverty Action Unit to co-ordinate action to address Child Poverty in Edinburgh and provide a Council lead for delivery of new Local Government responsibilities arising from the Child Poverty (Scotland) Act.
 - 1.1.2 Note that the Child Poverty Action Unit will take the form of a cross-council and Partnership working group rather than a new dedicated team of staff and resource.
 - 1.1.3 Note that the Child Poverty Action Unit is distinct from, but will provide a point of liaison with, the Edinburgh Poverty Commission on issues relating to child poverty.
 - 1.1.4 Refers this report to Education, Children and Families Committee for noting.
 - 1.1.5 Note that the progress and outcomes of the working group will be reported to the Education, Children and Families Committee.

2. Background

- 2.1 Edinburgh is well recognised as an affluent and a growing city, but is also a city with wide levels of inequality and home to some of the most deprived communities in Scotland. An estimated 22% of Edinburgh children grow up in poverty, with rates as high as 35% in some areas of the city. Despite high average incomes, a wide base of evidence shows Edinburgh to be a city with child poverty rates similar to the Scottish average, and with pockets of poverty and material deprivation as severe as any other area in Scotland.
- 2.2 Within Edinburgh, the Council Administration and Edinburgh Partnership set out a clear direction for action to reduce poverty, inequality, and the impact on communities. In particular, the Programme for the Capital, which sets out the administration's five-year priorities over the period 2017-22, includes a specific commitment to establish a Child Poverty Action Unit to address the inequalities faced by children in poverty in our city.

- 2.3 More recently, the City of Edinburgh Council, and the Edinburgh Partnership have both committed to support the establishment of an independent Edinburgh Poverty Commission. The purpose of this new commission will be to define the long-term actions and responses needed to reduce poverty and inequality for all groups, communities, and households living in Edinburgh, including specific recommendations to address poverty among children and families.
- 2.4 These measures are aligned with Scottish Government policy direction – including the Fairer Scotland Action Plan, and Fairer Scotland Duty, the Child Poverty (Scotland) Act 2017 and associated delivery plan – and the new responsibilities for Local Government in Scotland that arises from these policies.
- 2.5 This report provides:
- An overview of new requirements for local government work to address child poverty.
 - A proposal for a way forward to establish a Child Poverty Action Unit to meet these requirements and to align with the work and findings of the Edinburgh Poverty Commission.

3. Main report

Child Poverty Action Reporting

- 3.1 The Child Poverty (Scotland) Act places a new duty on local authorities and health boards to jointly prepare an annual Local Child Poverty Action Report on what they are doing to reduce the impact of child poverty. The first Local Child Poverty Action Report is due for publication in June 2019. The legislation states that these reports must aim to provide a strategic forward look, as well as an account of progress to date, and should:
- 3.1.1 "describe any measures taken in the area of the local authority during the reporting year...for the purpose of contributing to the meeting of [national] child poverty targets.", and
- 3.1.2 set out information on measures that the local authority plans to take to contribute to the meeting of the [national] child poverty reduction targets.
- 3.2 To address these parallel aims, the Scottish Government has developed local authority guidance for the contents of Local Child Poverty Action Reports. The guidance recommends that the report requires a series of five steps:
- 3.2.1 Step 1 - Identify local partners – The guidance recommends that Community Planning Partnership processes are used to provide a helpful vehicle to coordinate reports.
- 3.2.2 Step 2 - Identify and assess child poverty in the local area – The guidance provides an analytical framework to support gathering of evidence of the scale and drivers of child poverty in local areas, and recommends this

framework is used to guide local responses. See Appendix 1 for further information.

- 3.2.3 Step 3 - Identify and assess existing action and existing plans that seek to reduce or mitigate child poverty in the local area
 - 3.2.4 Step 4 - Identify new action to reduce child poverty or expansions or modifications to existing action to increase impact
 - 3.2.5 Step 5 - Identify and share 'What is Working' and 'Lessons Learned'.
- 3.3 Within the City of Edinburgh, significant action is already in place to address Child Poverty and good partnership relationships already exist to support the meeting of the new reporting requirements described here. Indeed, Scottish Government Guidance emphasises that to ensure a streamlined approach and avoid duplication of effort development of new Child Poverty Action Reports should be undertaken alongside existing related statutory planning and reporting duties. In particular, new reports should link to and build on existing annual reports such as:
- 3.3.1 Annual reporting on Children's Services Plans
 - 3.3.2 Children's Rights reporting, and
 - 3.3.3 Annual reporting on Local Outcome Improvement Plan progress

Refer to Table 2 in (Appendix 1) for a summary of the frequency and timing of these linked reporting requirements.

Child Poverty Actions Already Underway

- 3.4 Within Communities and Families, Schools and Lifelong Learning is currently developing and leading a range of professional development and practical initiatives aimed at: increasing awareness of the scale and impact of child poverty; reducing poverty related stigma and tackling the poverty related attainment gap; reducing school and holiday related costs and food stress; and maximising family incomes.
- 3.5 1 in 5 Raising Awareness of Child Poverty project

The 1 in 5 (Raising Awareness of Child Poverty) Project is taking place in over 90 schools, as well as with the voluntary and youth work sector. 1 in 5 involves: interactive training for staff and parents/carers, exploring the scale, causes and impact of child poverty in Edinburgh; focus groups highlighting education related costs such as uniform, trips, classroom and homework materials and after school activities; implementation of school led poverty proofing initiatives.

The 1 in 5 Top Tips resource provides ideas for schools helping implement poverty proofing.

The 'Making Education Equal for All: Edinburgh's Pupil Equity Framework' was developed by Lifelong Learning in partnership with NHS, Third Sector and with academic input from Dr Morag Treanor. The Framework formalises expectations of schools and the Local Authority in considering child poverty and when making

changes to achieve equity. The Frameworks promotes respect and dignity for pupils and their families affected by poverty.

The 1 in 5 Project also produced Financial Information for Families containing information about how and where to access financial support.

An Executive Summary of the 1 in 5 Evaluation Report is also available (Appendix 2) with further evaluation is currently underway.

3.6 **Discover!** A new programme helping reduce food stress during the holidays:

Discover! Is a new (Holiday Hunger) programme for Edinburgh, led by Lifelong Learning and delivered in partnership with third sector and other partner organisations. See Appendix 3 for a Parent / Carer Leaflet for this programme.

Discover! will run during school holidays in Hubs across the city and the first pilot has just taken place in the following hubs:

- Braidburn Community Centre
- Craigentinny Community Centre
- Goodtrees Community Centre
- Oxfangs Primary School
- Royston Wardieburn Community Centre
- West Pilton Neighbourhood Centre

The aims of **Discover!** are: to help reduce holiday food stress and social isolation; contribute to reducing the poverty related attainment and achievement gap; and promote healthy eating. This is done by engaging children and families in fun learning activities, including workshops, trips and visits. In addition, Skills Development Scotland (SDS) attend at agreed times providing fun activities, with Careers Advisors on hand to talk to parents/carers and children and young people about career and training information and advice. Also attending at agreed times are Welfare Advisors, who provide help families maximise income.

Children and young people and their families attend Discover through recommendation from schools and social work services. The schools/social work staff complete the recommendation form with the parent/carers and Lifelong Learning staff co-ordinate the allocation of places to appropriate Hubs across the city. All primary schools were invited to recommend families.

Fun and learning activities are provided by Lifelong Learning staff as well as citywide providers including the National Museum, National Galleries, Edinburgh University and Historic Scotland.

Food was provided by facilities management catering services and PPP catering contractors. Fairshare also provided food to some of the Hubs and Fairshare membership was arranged for holiday activity where most or all of the children attending met the criteria in the recommendation form.

The first **Discover!** programme (summer 2018) is being treated as a pilot and is currently being evaluated by the Improvement Service with local evaluations also being carried out. Learning from this will inform the October Discover.

Discover! is overseen by a Steering Group with membership including Lothian Association of Youth Clubs (LAYC) and Edinburgh Voluntary Organisations Council (EVOC). There are 2 Discover! sub-groups, one for operational matters and one for evaluation.

3.7 Income maximisation

In partnership with NHS Health Promotion and the third sector (CHAI, Children 1st and Capital City Partnership), income maximisation projects have taken place in the Tynecastle Cluster, Oxfords PS and special schools. This involves co-locating a Welfare Advisor into the schools, giving families direct access to holistic welfare support within the familiar school environment.

Between August 2017 and July 2018, 63 families had received support, resulting in approximately £250,000 being raised in unclaimed benefits for these families. A further project is being established in the South of the city which will include family and employability support as well as Welfare Advisor support provided by third sector partners.

Alongside this Lifelong Learning have developed the 'Cost of the School Day – Financial Support and Information' booklet which has been distributed to all schools and can be downloaded from the Child Poverty page on the City of Edinburgh Council Website.

3.8 Period Poverty

Free sanitary products will be available in all schools from the start of term (15 August). Each school will decide with pupils on the best approach to making sanitary products available.

3.9 School uniforms

Following Education, Children and Family Committee recommendations and with additional investment from the Scottish Government, City of Edinburgh Council has increased the School Clothing Grant to £100 for both primary and secondary school pupils from £43 or £50 respectively. It is anticipated that the extra money will benefit over 6000 children in total and ease the burden on families during the school year. The Transactions Team are also making automatic awards for School Clothing Grants and Free School Meals if parents are on the system as in receipt of other benefits and allowances which will also reduce administrative burden on families.

3.10 Music Tuition

City of Edinburgh Council Edinburgh continues to provide free Instrumental Music Tuition (IMS). Provided in every school in the city means that access to IMS is available to all pupils, albeit as a limited recourse, there is by necessity a selection process for interested pupils. The equity profile of the IMS is captured and

monitored annually with staff accessing relevant training at in-service days, including the impact of child poverty.

Youth Music Initiative (YMI) provision is free, and opportunities are both universal and targeted across the city

3.11 Education Trust

Schools and Lifelong Learning administers and distributes funding of up to £500 per Looked After Children, enabling them to participate in arts, cultural, sporting and outdoor learning activities which benefit their learning, including residential trips and other out of school activities.

Child Poverty Action Unit

3.12 In order to take forward work in this area, it is proposed that a Child Poverty Action Unit is established within City of Edinburgh Council. The purpose of this unit will be to:

3.12.1 Build on existing partnership arrangements and co-ordinate Council action to address Child Poverty in Edinburgh

3.12.2 Identify a Council lead for the development and submission to the Scottish Government of annual Local Child Poverty Action Reports (beginning in June 2019),

3.12.3 Provide a point of liaison with, and support the new Edinburgh Poverty Commission to develop long term direction for work to reduce child poverty in the city, and

3.12.4 Provide a Council focus for the implementation of any new recommendations to address Child Poverty which emerge from the work of the Edinburgh Poverty Commission.

3.13 In doing so the unit will aim to:

3.13.1 Meet the requirements set out by the Council Administration in Coalition Commitment 45, and

3.13.2 Ensure the Council is compliant with new statutory reporting requirements set out in the Child Poverty (Scotland) Act.

3.14 The unit will be established as a cross-council officer and Partnership working group, led by Communities and Families, supported by Strategy and Insight, with representation from all Council services directly involved in action to reduce child poverty and other relevant services and agencies.

3.15 The Executive Director for Communities and Families will act as Senior Responsible Officer for the group and for the delivery of Local Child Poverty Action Reports. Annual reports on the activity of the group and progress towards meeting Scottish Government reporting requirements will be provided to the Education Children and Families Committee.

4. Measures of success

- 4.1 Measures of success will be defined in a Local Child Poverty Action Report to be developed by the working group proposed in this report.

5. Financial impact

- 5.1 There are no significant financial impacts to the City of Edinburgh Council.

6. Risk, policy, compliance and governance impact

- 6.1 The working group proposed in this report will work to ensure Council is compliant with new reporting requirements as set out in the Child Poverty (Scotland) Act.

7. Equalities impact

- 7.1 Integrated impact assessments will be undertaken to assess the equalities impacts of new actions and policies developed as a result of this proposal.

8. Sustainability impact

- 8.1 Integrated impact assessments will be undertaken to assess the sustainability impacts of new actions and policies developed as a result of this proposal.

9. Consultation and engagement

- 9.1 New actions and policies established as a result of this proposal will be developed in consultation with partners and affected communities

10. Background reading/external references

[Every child, every chance – The Tackling Child Poverty Delivery Plan 2018-22, Scottish Government, March 2018](#)

[Edinburgh Poverty Commission, City of Edinburgh Council, June 2018](#)

[1 in 5 documents](#): Top tips for schools; Making education equal for all: Edinburgh's pupil equity framework; Cost of the School Day – Financial Support and Information

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11. Appendices

- 11.1 Appendix 1 – Local Authority Guidance on Local Child Poverty Action Reports
- 11.2 Appendix 2 – Evaluation of ‘1 in 5’: Raising Awareness of Child Poverty in Edinburgh – Executive Summary
- 11.3 Appendix 3 – *Discover!* Parent / Carer Leaflet

Appendix 1 - Local Authority Guidance on Local Child Poverty Action Reports

The Scottish Government has developed local authority guidance for the contents of Local Child Poverty Action Reports (as outlined in section 3.2 of the main report). Step 2 of this guidance directs local authorities to identify and assess child poverty in the local area by gathering evidence on the scale and drivers of poverty.

Scale of poverty

It is recommended that the scale of local poverty is assessed against the national child poverty targets, see Table 1. The Child Poverty (Scotland) Act 2017 established these four statutory, income-based targets (all after housing costs), to be achieved by 2030. Local authorities are expected to contribute to the meeting of these child poverty targets.

Table 1: Child Poverty (Scotland) Act 2017 – National Targets

Child Poverty (Scotland) Act 2017			
Child poverty measure	Interim 2023 Target	2030 Target	Current figures - Scotland (2016/17)
Children in relative poverty	Less than 18%	Less than 10%	23%
Children in absolute poverty	Less than 14%	Less than 5%	20%
Children in combined low income and material deprivation	Less than 8%	Less than 5%	11%
Children in persistent poverty	Less than 8%	Less than 5%	10% (2012-16)

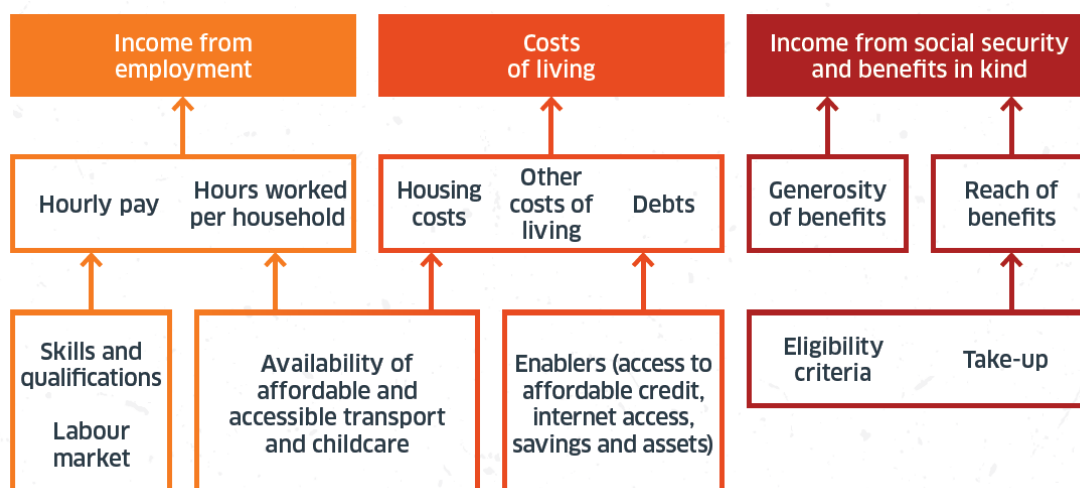
Drivers of poverty

Every Child, Every Chance – the National Tackling Child Poverty Delivery Plan 2018-22 sets out the three key drivers of child poverty (see Figure 1):

- income from employment,
- income from social security,
- costs of living.

The components of the three key drivers will differ by local area. It is recommended that the Child Poverty Local Action Report focus on actions that will contribute towards the targets by influencing one or more of these drivers.

Figure 1 – The three drivers of child poverty and contributing influences



Source: *Every Child, Every Chance – the National Tackling Child Poverty Delivery Plan 2018-22*, The Scottish Government, 2018

Statutory reporting requirements related to child poverty

The Guidance also highlights that Child Poverty Action Reports should be undertaken alongside existing related statutory planning and reporting duties (see section 3.3. of the main report). Table 2 outlines these related reports and their corresponding reporting timescales.

Table 2: Timetable of child poverty and related statutory planning and reporting requirements, 2018-20

Act	Related Reporting Duty	2018			2019				2020			
		Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Child Poverty (Scotland) Act 2017	Child Poverty Local Action Report					X				X		
Children & Young People (Scotland) Act 2014	Children's Services Plans (3-yearly)									X		
	Annual Children's Services Plan Report	X				X				X		
	Children's Rights Reporting									X		
Community Empowerment (Scotland) Act 2015	Local Outcome Improvement Plan		X				X				X	
	Local Outcome Annual Reporting			X				X				X



Evaluation of '1 in 5: Raising Awareness of Child Poverty in Edinburgh' Executive Summary Dr Briega Nugent

Background

22% of children in Edinburgh are living in relative deprivation,¹ affecting around 17,363 children.² Poverty affects all aspects of life and the gap in outcomes remains wide in terms of standard of living, quality of life, health, opportunities and educational attainment. This initiative began in 2015 and was developed by the 1 in 5 project team, a small team within the Children and Families Department, the City of Edinburgh Council. It aims to help schools develop policies and put into practice initiatives that:

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

What does the project involve?

The core element is the interactive training delivered that explores the scale, impact, causes and stigmatising affects of child poverty. This adopts an innovative 'train the trainer' model, so that the person being trained becomes themselves 'trainers', enabling scaling up. Since the pilot, this approach has led to 1 to 2 staff members leading on the work in 16 High Schools, 3 Special Schools and 52 primary schools. Schools also receive ongoing support and in some areas have come together to form a 'cluster' group, which is an effective way to share ideas and collaborate.

Methodology

The research adopted a mixed methods approach capturing views and testimonies from 27 teachers and 12 parents who had just taken part in training and 163 teachers who filled in a survey around six months afterwards. 23 teachers and two pupils from across three primary, three secondary and one nursery all at different stages of engagement and ends of the spectrum were interviewed. Abductive analysis was carried out drawing on the work of Strauss and Corbin (1998).³

Findings

The Immediate Outcomes: A Call to Action

The overwhelming reaction is that the materials, resources and training are thought provoking and could be defined as 'a call to action', with participants immediately inspired to come up with ideas or 'take it to the next level' to help families.

The Intermediate Outcomes

Of the 163 teachers:

- 92.5% (150) had increased their understanding of the scale of child poverty.
- 91% (147) now understood more about the impact of poverty on children's outcomes.
- 84% (136) said that they understood more about the causes of poverty.
- 78% (126) felt that the financial implications of homework and charitable events were now being considered.

¹ Relative poverty is a measure of whether low income households are keeping pace with middle income households Scottish Government (2017) Poverty and Income Inequality in Scotland: 2015/16. Available at: <http://www.gov.scot/Publications/2017/03/2213/downloads#res515392>

² End Child Poverty (2016) Child Poverty Map of the UK. Available at: <http://www.endchildpoverty.org.uk/poverty-in-your-area-2016/>

³ Strauss, A. and Corbin, J. (1998) *Basics of Qualitative Research Techniques and Procedures for Developing Grounded Theory*. London: Sage Publications.

- 71% (115) reported that this had an impact on social events and 61%(99) on the cost of prom and leavers' dances.

This project has made a significant impact to reduce the costs of the school day and for children and young people to have equal access to opportunities. All of the schools that were the focus of the study have made significant changes to how stationary, uniforms, materials and trips were provided as a result of the training. Stationary was generally being discreetly provided for free, and five of the schools had established 'swap shops' for uniforms marketed as eco-friendly or 'vintage', thereby removing potential stigma. Materials for classes such as home economics continue to cost students and it is advised that procurement policies be reviewed.

In terms of equal access, as a result of the training, in two schools a rule has been established that all children go to all trips and the parent council and funding has been made available for those unable to pay. An audit of trips has led to a more discerning approach in deciding what to do. A significant challenge has been addressing the growing levels of food poverty with schools reaching out to local businesses such as Waitrose and Nairn's Outcakes for support. Sanitary products were also identified as an area of need and not all children have access to the internet at home. There continues to be a significant gap between those who can afford tuition and those who cannot with homework clubs offered to counteract this.

Reducing poverty related stigma is an ongoing challenge although it was felt that progress has been made with staff members. Two schools were trying to 'myth bust' to the wider community using innovative ways, such as showing 'I, Daniel Blake' in the school for free or reframing this issue to be about rights or entitlements.

Challenges

The main challenge is overcoming the shame felt by individuals about what is a structural issue, and to do this by building relationships with families. In St. Ninian's Primary School and Broughton High School a dedicated worker will take this forward.

The long-term outcomes

This research is not able to report on the long-term outcomes but it does appear that this initiative is helping to change the narratives and myths around poverty. It was felt that this has the potential to be a part of a cultural shift and more empathetic and compassionate engagement with the complex issues surrounding inequality.

Conclusion

This project is 'a call to action' with an almost immediate response pursued. It promotes dialogue between teachers, pupils, parents and the wider community to develop initiatives and be responsive to what families in the area need. Both young people interviewed felt that the project had had a marked improvement on their lives, raising their aspirations, attainment and helped them understand their situation and become advocates for change. Schools further on in their engagement with the project recognise that support from the wider community is essential and are making these links. This is helping people to understand that poverty is not a choice, but a form of social injustice. This is not just a project but rather could be better described as 'a movement.' It is recommended that it be expanded to become Scotland wide.

This issue is really important to me because it is so close to home...pupils and teachers are affected by this...this needs to be spoken about and should not be hidden...There should be things put in place to help people get access to equal opportunities...It is very important and integral for our school to be a community. It is important to make people feel that no matter what your background is you can come here and be a part of our community.' (Steven, S6 Pupil)

Discover something new

Discover! A new free holiday programme delivered by Lifelong Learning and partners, aiming to help reduce food stress during school holidays, provide fun learning activities for children and experiences for families to share.



Discover opportunities for children including:

trips to the National Museum, local castles and the National Gallery of Modern Art
fun art, history and science workshops • sports • making a musical • filmmaking workshops

Discover family activities including

cookery workshops • financial advice and support drop-in services • volunteering
family trips and activities and parent/carer workshops



Dates and venues

Craigentenny Community Centre

Monday–Friday
2 July–27 July

Royston Wardieburn Community Centre (P1–P3)

Monday–Friday
9 July–3 August

West Pilton Neighbourhood Centre (P4–7)

Monday–Friday
9 July–3 August

Goodtrees Community Centre

Monday–Friday
9 July–3 August

Braidwood Community Centre

Monday–Friday
9 July–3 August

Oxgangs Primary School

Monday–Friday
9 July–3 August

Discover! is free to attend and all participants receive breakfast and a cooked lunch.

The City of Edinburgh Council in partnership with the third sector and health

Education, Children and Families Committee

10.00am, Tuesday 9 October 2018

Internal Audit Update Report: 1 January – 31 July 2018 – referral from the Governance, Risk and Best Value Committee

Item number	7.12
Report number	
Wards	All

Executive summary

The Governance, Risk and Best Value Committee on 31 July 2018 considered a report which detailed the Internal Audit progress for the period 1 January to 31 July 2018

The report has been referred to the Education, Children and Families Committee on the recommendation that high and medium risk findings from audit reports be submitted to their parent Committee for information.

Governance, Risk and Best Value Committee

10.00am, Tuesday 31 July 2018

Internal Audit Update Report: 1 January – 31 July 2018

Item number 7.2
Report number
Executive/routine
Wards
Council Commitments

Executive Summary

This report provides details of Internal Audit (IA) reviews completed in the period; recent changes to the 2017/18 IA plan; and updates on resourcing; commencement of the 2018/19 Internal Audit plan; and IA priorities.

Internal Audit has now issued a total of 33 2017/18 audit reports to the City of Edinburgh Council (the Council) the Lothian Pension Fund (LPF) and the Edinburgh Integration Joint Board (EIJB), with 19 issued between 1 January and 31 July 2018. This included 15 reports for the Council; 2 for LPF; and 2 for the EIJB.

Of the 19 reports issued to the Council, two have been presented separately to the Committee for scrutiny. The remaining 17 reports include 65 findings (21 High; 34 Medium; and 10 Low).

A total of 6 reports are recommended for referral from the GRBV to the EIJB Audit and Risk Committee. No reports have been referred by the EIJB Audit and Risk Committee during the period.

IA recruitment has been successful and the team is now expected to be at full complement by the beginning of October 2018.

Work has commenced on the 2018/19 annual plan, however, delivery has been impacted by ongoing resourcing challenges. It has been agreed with PwC that resources will be provided in August to support delivery of three 2018/19 reviews.

Internal Audit Update Report: 1 January – 31 July 2018

1. Recommendations

- 1.1 Committee is recommended to:
 - 1.1.1 Note the risks associated with the 21 High rated findings raised in the 17 Council reports and consider if further clarification or immediate follow-up is required with responsible officers for specific items;
 - 1.1.2 Note that the 2 LPF reports have been presented to the Pensions Committee for scrutiny;
 - 1.1.3 Refer the 6 reports noted in Appendix 1 as potentially being of interest to the EIJB Audit and Risk Committee;
 - 1.1.4 Note that no reports were referred by the EIJB Audit and Risk Committee to GRBV at their meetings in February; March and May 2018.
 - 1.1.5 Note the current position with resources and successful recruitment; and
 - 1.1.6 Note progress with the 2018/19 annual plan and recent IA priorities.

2. Background

- 2.1 Internal Audit is required to deliver an annual plan of work, which is scoped using a risk-based assessment of Council activities. Additional reviews are added to the plan where considered necessary to address any emerging risks and issues identified during the year, subject to approval from the relevant Committees.
- 2.2 IA progress and a summary of findings raised in the reports issued are presented to the Governance, Risk, and Best Value Committee quarterly.
- 2.3 All audits performed for the Lothian Pension Fund (LPF) are subject to separate scrutiny by the Pension Audit Sub-Committee and the Pensions Committee, and are included in this report for completeness.
- 2.4 Audits performed for the Edinburgh Integration Joint Board (EIJB) are presented to the EIJB Audit and Risk Committee for scrutiny, with any reports that are relevant to the Council subsequently referred to the GRBV Committee.

- 2.5 Audits performed for the City of Edinburgh Council (the Council) that are relevant to the EIJB will be recommended for referral to the EIJB Audit and Risk Committee by the GRBV Committee.

3. Main report

Audit Findings for the period

- 3.1 A total of 33 2017/18 audit reports have now been issued to the to the Council (27); LPF (4); and the EIJB, with 23 issued between 1 January and 15 July 2018.
- 3.2 This included 19 reports for the Council; 2 for LPF; and 2 for the EIJB.
- 3.3 Of the 19 reports issued to the Council, the Building Standards, and Edinburgh Building Services (Housing Property Services) reports have been presented separately to the Committee for scrutiny.
- 3.4 The remaining 17 Council reports included a total of 65 findings (21 High; 33 Medium; and 10 Low). The majority of the findings raised (40%) were included in the Care Homes Assurance (4 High; 12 Medium; 4 Low) and Drivers Health and Safety (3 High and 6 Medium) audits. Details of completed reports are included at Appendix 1, with individual reports provided in Appendix 2 (following the order in Appendix 1).
- 3.5 The 2 LPF reports have been presented to the Pensions Audit Committee for scrutiny. These reports included a total of 11 findings (4 High; 3 Medium; and 4 Low).
- 3.6 The 2 EIJB reports were presented to the July EIJB Audit and Risk Committee, and it was agreed that these should be referred to the GRBV.

A total of 6 Council reports are recommended for referral from the GRBV to the EIJB Audit and Risk Committee (refer Appendix 1).

Changes to the 2017/18 IA Plan

- 3.7 The Health and Social Care Partnership Care Inspectorate Follow-up review that was included in the 2017/18 audit plan has been replaced with a review of the Edinburgh Mela Ltd at the request of management, given the significant reputational risks associated with the Council's decision to provide funding to support the Mela festival. Given resource constraints it was not possible in the timescales available to undertake both reviews.
- 3.8 It is expected that the Mela Ltd review will be completed in early July. This review has no impact on the Council's 2017/18 Internal Audit annual opinion.

Resourcing

- 3.9 Recruitment has been successful with offers now accepted for all vacant roles
- 3.10 It is expected that the IA team will be at full complement by the beginning of October, with new team members joining on a phased basis (aligned with notice periods) from July onwards.

Progress with 2018/19 Annual Plan

- 3.11 Work on the 2018/19 annual plan has commenced with one audit currently in progress.
- 3.12 Progress with the 2018/19 plan has been impacted by ongoing resourcing challenges, and the priorities noted below.
- 3.13 It has been agreed with PwC that resources will be provided in August to support delivery of three 2018/19 audits.

Internal Audit Priorities

- 3.14 Focus for the last quarter has been directed at finalising the audit reports for the 2017/18 annual plan; recruitment; and launching the new automated follow-up process.
- 3.15 The new system will be launched Council wide in early July, with training delivered during the weeks of 25 June and 2 July focusing on the role and importance of IA; rebranding IA as 'your safety net'; sharing examples of best practice when finalising audit reports and providing updates and evidence to support closure of findings; and introducing the new system.

4. Measures of success

- 4.1 Once implemented, the recommendations contained within these reports will strengthen the Council's control framework.

5. Financial impact

- 5.1 No direct financial impact.

6. Risk, policy, compliance and governance impact

- 6.1 Internal Audit findings are raised as a result of control gaps or deficiencies identified during audits. If agreed management actions are not implemented to support closure of Internal Audit findings, the Council will be exposed to the risks set out in the relevant Internal Audit reports.

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 [Building Standards Audit Report to GRBV 8 May 2018](#)

10.2 [Housing Property Audit Report to GRBV 5 June 2018](#)

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11. Appendices

Appendix 1 Summary of IA reports issued and findings raised during the period and recommendations for referral to the EIJB Audit and Risk Committee.

Appendix 2 Audit reports issued in period 1 January 2018 to 31 July 2018

Appendix 1 – Summary of IA reports issued and findings raised during the period and recommendations for referral to the EIJB Audit and Risk Committee.

		Findings Raised				Refer to EIJB
Audit Review	High	Medium	Low	Totals		
Council Wide						
1.	Drivers Health and Safety	3	6	0	9	Y
2.	Phishing Resilience	2	1	0	3	Y
Safer and Stronger Communities						
3.	CCTV Infrastructure	2	0	0	2	N
Resources						
4.	CGI Contract management	0	2	0	2	N
Communities and Families						
5.	Foster Care Review	1	2	1	4	N
Strategy and Insight						
6.	Resilience Assurance	2	2	1	5	Y
7.	Project Benefits Realisation	2	0	0	2	Y
Health and Social Care – note that both reviews include management actions owned by Resources (Customer)						
8.	Care Homes	4	12	4	20	Y
9.	Social Work Centre Bank Account Reconciliations	2	0	0	2	Y
10.	Review of Social Care Commissioning	1	1	0	2	*
11.	Health and Social Care Purchasing Budget Management	4	0	0	4	*
Place						
12.	Port Facility Security Plan	1	4	1	6	N
13.	H&S Waste and Recycling	0	4	2	6	N
Lothian Pension Fund						
14.	Payroll Outsourcing	1	0	1	2	N
15.	Pensions Tax	1	1	0	2	N
Totals		26	35	10	71	

* Reports referred to the Governance, Risk and Best Value Committee from the Edinburgh Integration Joint Boards Audit and Risk Committee

Appendix 2 – Audit reports issued in period 1 January 2018 to 31 July 2018

The City of Edinburgh Council

Internal Audit

Foster Care Review

Final Report

11 May 2018

CF1702

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This internal audit review is conducted for the City of Edinburgh Council under the auspices of the 2017/18 internal audit plan approved by the Governance, Risk, and Best Value Committee in March 2017. The review is designed to help the City of Edinburgh Council assess and refine its internal control environment. It is not designed or intended to be suitable for any other purpose and should not be relied upon for any other purpose. The City of Edinburgh Council accepts no responsibility for any such reliance and disclaims all liability in relation thereto.

The internal audit work and reporting has been performed in line with the requirements of the Public Sector Internal Audit Standards (PSIAS) and as a result is not designed or intended to comply with any other auditing standards.

Although there is a number of specific recommendations included in this report to strengthen internal control, it is management's responsibility to design, implement and maintain an effective control framework, and for the prevention and detection of irregularities and fraud. This is an essential part of the efficient management of the City of Edinburgh Council. Communication of the issues and weaknesses arising from this audit does not absolve management of this responsibility. High and Critical risk findings will be raised with senior management and elected members as appropriate.

1. Background and Scope

Background

The Looked After and Accommodated Children service is currently developing a new strategy focusing on early and intensive intervention to ensure that fewer children and young people become 'looked after'. The new strategy will consider the increasing child population; the implications of Self Directed Support; Children and Young People (Scotland) Act 2014 requirements; and the increasing number of Unaccompanied Asylum-Seeking Children.

A key element of this strategy is ensuring that where a child requires to be 'looked after', appropriate kinship or foster care arrangements are established with suitable kinship or foster carers directly engaged by the Council, reducing the need to source care arrangements from costly external providers.

Vetting, Approval, and Agreement Processes

Standard processes are applied to ensure that all potential foster and kinship carers are thoroughly vetted; formally approved by Agency Decision Makers (ADMs) following assessor and panel recommendations; and that formal care agreements supporting the arrangements are signed.

Foster and kinship carer vetting is performed by Social Workers with the outcomes recorded in assessment reports. Vetting involves confirmation of identity; completion of relevant protection of vulnerable groups (PVG) disclosure checks; receipt and review of personal references; and completion of local authority, household, and background checks per LAC regulation requirements.

All completed assessment reports and supporting recommendations for foster and kinship arrangements should be signed by the Assessing Social Worker and reviewed and signed by a Family Based Care (FBC) or Kinship Care Team Leader. For foster carers, the report should also be shared with and signed by the applicants prior to panel review and approval.

A formal agreement is signed by both the foster and kinship carer and the Council prior to placement of children, to confirm that both parties fully understand their respective responsibilities.

Payments to Carers and Arrangements for Young People

Foster and kinship carers are paid by the Council as self-employed individuals. The amount paid is based on a standard table of rates. Different rates apply according to the nature of care provided and age bands. Additional ad hoc payments are also made to cover additional costs incurred (for example holidays or travel).

All payments made to carers are authorised by Social Workers and processed by the Carer Payment Team (CPT) who report through Resources. Social Work Practice Teams are also required to review unauthorised payment reports in advance of payment runs to confirm that all placement changes they requested have been completely and accurately processed by the CPT.

Continuing care legislation requires that authorised arrangements for payments in respect of young people over 18 years must be established prior to the young person's 18th birthday.

Social Workers are responsible for ensuring that these arrangements are established on time by completing authorisation requests and supporting questionnaires in Swift. The CPT monitor and ensure that this workflow progresses to Senior Managers for authorisation, and process new payment rates once approved.

Scope

The scope of this review assessed the design and operating effectiveness of the key controls established to support management of foster care provision and carer payments, and mitigate the following risks:

- harm to children in our care and their carers;
- increased use of higher cost service provision;
- failure to manage budgets; and
- non-compliance with applicable legislation.

Testing, where appropriate, was performed for the period October 2016 to January 2018.

The full terms of reference are included at appendix 2.

2. Executive summary

Total number of findings

Critical	0
High	1
Medium	2
Low	1
Advisory	1
Total	5

Summary of findings

Significant progress is evident in relation to the implementation of the looked after and accommodated children (LAAC) transformation, with reports to the Education, Children & Families and GRBV committees in August and December 2017 confirming that many of the targets had been achieved or exceeded, with a reduction in the number of children in foster care; an increase in kinship care placements, and a reduction in the use of secure care. However, the service was behind target to reduce the percentage of independent (non-Council) foster care and residential care placements.

As part of the Council balance of care strategy, foster care is proactively promoted with the objective of establishing appropriate foster care arrangements directly with the Council. To support vulnerable, looked after children, (either through kinship or foster care) it is essential that thorough and legislatively compliant vetting and approval processes are established and consistently applied, with clear carer agreements in place that are signed by both carers and the Council. It is also important to ensure that the costs associated with foster and kinship care are effectively managed, including completeness and accuracy of payments to carers.

Our review of the foster and kinship care vetting, approval and agreements process identified some significant control weaknesses that could potentially result in approval of carers who have not been thoroughly vetted; and potential non-compliance with applicable Looked After Children Legislation.

It should be noted however, that effective post carer approval monitoring and review processes have been established, and are consistently applied to ensure that carers are fully supported and continue to meet children's needs. All placement referrals are actively prioritised and monitored at weekly management and panel review meetings until an appropriate solution for the child is identified.

Our review of payment processes also identified some moderate control weaknesses (notably failure by Social Workers to evidence review of weekly and 4 weekly unauthorised payment reports) that could result in unauthorised or inaccurate payments being made. Whilst some control weaknesses have been identified, we noted that there are comprehensive payments process notes in place, and that effective reconciliation controls are applied to confirm that payments recorded in SWIFT are accurately transferred across to the Oracle purchase ledger for final payment. There are also effective controls in place supporting the addition and removal of foster and kinship carers.

Additionally, we identified that financial arrangements for continuing care are not being consistently established and reviewed by Social Workers as required per applicable legislation; and that the process to recover overpayment of carer payments is not consistently applied.

Consequently, one High; two Medium and one Low rated findings have been raised. An Advisory recommendation has also been included, highlighting best practice improvement opportunities identified. Our detailed findings and recommendations are laid out at Section 3 below.

3. Detailed findings

1. Foster & Kinship Care Vetting, Referral, Approval, and Agreements

Finding

A sample of ten foster care and ten kinship care arrangements were selected and reviewed to confirm that the vetting and assessment and approval processes had been completed as per established processes and applicable Looked After Children regulatory requirements. Care agreements were also reviewed to confirm that these had been completed and signed by both parties.

A sample of ten assessment of need and risk forms were selected and reviewed to confirm that kinship care placements had been considered and discounted prior to a request for foster care placements.

The following Significant control gaps have been identified:

- 1. Foster Carer Vetting** – In one instance, the required checks had not been fully completed, despite the carer being granted approval in principle. No placements had yet been approved for this carer due to a post panel disclosure.

For a further four cases, the assessment reports were incomplete and did not include the outcomes of all checks performed, although evidence was available elsewhere for three of the four cases (e.g. SWIFT and paper files) that satisfactory checks had been completed.

- 2. Kinship Carer Vetting** – In one case, a family member disclosure was outstanding and the final decision was subject to acceptable medical checks for another family member. The Referring Social Worker noted that she was not aware that the disclosure should have been progressed by the Practice Team, and this is now being actioned.

A second assessment report was also incomplete as not all relevant health assessment information had been included, however it was confirmed that this information was passed to the Agency Decision Maker (ADM) with the report.

- 3. Foster Carer Assessment and Decisioning** – applicant review and approval of assessment forms was not evident in 60% of the sample reviewed, and there was no evidence of Social Worker and Team Leader sign off for 50% of the sample.

- 4. Kinship Carer Assessment and Decisioning** – two assessment reports (20% of the sample) did not include the names of the Social Workers who had performed the assessment or the Team Leader who had performed the review. Names were type signed in word documents for the remaining 8. There was also no evidence of electronic sign off supporting eight ADM decisions; names were also type signed.

- 5. Foster Carer Agreements** - Five of ten agreements had been signed by both the Council and the carer, and three had been signed by the carer only. Two agreements were not found. One of these, was not finalised as a post panel disclosure has resulted in no placements being offered, however,


one could not be located as no paper file had been created and a child had been placed with carers without an agreement being in place.

6. Kinship Carer Agreements - No evidence was provided to confirm that kinship agreements are routinely completed and signed by both parties. Of the nine Practice Team Social Workers contacted, only three responded, and confirmed that agreements were not in place. Two committed to rectifying the omission, and one signed agreement has subsequently been put in place. In one case, it was noted that the family were not willing to progress with kinship arrangements.

7. Review of Carer Agreements – Kinship and foster carer agreements have not been revised since October 2009, when current LAC regulations came into force. LAC guidance requires the content of agreements to be reviewed at intervals by authorities.

Current agreement templates are between the Children and Families Department and carers, which does not accurately reflect the current Council structure.

8. Assessment of Need and Risk Forms - The Practice Team Social Worker (PTSW) is required to tick a box on the referral form to confirm their Line Manager agreement to the referral, however this process does not provide adequate evidence of Line Manager review and approval.

Business Implication	Finding Rating
<ul style="list-style-type: none"> • Potential foster and kinship carers are not thoroughly vetted; • Incomplete assessment reports are presented to the panel and ADM for approval and decision; • Foster and kinship carers are not fully aware of their own and the Council’s responsibilities; • Potential non-compliance with LAC regulations; and • Referrals for foster care placement are submitted without appropriate authority. 	

Action plans

Recommendation	Responsible Officer
<p>1. And 2. Existing foster and kinship carer vetting processes should be reviewed, updated, and implemented across all Social Work teams. The processes should specify all necessary checks to be performed and the requirement to record and retain the outcomes. Document retention methods that meet current Data Protection and future General Data Protection Requirements should also be included in the revised process documentation.</p> <p>3. And 4. Assessment reports and agency decisions should not be approved until all necessary vetting has been fully completed. A formal review of all assessment reports should be performed by line management prior to submission to panel and ADM to confirm that all vetting outcomes are completely and accurately reflected in the report. Additionally, assessment reports should be signed as evidence of this review.</p> <p>5. And 6. A check should be established to confirm (prior to any placements being offered) that foster or kinship care agreements signed by both the carer and the Council are in place, and that a copy of the signed agreement has been issued to the carer and securely retained by the Council.</p>	<p>Family Based Care Team Manager (Foster Care) - 1, 3, 5 & 7</p> <p>Family Based Care Team Manager (Kinship Care) – 2, 4, 6 & 7</p> <p>Senior manager for Children’s Practice Teams - 6 & 8</p>

7. Existing foster and kinship care template agreements should be reviewed and refreshed (at least annually) to confirm that their content remains aligned with applicable Looked After Children (LAC) legislation and current Council structure.
8. The Line Manager of the PTSW should be copied into the email referral to evidence their agreement and approval of the referral.

Agreed Management Action

Estimated Implementation Date

1. Foster Care Vetting

Family Based Care process for checking carers has been updated and revisions included in service End to End procedures. Specific actions include all statutory checks (PVG, Medical and Local Authority) having to be requested immediately at recruitment screening stage and three months prior to Carer Review. This will eliminate checks not being available as evidence for Fostering Panels. FBC Team Leader quality assurance checklists for foster care assessments have been updated to require sight of signed copies of assessment reports prior to Panel submission. Team Leaders will review in supervision that signed copies of all completed assessment reports are held in the Carers paper file.

31 May 2018

2. Kinship Carer Vetting

Assessment reports are checked by the Team Leader before forwarding to panel and/or ADM. This will ensure that statutory checks are included as well as being referred to in the assessment. Team leaders will also ensure that all submissions are signed by the assessor and countersigned by themselves. Team leaders will be informed from now that they will sign all assessments. Assessors are, in the main, engaged outwith FBC and commissioned via a fixed fee format for their completed assessments. Some are employees of CEC and others are not. A plan will be developed to enable them to create and use an electronic signature or similar sign off method.

30 September 2018

3. Foster Care Assessment and Decisioning

FBC Team Leader quality assurance checklists for foster care assessments have been updated to require sight of signed copies of assessment reports prior to Panel submission. Team Leaders will review in supervision that signed copies of all completed assessment reports are held in the Carers paper file and required in End to End processes. Additional, regular file auditing undertaken internally with this the service will quality assure procedures are being implemented.

31 May 2018

4. Kinship Assessment and Decisioning

Kinship assessors will be asked to sign and include their name with all of their assessment submissions. Team Leaders will also be asked to sign and include their name when endorsing the assessment. This will be incorporated into Kinship processes.

30 September 2018

5. Foster Carer Agreements

End to End procedures specify that a Carer Agreement must be signed by the carer and CEC, a copy provided to the carer and the original held on file.

30 June 2018

6. Kinship Carer Agreements

Procedures to be reviewed and updated to specify that a Carer Agreement must be signed by the carer and CEC, a copy provided to the carer and the original held on file.

30 September 2018

6. **5 & 6** Formal checks will be implemented (prior to placements being offered) to ensure that all foster and kinship carer agreements have been signed by both the carer and the Council, and that a copy of the signed agreement has been issued to the carer and securely retained by the Council.

7. Review of Carer Agreements

The content of the current Carer Agreement is compliant with requirements of Schedule 6 of the Looked After Children (Scotland) Regulations 2009. The contents of this document will be reviewed alongside the development of revised information to support Continuing Care placements.

31 May 2018

The Kinship carer agreement document will be reviewed separately to this but within the same timescale.

31 May 2018

8. Assessment of Need and Risk Forms

The process of Line Manager agreement will be reviewed to provide evidence of approval for the referral, Team Leaders will be copied into the email referral to Intake.

30 June 2018

2. Carer Payments

Finding

1. Payments to Carers

A sample of 25 ad hoc payments were selected for review from the monthly business objects reports that detail all additional payments made. Review of the sample established that:

- In one case, Senior Manager authorisation for continued extra weekly payments of £393.74 could not be found and it was noted that authority may have been verbal. A future review date required for this payment had also not been recorded in Swift. This has now been corrected.
- Payment review dates are not consistently provided to the CPT by Social Workers, and confirmation that additional payments should continue is not consistently provided in advance of the specified review or end date.


2. Social Worker Review of Payments

Social Work Practice Teams are required to review unauthorised payment reports in advance of weekly and four weekly payment runs to confirm that all changes they requested have been completely and accurately processed by the CPT.

Evidence of checks performed should be recorded on a tracker and any issues identified raised with the CPT and addressed prior to release of payments. If there are no issues, this should be recorded on the tracker to evidence completion of the review.

Review of four weekly and one four weekly trackers across four Practice Teams and the disability team (25 entries across 5 trackers) confirmed that:

- Team sections within the 5 unauthorised payment reports tested had not been reviewed as required prior to payment in 14 of 25 instances;
- There was no evidence of completion of any checks by one Practice Team; and
- Only one team from the five had checked the four-weekly report selected for review.

Business Implication	Finding Rating
Unauthorised or inaccurate payments are made to carers that may not be recovered.	
Action plans	
Recommendation	Responsible Officer
<ol style="list-style-type: none"> 1. Authorisation should be provided by FBC and Practice Team Managers in advance of any additional payments being made. Evidence of authorisation should be retained by the CPT. 2. An escalation process should be established and implemented to ensure that updates, and approvals for extensions to additional payments are provided by FBC and Practice Team Managers or Team Leaders to the CPT prior to the review / end date recorded on SWIFT. 3. The requirement for Practice Team Business Support to review unauthorised payment reports and evidence their review via the tracker should be reinforced. Practice Team Managers should also review the trackers prior to payment to ensure that all Social Work team members have performed the necessary review. Any instances where the review has not been performed prior to payment should be addressed via the performance management process. 	Neil Kirkpatrick, Business Support Team Manager – 1, 2 & 3
Agreed Management Action	Estimated Implementation Date
<ol style="list-style-type: none"> 1. CPT are currently revising their processes. Going forward, all payment updates will be provided by Social Workers on Carer Fee Payment forms rather than via email, and future review dates noted on this form for entry to Swift. This process is still being embedded. 2. The CPT will run a report with payment review dates on a monthly basis for the month ahead and send it to the appropriate Team Manager and Team Leader highlighting the need for a member of their team to review the service/payment and complete the appropriate paper work as required. 3. The CF Central Business Support Team Manager has issued an email reminding all Business Support Team Managers that this process is necessary to confirm completeness and accuracy of carer payments and request their team's weekly returns. The weekly returns will be copied to the relevant CPTM when emailing to the CPT. The CPT will track the returns and liaise with the appropriate teams when information is not received. 	<p>31 May 2018</p> <p>31 May 2018</p> <p>31 May 2018</p>

3. Arrangements for Young People

Finding

Eight entries were selected from a December 2017 report produced by the CPT detailing costs for all young people 17 and over. Review of this sample established that:

- One 18-year old was incorrectly categorised as a mainstream placement rather than 18+ Foster Care, as an authorisation request and questionnaire provided was not supported by adequate information.
- One questionnaire had been completed and entered into Swift, but had not been set up as a workflow request for authorisation, and had therefore been missed. This has now been escalated for review.
- Two approved 18+ placements had future review dates recorded in Swift, however, this date field is not currently monitored. One of the cases was due for review in the month tested and had not been actioned yet.

In addition to the above testing, it was noted that for 20 placements correctly categorised as 18+ Foster Care on this report, three were not supported by evidence of LAC Manager approval, and seven had expired approvals on SWIFT.

Whilst placements with external providers were not included within our scope, it should be noted that these issues also apply to these arrangements. As at December 2017, we identified four external placements for 18-year olds that were incorrectly categorised as foster care provision rather than 18+ foster care.

Business Implication

Appropriate arrangements are not established as per the timeframes specified in continuing care legislation.

Finding Rating

Medium

Action plans

Recommendation

1. Existing processes should be reviewed and refreshed with appropriate management oversight implemented to ensure that future plans for young people are prepared, reviewed and implemented within the required regulatory timeframes.
2. A review of all young people aged 17 and over should be performed to confirm appropriateness of existing arrangements and address any instances of missed reviews based on the dates recorded in SWIFT.
3. Trigger dates based on dates of birth should be recorded in Swift for each placement, and an exception report designed, implemented, and provided to Social Work Practice Teams to ensure that future reviews are completed on time.

Responsible Officer

Neil Kirkpatrick,
Business Support Team
Manager – 1 & 3

Looked After Children
Service Manager - 2

Agreed Management Action

1. As of March 2018, the process includes the +18-year authorisation report being sent to CPTMs for them to review any placements without the required authority and action as appropriate.

Estimated Implementation Date

31 May 2018

2. All placements of 17-year olds to be reviewed and taken to the CPTM meeting to discuss requirement and timescales.	31 July 2018
3. There is an exception report available through Business Objects detailing any +18-year placements recorded on Swift incorrectly as Looked After and Accommodated Children. This report is on the Business Support Team report matrix to be run weekly. The Business Support Relationship Manager has this diarised to run quarterly and liaise with any teams that need placements updated on Swift.	31 May 2018

4. Recovery of Overpayments

Finding

Carer payments are paid weekly or four weekly in advance. Where a foster placement ends and there is a subsequent placement, any overpayment is offset against future payments for the next placement. For kinship carers where placements are made for specific children, overpayments consistently occur when the placement ends.

A payment booklet issued to all carers notes that overpayments must be repaid within eight weeks.


Where an overpayment requires to be recovered, a letter detailing the amount due is issued to the carer. No timescale is specified for receipt of payment. If no payment is received, a reminder letter is issued noting that a debtor account will be raised in the Council Accounts Receivable system if the debt is not settled in 14 days. Outstanding payments remain on an exception report until settled.

Five overpayments in respect of kinship care totalling £3,567.15 in value were selected from a prepayment run exception report as at 05/10/17. A total of 99 overpayments in respect of 48 foster, kinship and respite carers, and prospective adopters with a value of £53,622.60 were included in this report. The most historic overpayment included in the report that had not been recovered was for £596.34 and dated back to August 2016.

Review of this sample established that appropriate action to offset or recover overpayments was being taken, however:

- In two cases, reminder letters had not been issued as at mid-January 2018 in respect of overpayments to July and October 2017 for £416.83 and £456.36 respectively
- For an overpayment to May 2017 for £822.29, overpayment and reminder letters were issued in June and August 2017, however, an accounts receivable debtor account was not raised until October 2017.

Business Implication	Finding Rating
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Overpayments are not effectively monitored to ensure prompt settlement of debt.	
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Action plans

Recommendation	Responsible Officer
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1. Existing processes in relation to recovery of overpayments should be reviewed, updated, and implemented. Process changes should include the requirement for enhanced weekly review of exception reports to	Neil Kirkpatrick, Business Support Team Manager - 1,2,3 & 4
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<p>ensure that overpayment and reminder letters are issued, and debtor accounts created on a timely basis;</p> <ol style="list-style-type: none"> 2. A timescale for receipt of payments should be detailed in the first overpayment letter issued, and this due date used to inform the timely issue of a reminder letter if required; 3. The overpayment process outlined in the carer payment booklet should be reviewed. Consideration should be given to reducing the current eight week repayment timescale; and 4. Sample checks should be performed by management monthly to confirm that the overpayments process is being consistently applied. 	
Agreed Management Action	Estimated Implementation Date
1. The process will be updated to reflect overpayment letters being sent within 2 weeks of the overpayment being realised. A weekly report of overpayments will be run and passed to FBC Team Manager for timescale of payment from the carer.	30 June 2018
2. The initial overpayment letter will be updated to request that payments be received within the timescales set out by FBC Team Managers as detailed below.	30 June 2018
3. Timescales of repayments will be agreed by FBC Team Manager dependent on individual circumstances. The rates booklet will be updated to reflect this change. Any write off is to be authorised by Senior Manager.	30 June 2018
4. The process will be updated with the Business Support Team Manager / Officer conducting a monthly spot check of the overpayment process.	30 June 2018

5. Best Practice Improvement Opportunities

Finding	
<p>Use of Electronic Signatures</p> <p>Given the high volume of documents that require to be signed as part of the foster and kinship vetting; approval; agreement, intake referral; and payment processes, significant benefit would be gained from implementation and use of electronic signatures.</p>	
Business Implication	Finding Rating
Processes could be completed without a record being held to evidence that the required level of review and formal sign off has been performed.	<div style="background-color: #e0e0e0; padding: 10px; display: inline-block;">Advisory</div>
Action plans	
Recommendation	Responsible Officer
Implementation of electronic signatures should be considered across FBC and Social Work Practice Teams.	Freeha Ahmed, FBC Business Support Team Manager

	Neil Kirkpatrick, Practice Teams Business Support Team Manager
Agreed Management Action	Estimated Implementation Date
A review of all documents requiring approval will be performed to determine the feasibility of implementing electronic signatures for all authorising managers. Where electronic signatures are implemented, the original signature will be retained on the managers H drive to ensure that they cannot be copied and / or used inappropriately.	30 September 2018

Appendix 1 - Basis of our classifications

Finding rating	Assessment rationale
Critical	A finding that could have a: <ul style="list-style-type: none"> • Critical impact on operational performance; or • Critical monetary or financial statement impact; or • Critical breach in laws and regulations that could result in material fines or consequences; or • Critical impact on the reputation or brand of the organisation which could threaten its future viability.
High	A finding that could have a: <ul style="list-style-type: none"> • Significant impact on operational performance; or • Significant monetary or financial statement impact; or • Significant breach in laws and regulations resulting in significant fines and consequences; or • Significant impact on the reputation or brand of the organisation.
Medium	A finding that could have a: <ul style="list-style-type: none"> • Moderate impact on operational performance; or • Moderate monetary or financial statement impact; or • Moderate breach in laws and regulations resulting in fines and consequences; or • Moderate impact on the reputation or brand of the organisation.
Low	A finding that could have a: <ul style="list-style-type: none"> • Minor impact on the organisation's operational performance; or • Minor monetary or financial statement impact; or • Minor breach in laws and regulations with limited consequences; or • Minor impact on the reputation of the organisation.
Advisory	A finding that does not have a risk impact but has been raised to highlight areas of inefficiencies or good practice.

Appendix 2 – Terms of Reference

Communities & Families

Terms of Reference – Foster Care Review

To: Alistair Gaw, Executive Director of C&F

From: Lesley Newdall, Chief Internal Auditor,

Date: 21st September 2017

Cc: Andy Jeffries, Scott Dunbar, Neil Bruce, Russell Sutherland, Sean Bell, Nicola Harvey, Louise McRae, Jane Brown, Brendan O'hara

This review is being undertaken as part of the 2017/18 internal audit plan approved by the Governance, Risk and Best Value Committee in March 2017.

Background

The primary strategic objective for looked after & accommodated children (LAAC) is to shift the balance of the Service from relatively high cost, external providers to high quality local services, and to deliver consistent early and intensive intervention approaches so that fewer children and young people (C&YP) need to be accommodated. Where C&YP do need to be accommodated, to make sure they are accommodated within existing Council (CEC) LAAC services.

A transformation programme to achieve this change commenced in 2013. Regular progress updates are provided to the Education, Children & Families and Governance Risk & Best Value committees.

The latest update reported that many of the targets had been achieved or exceeded, including an overall reduction in the LAAC population; a reduction in the number of children in foster care; an increase in kinship care placements, and a reduction in the use of secure care. However the service was behind target to reduce the percentage of independent foster placements and reduce use of residential care placements.

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; the requirements of the Children and Young People (Scotland) Act 2014; and the increases in Unaccompanied Asylum Seeking Children.

Scope

The scope of this review will be to assess the design and operating effectiveness of the controls in place for the management of foster care provision and payments to carers, to mitigate the risks of:

- harm to children in our care and their carers;
- increased use of higher cost service provision;
- failure to manage budgets; and
- non-compliance with legislation.

These risks are encompassed in a key strategic / operational risk included in the C&F SMT risk register in relation to the balance of care: 'Much of the cost of care of children and young people is demand-led and relies on expensive external providers. If the balance between enabling and commissioning levels of care is not optimal the Council may not be able to sustain adequate levels of service. There has been an increase in unaccompanied asylum seekers which is increasing the need, this includes asylum seeking children. The impact of any imbalance of care could increase violent incidents further'.

Our audit approach is as follows:

- Obtain an understanding of management of foster care provision through discussions with key personnel, review of systems documentation and walkthrough tests;
- Identify the key risks around management of foster care provision;
- Evaluate the design of the controls in place to address the key risks; and
- Test the operating effectiveness of the key controls.

Testing, where appropriate, will be undertaken for the period October 2016 to September 2017.

The sub-processes and related control objectives included in the review are:

Sub-process	Control Objectives
Manage supply	<ul style="list-style-type: none"> • An appropriate strategy is in place to manage the balance of care for looked after children; • Appropriate vetting processes in place ensure that in-house carers recruited meet required service standards; • Processes are in place to collate and assess all needs and risks in relation to each looked after child; • All identified needs and risks are provided to family based care to ensure that kinship care and foster care placement decisions best meet the needs and welfare of the looked after child; • Emergency placements can be accommodated when required; • Robust processes are in place to re-allocate resources effectively where placements come to an end; and • All relevant sections are notified in a timely manner where a child ceases to be looked after.
Support & Monitor	<ul style="list-style-type: none"> • Appropriate support is given to in-house foster carers, kinship carers and the looked after children in their care for the duration of placements; and • There are regular reviews of placements and plans in place to ensure that they continue to fulfil the child's needs and welfare.
Management of Welfare Concerns	<ul style="list-style-type: none"> • Robust child protection processes apply where allegations are made against foster / kinship carers.
Payment	<ul style="list-style-type: none"> • All allowances and fees paid to in-house and kinship carers are in line with agreed rates in place; • All payments made are subject to review and regular reconciliation; and • Payments are stopped on time when a placement ends.
Governance	<ul style="list-style-type: none"> • All relevant policies and procedures are up to date and complied with; • Processes are in place to ensure compliance with applicable legislation; and • Key risks identified are subject to ongoing review by the Senior Management Team.

Limitations of Scope

The scope of our review is outlined above and is limited to a review of foster care provided by the Council, and kinship care. Additionally, the following areas are specifically excluded from scope:

- Records management - social work records within Children & Families are currently being audited separately, and
- External foster care providers - this area was subject to audit review in 2016.

Internal Audit Team

Name	Role	Contact Details
Lesley Newdall	Chief Internal Auditor	0131 469 3216
Hugh Thomson	Principal Audit Manager	0131 469 3147
Christine Shaw	Internal Auditor	0131 469 3075

Key Contacts

Name	Title	Role	Contact Details
Andy Jeffries	Interim Head of Children's Services	Review Sponsor	0131 469 3388
Scott Dunbar	Service Manager Looked After Children	Key Contact	0131 469 3123
Neil Bruce	Team Manager, Family Based Care	Key Contact	0131 529 2137
Russell Sutherland	Team Manager, Family Based Care	Key Contact	0131 469 3076
Louise McRae	Business Support Manager, Customer	Key Contact	0131 529 2109
Brendan O'hara	Senior Accountant, C&F	Key Contact	0131 469 3620

Timetable

Fieldwork Start	18 th September 2017
Fieldwork Completed	13 th October 2017
Draft report to Auditee	27 th October 2017
Response from Auditee	10 th November 2017
Final Report to Auditee	17 th November 2017

Follow Up Process

Where reportable audit findings are identified, the extent to which each recommendation has been implemented will be reviewed in accordance with estimated implementation dates outlined in the final report.

Evidence should be prepared and submitted to Audit in support of action taken to implement recommendations. Actions remain outstanding until suitable evidence is provided to close them down.

Monitoring of outstanding management actions is undertaken via monthly updates to the Directorate and Senior Executive Officer. The Senior Executive Officer liaises with Service Areas to ensure that updates and appropriate evidence are provided when required.

Details of outstanding actions are reported to the Governance, Risk & Best Value (GRBV) Committee on a quarterly basis.

Appendix 1: Information Request

It would be helpful to have the following available prior to our audit or at the latest our first day of field work:

- Any relevant documented processes.

This list is not intended to be exhaustive; we may require additional information during the audit which we will bring to your attention at the earliest opportunity.

Terms of Referral

Internal Audit Update Report: 1 January – 31 July 2018

Terms of referral

- 1.1 On 31 July 2018, the Governance, Risk and Best Value Committee considered a summary of the findings and status of work from the Internal Audit plan of work. Additional reviews were to be added to the plan where considered necessary to address any emerging risks and issues identified during the year, subject to formal approval by the relevant committee.
- 1.2 The report by the Chief Internal Auditor indicated that Internal Audit recruitment had been successful and the team now expected to be at full complement by the beginning of October 2018.
- 1.3 Work had commenced on the 2018/19 annual plan, however, delivery had been impacted by the ongoing resourcing challenges. It had been agreed with PwC that resources would be provided in August to support delivery of three 2018/19 reviews.
- 1.4 The Governance, Risk and Best Value Committee agreed:
 - 1.4.1 To note the risks associated with the 21 High rated findings raised in the 17 Council reports.
 - 1.4.2 To note that the 2 Lothian Pension Fund reports had been presented to the Pensions Committee for scrutiny
 - 1.4.3 To refer the 6 reports noted in Appendix 1 as potentially being of interest to the Audit and Risk Committee of the Edinburgh Integration Joint Board (EIJB), to that Committee.
 - 1.4.4 To note that no reports were referred by the EIJB Audit and Risk Committee to the Governance Risk and Best Value Committee at their meetings in February, March and May 2018.
 - 1.4.5 To note the current position with resources and successful recruitment.
 - 1.4.6 To note the progress with the 2018/19 annual plan and recent IA priorities.
 - 1.4.7 To ask for an update to the next meeting on the ability of the 18/19 Plan to deliver its outcomes.

- 1.4.8 To refer the audit report on CCTV noted in Appendix 1 to the CCTV Working Group for consideration.
- 1.4.9 To refer the high and medium risk findings to each executive committee as appropriate.
- 1.4.10 To ask for a further report on the processes involved for making changes to the 2017/18 Internal Audit Plan.

For Decision/Action

- 2.1 The Education, Children and Families Committee is asked to note the attached audit reports with high and medium risk findings concerning Foster Care Review.

Background reading / external references

[Webcast of Governance, Risk and Best Value Committee – 31 July 2018](#)

Laurence Rockey

Head of Strategy and Insight

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Links

Appendices

Appendix 1 – Internal Audit Update Report: 1 January – 31 July 2018 – report by the Executive Director of Resources