

Notice of meeting and agenda

Education, Children and Families Committee

10:00am, Tuesday 11 December 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 Educational Institute of Scotland/UNISON

4. Minutes

- 4.1 Education, Children and Families Committee 9 October 2018 - submitted for approval as a correct record (circulated)

5. Forward planning

- 5.1 Rolling Actions Log (circulated)

6. Business bulletin

- 6.1 Business Bulletin (circulated)

7. Executive decisions

- 7.1 Petition for Consideration - Edinburgh Central Library vs Virgin Hotel - report by the Chief Executive (circulated)
- 7.2 Liberton High School – Update on Remedial Works – report by the Executive Director of Resources (circulated)
- 7.3 Energy in Schools Annual Report – report by the Executive Director of Resources (circulated)
- 7.4 Equally Safe - Multi Agency Centre (ESMAC) for Gender Based Violence and Child Protection – report by the Executive Director for Communities and Families (circulated)
- 7.5 Community Access to Secondary School Sport Facilities – Impact of Introduction of Non-Core Hour Charges – report by the Executive Director for Communities and Families (circulated)
- 7.6 Revenue Monitoring 2018/19 – Month Five Position - report by the Executive Director for Communities and Families (circulated)
- 7.7 The Growing City, School Roll Projections and Future Accommodation Requirements – report by the Executive Director for Communities and Families (circulated)
- 7.8 Update on South East Improvement Collaborative – report by the Executive Director for Communities and Families (circulated)

- 7.9 Edinburgh Learns: Learning Together Framework for Parental Engagement and Involvement – report by the Executive Director for Communities and Families (circulated)
- 7.10 Primary and Special Schools Letting Update – report by the Executive Director for Communities and Families (circulated)
- 7.11 Education Standards and Quality Report – report by the Executive Director for Communities and Families (circulated)
- 7.12 Strategic Management of School Places – report by the Executive Director for Communities and Families (circulated)
- 7.13 Early Years 1140 Expansion: Progress and Risk Update – report by the Executive Director for Communities and Families (circulated)
- 7.14 Transitions for Young People with a Disability from Children’s Services to Adult Services – report by the Executive Director for Communities and Families (circulated)
- 7.15 Play Schemes for Children with Disabilities Progress Report – report by the Executive Director for Communities and Families (circulated)
- 7.16 Year of Young People – Eurocities Conference Youth Programme – report by the Executive Director for Communities and Families (circulated)
- 7.17 Inspection of Children’s Services – report by the Executive Director for Communities and Families (circulated)
- 7.18 Implementing the Programme for the Capital: Coalition Commitments Six Monthly Progress Update – report by the Executive Director for Communities and Families (circulated)

8. Motions

- 8.1 By Councillor Laidlaw – Trial of AV1 Inclusive Learning Technology

“Committee notes the decision of the Education Children and Families Committee of 22 May 2018 to approve the following adjusted motion by Councillor Perry:

 - 1) To note the proposal to trial use of AV1 technology in St John’s RC Primary School from October to December 2018.
 - 2) To note the impact of the Equalities Act and the feedback from the Equalities and Human Rights Commission and the Equality Advisory Support Service which presumed that if this technology was required by the affected child that it should not be dependent on other parents approval and added: “but parental objections to the principle should not automatically prevent a practical trial.”

- 3) To agree that the views of the school community should be taken into account when deciding on whether use of the technology represented a reasonable adjustment for a child's disability.
- 4) To agree that the decision to proceed with any such trial should be taken by a senior manager within Communities and Families.
- 5) To note that evaluation of a tool to enable 'children unable to attend school' should not have a success metric based whether it impacted on attendance, as it should be a given that children using the system could not attend. Committee therefore removes "without impacting on attendance."

Committee expresses concern that this trial has still not commenced and thus children across the city, including but not exclusive to the pupil at St John's RC Primary, are failing to potentially benefit from the use of the AV1 inclusive teaching technology which is being successfully applied in other schools across the United Kingdom.

Committee asks officers to report to next Committee the reasons for the delay in delivering the decision of Committee of 22 May and mitigation provided in the case of the pupil at St John's RC Primary it was designed to assist.

Committee notes officers are now in receipt of a loan AV1 learning tool from East Lothian Council.

Committee asks officers to ensure a trail of the technology can commence during the Spring school term."

8.2 By Councillor Young - Violence at Work Survey

"Committee:

- 1) acknowledges the recent 'Violence at Work' survey undertaken by the EIS and Unison which details the incidence of violence experienced by teachers, nursery nurses and pupil support assistants in Edinburgh schools.
- 2) recognises the importance of a safe environment for pupils and teachers across all our schools.
- 3) therefore instructs officers to consider the findings in the survey and report back to the next Committee on proposed changes and improvements which can be made."

Laurence Rockey

Head of Strategy and Communications

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, Monsignor Anthony Duffy and (Vacancy)

Parent Representative (Non-Voting)

Alexander Ramage

Information about the Education, Children and Families Committee

The Education, Children and Families Committee consists of 11 Councillors, 3 religious representatives and 1 parent representative (non-voting) and is appointed by the City of Edinburgh Council. The Education, Children and Families Committee usually meets every eight weeks.

The Education, Children and Families Committee usually meet in the Dean of Guild Court Room in the City Chambers on the High Street in Edinburgh. There is a seated public gallery and the meeting is open to all members of the public.

Further information

If you have any questions about the agenda or meeting arrangements, please contact Lesley Birrell or Blair Ritchie, Committee Services, City of Edinburgh Council, Business Centre 2:1, Waverley Court, 4 East Market Street, Edinburgh EH8 8BG, Tel 0131 529 4240 / 0131 529 4085 email lesley.birrell@edinburgh.gov.uk / blair.ritchie@edinburgh.gov.uk.

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Education, Children and Families Committee

10.00am, Tuesday 9 October 2018

Present:

Councillors Perry (Convener), Dickie (Vice-Convener), Mary Campbell, Corbett, Griffiths, Howie, Laidlaw, McNeese-Mechan (substituting for Councillor Bird), Osler (substituting for Councillor Young from agenda item 11), Rust, Smith and Young (to agenda item 11).

Religious Representative

Rabbi David Rose

Parent Representative

Alexander Ramage (non-voting)

1. Gaelic Medium Education Improvement Plan and Growth Strategy

(a) Deputation by Comann Nam Pàrant

The Committee received a deputation from Brian Thunder and Barbie Lyon on behalf of Comann Nam Pàrant Dùn Èideann.

The deputation advised that Gaelic-medium families welcomed the report and the work carried out in its preparation by Councillors and Council officers, in conjunction with representatives of Comann Nam Pàrant and the Parent Council of Bun-sgoil Taobh na Pàirce.

The report constituted the first review of the provision of GME in Edinburgh and provided a much-needed framework for a strategy for growth in the GME sector in the future. As such, it constituted a welcome and significant step forward in GME planning and development and the deputation looked forward to it being followed up by further, more detailed, planning as the proposals in the report were implemented.

The following specific issues were highlighted:

- Recruitment and retention of staff.
- Parental support.
- Improvement Plan - Best Practice and Statutory Guidelines.

- Growth Strategy – Timescales, Early Years and Primary Provision 2019-2023 and interim solutions.
- Local Authority Support for GME.

In conclusion Comann nam Parant welcomed the proposals as a first, positive step in a joined-up approach to GME in Edinburgh.

The full presentation can be viewed via the link below.

<https://edinburgh.public-i.tv/core/portal/home>

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

The City of Edinburgh Council Gaelic Language Plan 2018-22 contained 39 recommendations to ensure that: communities were supported to be fluent and confident speakers (Strategic Priority 2).

A review had been undertaken of the quality and quantity of the current Gaelic Medium Education (GME) provision as set out in Appendix 1 of the report.

Information was also provided on the need for a vision and for provision of a high level strategy for long term accommodation requirements to meet expected growth in demand for GME across the city.

The Convener ruled that the following motion should be considered as a matter of urgency in terms of Standing Order 16.2.

Motion

- 1) To amend recommendation 1.1.2 of the report to the following: “To approve the draft Gaelic Medium Education Improvement Plan to progress the strategic, operational and quality assurance of Gaelic Medium Education, in line with best practice as set out in Education Scotland/Foghlam Alba Advice on Gaelic Education and Bòrd na Gàidhlig Statutory Guidance on Gaelic Education.
- 2) To approve the additional recommendation: “To request the Executive Director for Communities and Families contact Bòrd na Gàidhlig to request an application for grant funding which could be used for a potential Gaelic Development Officer post and report back to next meeting of the Gaelic Implementation Steering Group.”
- 3) To approve the following amendments to the report:
 - To amend the indicative date referenced in paragraph 3.13 to open a new dedicated GME secondary school to 2024 from 2025.
 - To delete the specific reference to the secondary sector within the first bullet point of paragraph 3.6 to reflect that there must be improvement at all year stages.
 - To provide clarification on the expectations of parents in the partnership arrangements in supporting children to maintain GME beyond primary stages.

- To remove the term “capping” in relation to Early Years provision as referenced in the *Role of the Local Authority in Developing and Supporting GME* within appendix 1.
 - To note that the Gaelic Language Plan was in draft form and was currently with Bòrd na Gàidhlig for approval and had received positive feedback.
 - To amend native to fluent in paragraph 3.14 in relation to a corporate Gaelic post.
- moved by Councillor Dickie, seconded by Councillor Perry

Amendment 1

- 1) To delete recommendations 1.1, 1.2 and 1.3 in the report and replace them with the following:
 - 1.1 To note the need to meet statutory provision requirements of Education Scotland.
 - 1.2 To ask officers to provide a statement to clarify the expectations required of the statement (paragraph 3.6, bullet point 4) “Those parents should be clear on their role in supporting their children to maintain GME learning beyond the primary stage.”
 - 1.3 To ask officers to work with Bòrd na Gàidhlig to explore the funding of a Gaelic Development Officer and provide clarity to Committee of their role in supporting the GME Improvement Plan and Growth Strategy.
 - 2) To amend the Growth Strategy as follows:
 - (a) To replace “a new combined early years and primary education facility geographically located” (paragraph 3.11, bullet point 1) with “A new early years facility and new primary school, potentially combined on the same geographic site.”
 - (b) To replace “native” (paragraph 3.14, second sentence) with “fluent”.
- moved by Councillor Laidlaw, seconded by Councillor Rust

Amendment 2

- 1) In recommendation 1.1.2 of the report, to add: “taking account of best practice on language immersion as set out in the Scottish Government’s statutory guidance on Gaelic Medium Education.”
- 2) To insert additional recommendations:
 - 1.1.4 To note the proposal in the review of provision of GME (appendix 1) to cap numbers in early years GME at 80 spaces, but note the effect of this would be to artificially limit the expansion of GME in later years, and therefore agree not to cap numbers in GME early years.

1.1.5 To note that a further report would come to committee in December on rising rolls, and agree that this report would also address the issue of GME early years and primary currently being at or very near capacity.

- moved by Councillor Mary Campbell, seconded by Councillor Corbett.

In accordance with Standing Order 21(7), amendment 1 was accepted as an addendum to the motion and amendment 2 was adjusted and also accepted as an addendum to the motion.

Decision

To approve the adjusted motion by Councillor Dickie as follows:

- 1) To note the need to meet statutory provision requirements of Education Scotland.
- 2) To approve the draft Gaelic Medium Education Improvement Plan to progress the strategic, operational and quality assurance of Gaelic Medium Education, in line with best practice as set out in Education Scotland/Foghlam Alba Advice on Gaelic Education and Bòrd na Gàidhlig Statutory Guidance on Gaelic Education.
- 3) To ask officers to provide a statement to clarify the expectations required of the statement (paragraph 3.6, bullet point 4) "Those parents should be clear on their role in supporting their children to maintain GME learning beyond the primary stage."
- 4) To take account of best practice on language immersion as set out in the Scottish Government's statutory guidance on Gaelic Medium Education.
- 5) To ask officers to work with Bòrd na Gàidhlig to explore the funding of a Gaelic Development Officer and provide clarity to Committee of their role in supporting the GME Improvement Plan and Growth Strategy.
- 6) To request the Executive Director for Communities and Families contact Bòrd na Gàidhlig to request an application for grant funding which could be used for a potential Gaelic Development Officer post and report back to next meeting of the Gaelic Implementation Steering Group.
- 7) To note the proposal in the review of provision of GME (appendix 1) to cap numbers in early years GME at 80 spaces, but note the effect of this would be to artificially limit the expansion of GME in later years, and therefore agree not to cap numbers in GME early years.
- 8) To note that a further report would come to committee in December on rising rolls, and agree that this report would also address the issue of GME early years and primary currently being at or very near capacity.

- 9) To approve the following amendments to the report:
- To amend the indicative date referenced in paragraph 3.13 to open a new dedicated GME secondary school to 2024 from 2025.
 - To delete the specific reference to the secondary sector within the first bullet point of paragraph 3.6 to reflect that there must be improvement at all year stages.
 - To provide clarification on the expectations of parents in the partnership arrangements in supporting children to maintain GME beyond primary stages.
 - To remove the term “capping” in relation to Early Years provision as referenced in the *Role of the Local Authority in Developing and Supporting GME* within appendix 1.
 - To note that the Gaelic Language Plan was in draft form and was currently with Bòrd na Gàidhlig for approval and had received positive feedback.
 - To amend native to fluent in paragraph 3.14 in relation to a corporate Gaelic post.
- 10) To amend the Growth Strategy as follows:
- (a) To replace “a new combined early years and primary education facility geographically located” (paragraph 3.11, bullet point 1) with: “A new early years facility and new primary school, potentially combined on the same geographic site.”
- (b) To replace “native” (paragraph 3.14, second sentence) with “fluent” to read: “There is a strong case to suggest that employing a fluent speaker, with a remit to work across all services would be an advantage.”

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

2. Minutes

Decision

To approve the minute of the Education, Children and Families Committee of 14 August 2018 as a correct record.

3. Rolling Actions Log

The Rolling Actions Log for October 2018 was presented.

Decision

- 1) To close the following actions:
 - Action 3 – Communities and Families Senior Management Team Update
 - Action 10 – Expansion of Early Learning and Childcare from 600-1140 hours by 2020
 - Action 22 – Central Library Daylight Impact Assessment – motion by Councillor Miller
- 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 - 9 October 2018, submitted)

4. Work Programme

The Work Programme was submitted.

Decision

To note the Work Programme.

(Reference – Work Programme, submitted)

5. Business Bulletin

The Business Bulletin for 9 October 2018 was presented.

Decision

To note the Business Bulletin.

(Reference – Business Bulletin, submitted)

6. Year of Young People 2018

An update was provided on the steps required, and actions taken to date, to gather young people's ideas on how their voice might influence decision making processes of the Council and contribute to the deliberations of the Education, Children and Families Committee.

The representative from Screen Education Edinburgh addressed the Committee in support of the officers' recommendations.

The Convener ruled that the following motion should be considered as a matter of urgency in terms of Standing Order 16.2.

Motion

- 1) To note the contents of the report.
- 2) To note the number of distinct but related initiatives that were celebrating young people and developing youth participation in decision making.
- 3) To note that officers and members would 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.
- 4) To note that the report by the Executive Director of Communities and Families covered work led by a range of teams within Children and Families and other council services such as Planning and Economic Development.
- 5) To 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).
- 6) To endorse the approach which was co-designed with young people, to meaningfully engage, consult and ensure their views are heard and taken account of.
- 7) To recognise the significant voluntary contributions and effort that young people put into participation activities for the wider benefit of all young people in Edinburgh.
- 8) To agree that the approach to developing a Child Friendly Edinburgh was co-produced with young people and should be developed as part of the council's 2050 vision.
- 9) To 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 were involved in designing the approach.
- 10) To take account of young people's own suggestions on the best mechanism for their views to be heard, and to ensure that a variety of methods were used.
- 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 would work with young people to draft the bulletin which would then be disseminated to schools, youth work agencies, Young People's Centres and other appropriate settings.
- 12) To 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.

- 13) To agree to refer the report to Corporate Policy and Strategy Committee with a recommendation to endorse the report.
 - 14) To enhance engagement with young people and teachers across schools and youth work through existing channels using stronger communication to maximise on their participation and influence on current and new committee work that impacts on them. To produce young people/school versions of reports and actively encourage alternatives to written form and which better showcased their voice on the policy area.
- moved by Councillor Dickie, seconded by Councillor Perry.

Amendment

To approve the recommendations with the following adjustments:

- 1) To replace recommendation 1.1.10 with: “To take account of young people’s own suggestions on the best mechanism for their views to be heard, and to ensure that a variety of methods were used.”
 - 2) To insert the following as recommendation 1.1.11 and renumber the subsequent recommendations accordingly: “To note that senior pupil representation on Education, Children and Families Committee had been received positively by some young people, and request specific work took place with interested young people on a governance mechanism that would ensure this post could take soundings from the wider pupil community. The work should be included in the further report due in March 2019.”
- moved by Councillor Mary Campbell, seconded by Councillor Corbett.

Voting

For the motion - 10

For the amendment - 2

(For the motion – Councillors Griffiths, Dickie, Howie, Laidlaw, McNeese-Mechan, Perry, Rust, Smith and Young and Rabbi Rose).

(For the amendment – Councillors Mary Campbell and Corbett.)

Decision

To approve the adjusted motion by Councillor Dickie as follows:

- 1) To note the contents of the report.
- 2) To note the number of distinct but related initiatives that were celebrating young people and developing youth participation in decision making.
- 3) To note that officers and members would 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.

- 4) To note that the report by the Executive Director of Communities and Families covered work led by a range of teams within Children and Families and other council services such as Planning and Economic Development.
- 5) To 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).
- 6) To endorse the approach which was co-designed with young people, to meaningfully engage, consult and ensure their views are heard and taken account of.
- 7) To recognise the significant voluntary contributions and effort that young people be put into participation activities for the wider benefit of all young people in Edinburgh.
- 8) To agree that the approach to developing a Child Friendly Edinburgh was co-produced with young people and should be developed as part of the council's 2050 vision.
- 9) To 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 were involved in designing the approach.
- 10) To take account of young people's own suggestions on the best mechanism for their views to be heard, and to ensure that a variety of methods were used.
- 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 would work with young people to draft the bulletin which would then be disseminated to schools, youth work agencies, Young People's Centres and other appropriate settings.
- 12) To 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.
- 13) To agree to refer the report to Corporate Policy and Strategy Committee with a recommendation to endorse the report.
- 14) To enhance engagement with young people and teachers across schools and youth work through existing channels using stronger communication to maximise on their participation and influence on current and new committee work that impacts on them. To produce young people/school versions of reports and actively encourage alternatives to written form and which better showcased their voice on the policy area.

(References – Education, Children and Families Committee 6 March 2018 (item 17); report by the Executive Director for Communities and Families, submitted)

7. Towerbank Primary School – On-Site Cooking of School Meals

Information was provided on the feasibility of implementing a hybrid model of food production at Towerbank Primary School whereby dishes would largely be prepared off-site but cooked/assembled on site to improve quality and uptake of school meals.

Motion

- 1) To note the content of the report.
 - 2) To note the capital and revenue expenditure for actioning the contents of the report by the Executive Director of Resources, potentially for a further 40 schools.
 - 3) To note 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.
- moved by Councillor Dickie, seconded by Councillor Perry.

Amendment 1

To approve the recommendations with the following adjustments:

- 1) To add to recommendation 1.1 of the report: “To note that cost attributed to Towerbank could not be extrapolated across the entire school estate given the very different needs, volumes and existing provisions of each school site. Furthermore Primary Schools that shared sites, or were immediately adjacent to Secondary Schools, were not likely to require dedicated production facilities.”
 - 2) To ask that additional detail be provided to the next sitting of the Committee to include:
 - Details on why six deliveries per day were still required and if this could be reduced.
 - Details of when and why the access point covered by point 3.6 was removed from planned works; and if such works should be considered even if no changes were made to catering in light of the current requirement for vehicles to access the servery via the playground.
 - Further exploration into the alternative/hybrid models, for example Rieber micro kitchens, including a break-down on requirements based on component parts of the existing menu.
 - Quotations for options explored from a range of contractors with costings available for review by committee members.
- moved by Councillor Laidlaw, seconded by Councillor Smith.

Amendment 2

To approve the recommendations with the following adjustments:

- 1) To replace recommendation 1.1.2 of the report with: “To note the capital and revenue expenditure for actioning the contents of the report across the school estate was only an extrapolated example of the Towerbank costs, which were likely to be higher than other schools, due to the complexity of the site and the size of the school role.”
 - 2) To add a recommendation 1.1.4: “To agree to set up a working group, comprising a representative from each political group, or ward member, with officers and interested parties from Towerbank to explore further options for a hybrid model, including the micro kitchens currently used in Hull, other options for drainage, an examination of the foods best prepared on site, and if there were any intermediate steps that could be put in place as part of a journey to a production kitchen. A report covering the options explored by the working group should be presented to Committee when the work was complete.”
- moved by Councillor Mary Campbell, seconded by Councillor Corbett.

In accordance with Standing Order 21(7), amendment 1 was accepted as an addendum to the motion and amendment 2 was adjusted and also accepted as an addendum to the motion.

Decision

To approve the adjusted motion by Councillor Dickie as follows:

- 1) To note the content of the report and to note that cost attributed to Towerbank could not be extrapolated across the entire school estate given the very different needs, volumes and existing provisions of each school site. Furthermore Primary Schools that shared sites, or were immediately adjacent to Secondary Schools, were not likely to require dedicated production facilities.
- 2) To note the capital and revenue expenditure for actioning the contents of the report across the school estate was only an extrapolated example of the Towerbank costs, which were likely to be higher than other schools, due to the complexity of the site and the size of the school role.
- 3) To note 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.
- 4) To agree to set up a working group, comprising a representative from each political group, or ward member, with officers and interested parties from Towerbank to explore further options for a hybrid model, including the micro kitchens currently used in Hull, other options for drainage, an examination of the foods best prepared on site, and if there were any intermediate steps that could be put in place as part of a journey to a production kitchen. A report covering the options explored by the working group should be presented to Committee when the work was complete.

- 5) To ask that additional detail be provided to the next sitting of the Committee to include:
- Details on why six deliveries per day were still required and if this could be reduced.
 - Details of when and why the access point covered by point 3.6 was removed from planned works; and if such works should be considered even if no changes were made to catering in light of the current requirement for vehicles to access the servery via the playground.
 - Further exploration into the alternative/hybrid models, for example Rieber micro kitchens, including a break-down on requirements based on component parts of the existing menu.
 - Quotations for options explored from a range of contractors with costings available for review by committee members.

(References – Minute of the Education, Children and Families Committee 14 August 2018 (item 16); report by the Executive Director of Resources, submitted).

8. Schools and Early Years Playground Development

Approval was sought for the “School Playground Development Guidance” which set out the process those wishing to undertake a school playground improvement project should follow and the “Vision for School Grounds” document that set out the Council’s aspirations for school grounds.

Decision

- 1) To adopt the “School Playground Development Guidance” document as set out in Appendix 1 of the report by the Executive Director for Communities and Families as the procedure by which all playground developments were delivered.
- 2) To 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.
- 3) To 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 of the report and advise the findings of these inspections.
- 4) To approve that the “Vision for School Grounds” document (Appendix 2 of the report) be adopted as a brief for future school playground developments.
- 5) To note the intention to provide an update on a review of school ground accident monitoring in March 2019.
- 6) That the report be referred to the Governance, Risk and Best Value Committee for their consideration.

(References – Education, Children and Families Committee 9 December 2014 (item 13); report by the Executive Director for Communities and Families, submitted)

9. Lifelong Learning Plan

Details were provided of the new Lifelong Learning Service Plan, how it had been developed, its intended outcomes and the links with related plans and strategies.

Decision

- 1) To note the contents of the report.
- 2) To endorse the actions taken to develop the first Lifelong Learning Service Plan.
- 3) To note the Draft Lifelong Learning Service Plan as set out in Appendix 1 of the report by the Executive Director for Communities and Families.
- 4) To agree to receive an annual progress update report.

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

10. Arts and Creative Learning Update

An annual update was provided on the work of the Arts and Creative Learning Team including the Instrumental Music Service and the Youth Music Initiative, Creative Learning, Paolozzi Prize for Art, Dance Development and Screen Education Edinburgh.

Decision

- 1) To note the contents of the report.
- 2) To note the progress of the Instrumental Music Service (IMS) and efforts to address equity.
- 3) To note the progress of the Creative Learning Network funded by Education Scotland and related creative learning initiatives.
- 4) To note the progress of the Scottish Government's Youth Music Initiative in Edinburgh funded via Creative Scotland and that it was additional to IMS.
- 5) To note the progress of work carried out by Screen Education Edinburgh.
- 6) To note the progress of Dance Development.
- 7) To note the high level of external funding and partnership working.
- 8) To agree to receive a further report in October 2019.

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

11. Raising Attainment: Framework for Learning - Teaching and Learning

Details were provided of the need to raise attainment and the empowerment of Head Teachers to ensure they had the requisite resources to maintain or improve the delivery of education

'Edinburgh Learns', the strategic framework of documents covered 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)

Decision

- 1) To approve the Frameworks for Learning: Teaching and Learning as set out in Appendix 1 of the report by the Executive Director for Communities and Families.
- 2) to request an annual update on the quality of teaching and learning to ensure impact of the Framework.

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

12. Educational Attainment in the Broad General Education for Primary and Secondary Schools 2018

A summary was provided of the analysis of attainment in the Broad General Education (BGE) - (ages 3-15) for the City of Edinburgh's schools for the year 2017-18. The measures of attainment were based on the Achievement of Curriculum for Excellence Levels (ACEL) from early to fourth level for literacy (reading, writing, listening & talking) and numeracy.

Areas for further improvement were also identified in the report and included:

- 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.

Decision

- 1) To note the areas of improvement in educational attainment in Edinburgh schools within the Broad General Education.
- 2) To note the wide range of strategies that were deployed to raise attainment and the proposed additional strategies for session 2018-19.
- 3) To agree to receive further annual reports on attainment/improvements in performance.
- 4) To note the continued hard work of pupils, staff and parents to support the successful delivery of the Broad General Education as part of the Curriculum for Excellence.

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

13. West and South West Schools Review – Approval to Progress Statutory Consultations

The Committee had previously considered four options following extensive informal consultation on future school infrastructure in the west and south west of Edinburgh and had agreed that Option 1 should be taken forward to statutory consultation.

The proposed catchment changes to affected schools in the South West of the city were outlined and approval was sought to progress a full statutory consultation based on the draft consultation paper set out in Appendix 1 of the report by the Executive Director for Communities and Families.

Immediate accommodation issues at Kirkliston Primary School were highlighted which could be addressed by creating an early stages campus on the Kirkliston Leisure Centre site. Approval was sought to delegated authority to the Executive Director for Communities and Families to progress a statutory consultation on this proposal.

Motion

- 1) To 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.
 - 2) To note the intention to report to Council in March 2019 the outcomes of the statutory consultation.
 - 3) To approve 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.
- moved by Councillor Dickie, seconded by Councillor Perry.

Amendment 1

To approve the recommendations with the following adjustments:

To amend Appendix 5 of the report by the Executive Director of Communities and Families – List of Affected Addresses as follows: To include all addresses in Blinkbonny Road and Kirkgate in the proposed move from Currie Primary School catchment to Nether Currie Primary School Catchment.

- moved by Councillor Laidlaw, seconded by Councillor Smith.

Amendment 2

To approve the recommendations with the following adjustments:

To approve that delegated authority be given to the Executive Director for Communities and Families to consult with ward councillors on the production of a consultation paper and progress a statutory consultation in Kirkliston proposing a range of options including but not limited to the relocation of Kirkliston Primary School's P1 classes to a new Early Years campus on the site of Kirkliston Leisure Centre.

- moved by Councillor Young, seconded by Councillor Perry.

In accordance with Standing Order 21(7), amendment 1 and amendment 2 were accepted as addenda to the motion.

Decision

- 1) To 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.
- 2) To note the intention to report to Council in March 2019 the outcomes of the statutory consultation.
- 3) To approve 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.
- 4) To approve that delegated authority be given to the Executive Director of Communities and Families to consult with ward councillors on the production of a consultation paper and progress a statutory consultation in Kirkliston proposing a range of options including but not limited to the relocation of Kirkliston Primary School's P1 classes to a new Early Years campus on the site of Kirkliston Leisure Centre.
- 5) To amend Appendix 5 of the report by the Executive Director of Communities and Families – List of Affected Addresses as follows: To include all addresses in Blinkbonny Road and Kirkgate in proposed move from Currie Primary School catchment to Nether Currie Primary School Catchment.

(References – Education, Children and Families Committee 21 June 2018 (item 1); report by the Executive Director for Communities and Families, submitted)

Declaration of Interest

Councillor Young declared a non-financial interest in the above item as she was a parent of a child at Kirkliston Primary School

14. Update on Supporting Children and Young People’s Mental Health and Wellbeing in School

The Committee had previously considered a report which highlighted the wide range of high quality interventions, preventative approaches, training and initiatives working well to support children and young people’s mental health and wellbeing in schools.

An update was provided on the support mechanisms which were in place to help children and young people’s mental health and wellbeing in schools together with planned approaches to be taken over the next 6 months.

Decision

- 1) To note the contents of the report.
- 2) To note the key, preventative work of encouraging a whole school led approach to supporting young people to talk about their mental health at their ‘point of need’ through a range of options as fitted each school. To ensure raising the importance of mental health training for all staff and partners was one of the options, and promote this work well across schools to ensure maximum participation.

(References – Education, Children and Families Committee 6 March 2018 (item 19); report by the Executive Director for Communities and Families, submitted)

15. Child Poverty Action Unit

(a) Child Poverty Action Unit - Report by the Executive Director for Communities and Families

An overview was provided of new responsibilities for Local Government and Health Boards arising from the Child Poverty (Scotland) Act. These included 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, it was proposed to establish a Child Poverty Action Unit. This unit would take the form of a cross Partnership working group, led by Communities and Families.

Decision

- 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.
- 2) To note that the Child Poverty Action Unit would take the form of a cross-council and Partnership working group rather than a new dedicated team of staff and resource.
- 3) To note that the Child Poverty Action Unit was distinct from, but would provide a point of liaison with, the Edinburgh Poverty Commission on issues relating to child poverty.
- 4) To note that the progress and outcomes of the working group would be reported to the Education, Children and Families Committee.

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

(b) Child Poverty Action Unit Report – Referral Report from the Culture and Communities Committee

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 had been referred to the Education, Children and Families Committee for information.

Decision

To note the report.

(References – Culture and Communities Committee 11 September 2018 (item 13); report by the Chief Executive, submitted.)

16. Internal Audit Update Report: 1 January to 31 July 2018 – referral from the Governance, Risk and Best Value Committee

The Governance, Risk and Best Value Committee on 31 July 2018 had considered a report detailing the Internal Audit progress for the period 1 January to 31 July 2018.

The report had been referred to the Education, Children and Families Committee highlighting the high and medium risk findings from audit reports for which the Committee had overall responsibility.

Decision

To note the report.

(References – Governance, Risk and Best Value Committee 31 July 2018 (item 5); report by the Chief Executive, submitted)

17. Delivery of the New Boroughmuir High School – Post Project Review

The Committee, under Section 50(A)(4) of the Local Government (Scotland) Act 1973, excluded the public from the meeting for the following item of business on the grounds that it involved the disclosure of exempt information as defined in Paragraphs 8 and 9 of Part 1 of Schedule 7(A) of the Act.

The Committee considered a report on the delivery of the new Boroughmuir High School and the post project review.

Decision

To approve the recommendations as set out in section 1 of the report and as detailed in the Confidential Schedule, signed by the Convener, with reference to this minute.

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

Education, Children and Families Committee

11 December 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	March 2019		

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	December 2018	December 2018	Report on the agenda for this meeting (item 7.14)
3	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		
4	07-03-17	Support to Children and Young people with Disabilities: Annual Progress Report.	To note that a further report on progress would be presented to Committee in March 2018.	Executive Director for Communities and Families	March 2019		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
5	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	March 2019		
6	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	October 2018	Report submitted to Committee on 9 October 2018. Recommended for closure.
7	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 of Place	March 2019		This will be reported on jointly by Locality Managers (Place) and the Strategic Manager, CLD & Libraries (Communities and Families)

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
8	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	December 2018	Report on agenda for this meeting (item 7.7)
9	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	May 2019		
10	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	December 2018	Report on agenda for this meeting (item 7.11)
11	12-12-17	Open Library	That an update report be submitted to Committee in six months.	Executive Director for Communities and Families	December 2018	December 2018	Update in Business Bulletin for this meeting (item 6.1)

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
12	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	December 2018	Report on agenda for this meeting (item 7.3)
13	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	December 2018	Update in Business Bulletin for this meeting (item 6.1)

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
14	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		
15	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	October 2018	Report submitted to Committee on 9 October 2018. Recommended for closure.
16	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		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
17	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	March 2019.		
18	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	March 2019		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
19	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		
20	14-08-18	Appointments to Sub-Committees on Standards for Children and Families, CCWP and Working Groups 2018/2019	<p>To request a report back to Committee in October 2018 setting out the proposed aims and objectives of the Wester Hailes Working Group.</p> <p>To submit a progress review and update to the Education, Children and Families Committee in six months.</p>	<p>Executive Director for Communities and Families</p> <p>Executive Director for Communities and Families</p>	<p>October 2018</p> <p>March 2019</p>	October 2018	Working Group met for the first time on 3 October 2018 in WHEC. The next meeting scheduled for 5 December 2018 at Canal View Primary School.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
21	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 risk mitigation strategies within two cycles.	Executive Director for Communities and Families	December 2018	December 2018	Report on agenda for this meeting (item 7.13)
22	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		Report on agenda for this meeting (item 7.15) Further update scheduled for March 2019.
23	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	May 2019		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
24	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 the meeting of the Education, Children and Families Committee on 11 December 2018.	Executive Director for Communities and Families	December 2018	December 2018	Report on agenda for this meeting (item 7.5)
25	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	August 2019		
26	Council 20-09-18	Motion by Councillor Jim Campbell – School Recruitment	See appendix 1.	Executive Director for Communities and Families	March 2019		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
27	Council 20-09-18	Motion by Councillor Smith – Liberton High School	See appendix 2.	Executive Director of Resources	December 2018	December 2018	Report on agenda for this meeting (item 7.2)
28	09-10-18	Year of Young People 2018	To 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.	Executive Director for Communities and Families	March 2019		
29	09-10-18	Towerbank Primary School – On-Site Cooking of School Meals	1. To ask that additional detail be provided to the next sitting of the Committee to include: (a)- Details on why six deliveries per day are still required and if this could be reduced.	Executive Director of Resources	March 2019		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>(b) Details of when and why the access point covered by point 3.6 was removed from planned works; and if such works should be considered even if no changes are made to catering in light of the current requirement for vehicles to access the servery via the playground.</p> <p>(c)- Further exploration into the alternative/hybrid models, for example Rieber micro kitchens, including a break-down on requirements based on component parts of the existing menu.</p>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			(d) Quotations for options explored from a range of contractors with costings available for review by committee members.				
			2. To agree to set up a working group, comprising a representative from each political group, or ward member, with officers and interested parties from Towerbank to explore further options for a hybrid model, including the micro kitchens currently used in Hull, other options for drainage, an	Executive Director of Resources			Political Groups have been contacted to nominate members for the Working Group.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>examination of the foods best prepared on site, and if there are any intermediate steps that could be put in place as part of a journey to a production kitchen</p> <p>3. A report covering the options explored by the Working Group should be presented to Committee when the work is complete.</p>				
32	09-10-18	Schools and Early Years Playground Development	<p>1. To note the intention to 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.</p>	Executive Director for Communities and Families	March 2019		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			2. To note the intention to provide an update on a review of school ground accident monitoring in March 2019.				
33	09-10-18	Lifelong Learning Plan	To agree to receive an annual progress update report.	Executive Director for Communities and Families	October 2019		
34	09-10-18	Arts and Creative Learning Update	To agree to receive a further report in October 2019.	Executive Director for Communities and Families	October 2019		
35	09-10-18	Gaelic Medium Education Improvement Plan and Growth Strategy	To note that a further report will come to committee in December on rising rolls, and agree that this report will also address the issue of GME early years and primary currently being at or very near capacity.	Executive Director for Communities and Families	December 2018	December 2018	Report on agenda for this meeting (item 7.6)

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
36	09-10-18	Raising Attainment: Frameworks for Learning: Teaching and Learning	To ensure impact of this framework by requesting an annual update on the quality of Teaching and Learning.	Executive Director for Communities and Families	October 2019		
37	09-10-18	Educational Attainment in the Broad General Education for Primary and Secondary Schools 2018	To agree to receive further annual reports on attainment/improvements in performance.	Executive Director for Communities and Families	October 2019		
38	09-10-18	Child Poverty Action Unit	To note that the progress and outcomes of the working group will be reported to the Education, Children and Families Committee.	Executive Director for Communities and Families	March 2019		



No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
39	09-10-18 B Agenda Item	Delivery of the New Boroughmuir High School – Post Project Review	To request that a follow-up report is submitted to the Education, Children and Families Committee in May 2019 so that progress on implementing all the recommendations included in the Post Project Review can be considered.	Executive Director for Communities and Families	May 2019		

Education, Children and Families Committee

10.00am, Tuesday 11 December 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>

Enterprising Maths in Scotland



It all adds up to success for this team of pupils from James Gillespie's High School who won a national maths contest.

The team, consisting of S3 and S4 pupils Freya Clarkson, Lily Stiven, Fedya Cheltsov and Ruaridh Usher, were the overall winners in the Enterprising Maths in Scotland 2018.

Enterprising Mathematics is a national competition run by the Scottish Mathematics Council and there were 68 teams taking part in the Glasgow Science Centre on Tuesday 6 November 2018.

All teams had to qualify from their local authorities and the competition has four elements to it, there is a practical round, team questions, puzzle stations and the final relay.

The Gillespie's team also came out on top by winning the Enterprising Maths contest for the Lothians in October.

Gaelic Reception - 19 November

Councillor Dickie - Vice-Convenor of the Education, Children and Families Committee Edinburgh Council's Gaelic Champion held a Reception for the members of the (Gaelic community on 19 November at 6pm in the City Chambers.

Recently, our Education Committee approved a report outlining the long term strategic plan for the development of Gaelic Medium Education in the city. A truly collaborative report, the plans were shaped, and will continue to be shaped, through a close working relationship with the Gaelic community, especially parents.

Included within the report were plans for a new nursery and primary, and an interim school building at Darroch to strengthen the quality of the immersion experience whilst a new Gaelic Secondary School is built for 2024. A space for a cultural centre has also been identified.

New strategic posts will oversee the quality of that education, and a 'grow your own approach' to the teachers that we need, including more flexible routes and stronger links with Gaelic

students to enhance learning opportunities and even encourage students to stay and teach in Edinburgh.

All of this chimes with the recent approval of our second Gaelic Language Plan, and a corporate commitment to the growth of Gaelic across this wonderful city of Edinburgh.

Whilst there are challenges ahead, it's an exciting start and thought it would be timely to mark it with a Reception. The aim of the Reception will be to warmly welcome new and existing students to Edinburgh, and together with all other attendees, discuss how we can all work much more collaboratively to progress the growth of Gaelic in the city. And, showcase some of that fantastic Gaelic culture in the process.

Tynecastle Nursery officially opens

Staff and pupils moved into the new Tynecastle Nursery School after the October break and in a joint ceremony with Heart of Midlothian Football Club, the new building was officially opened on 5 December.

The new nursery is the result of a unique partnership between the Council and Hearts which saw Hearts build a new nursery school in the corner of their new stand, part of which is on the site of the previous nursery building. With outdoor play being very important, the nursery includes a new garden at the bottom of McLeod Street which has already become much loved and well used by the children. Everyone at Tynecastle Nursery has fond memories of their old nursery garden and thanks to the Grassmarket Project, some furniture and fittings in the new nursery have been created by recycling the wood from the trees in the garden.

Digital Learning in Schools update

The Edinburgh Learns Digital Learning Framework is nearing completion and will be taken forward to the next Education, Children and Families Committee in March 2019.

West / South West Working Group

The second meeting of the group is set to take place on the 5 December. Discussions to scope the new curricular offer have started. These will be developed to offer increased options including Foundation Apprenticeships.

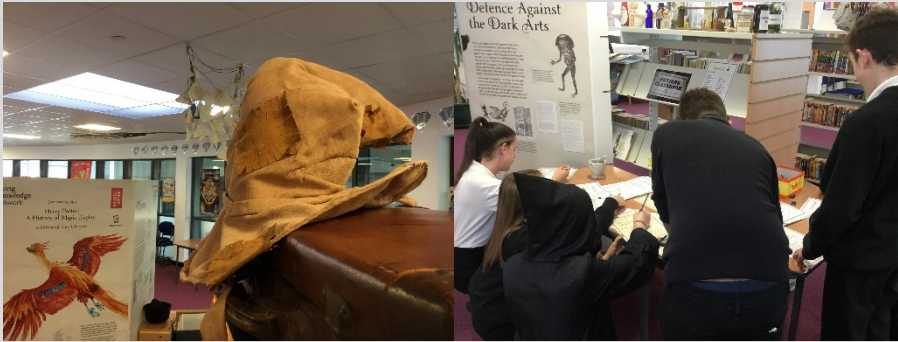
Gracemount High School – Escape, Connect, Relate

Escape, Connect, Relate, **bibliotherapy project**, to develop a bibliotherapy-based toolkit for teenagers, which will support them in dealing with mental health issues for themselves, their peers or family. The Scottish Government have funded the project, via the School Library Improvement Fund. We are working with several different partners - Health and Wellbeing Team, Educational Psychologists, Public Libraries, Lothian Health Board.

Forrester High School - Harry Potter inspired creativity

Hundreds of S1-3 pupils enjoyed some magical activities in the library this September. Utilising awesome display boards from Central Library's recent exhibition and a myriad of props; Librarian Julie Sutherland transformed the library into a mini-Hogwarts. Young witches and wizards attended classes such as Divination, Spells, Potions and even took an O.W.L in Herbology! Selfie frames enabled pupils to re-enact Sirius Black's wanted poster 'Have you seen this wizard?' and costumes borrowed from colleagues and Central Library made sure that

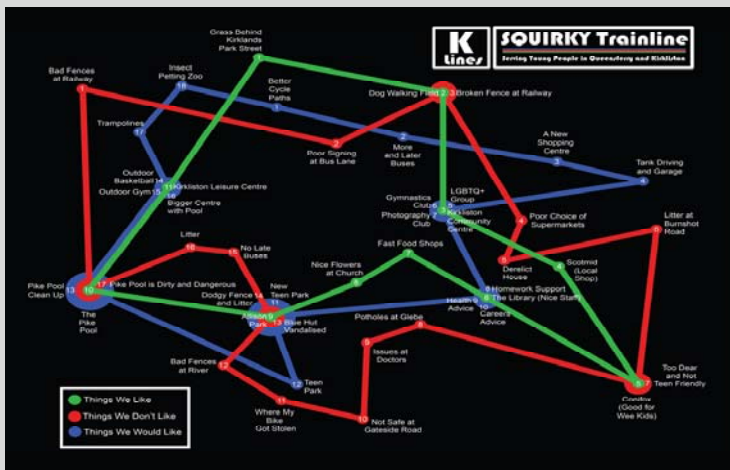
pupils got fully immersed in their lessons. S1s were inspired to add depth to the short fantasy stories that they are writing, ready for publishing this Christmas, while designing their own potions, charms and curses.



Almond Youth Talk Digital Arts Project 2018

The North West teams' digital arts project is a good example of partnership work and ways of being creative when trying to engage young people in community consultations.

The North West Lifelong Localities Team worked in partnership with Rosebery Hall management committee and Queensferry HS to develop, fund and deliver a youth consultation, working closely with award winning artist Martin Ayres to deliver the projects aims of using the digital arts and as means of making the consultation process more fun, interesting and relevant for the young participants involved.



North West LLL Development teamed worked in partnership with **Licketyspit** a leading early year's theatre company who are based in Edinburgh and deliver innovative early projects across Scotland. Licketyspit were funded by a community grant from the Neighbourhood Partnership to deliver a series of Participative workshops to families with children ages 3-8 years of age in a range of community venues the Western ward during the school summer holidays

A total of 38 families engaged in the program. All the sessions were free to make it inclusive to all.



Discover October programme at Goodtrees Neighbourhood Centre.

Families made up of 134 individuals came along during the October school holiday break. The key aim of this project is to reduce social isolation and holiday hunger whilst providing families with a varied and engaging programme. This holiday programme included: a family fun day, Family cooking sessions, Mrs Mash, Quiz night, Silent Disco, a trip to Craigie's Farm, pumpkin picking and satellite services for parents including Community Help and Advice Initiative (CHAI) and Housing Support. Feedback from all confirmed another successful programme with the anticipation of more to come!



New Adult Learning Programme

We are currently offering a music course alongside the Rip it Up exhibition at the National Museum of Scotland with a tour and discussion session led by the curator, Stephen Allen. The group will be working towards producing work around the power of music for Scottish Mental Health Arts and Film Festival 2018.

Living Memory Association

Edinburgh's Reminiscence Centre, has moved its photo archive onto Edinburgh Collected (www.edinburghcollected.org) where it is searchable alongside other community photographs and memories of Edinburgh.

The Living Memory Association have been collecting old family and personal photographs donated by members of the public since 2002. Most are of Edinburgh, and the majority are from the 20th century, but the oldest photographs date from 1850.



Central Library Digital Team

The team have recently undertaken a large project to digitise and make available online thirteen albums relating to Leith. We've named them the Leith Miscellany volumes I – XIII as the contents cover basically everything and anything to do with Leith. They provide an extraordinary and unique insight into the social history of the area. Originally collected in shop-bought photograph albums, the sticky album pages and damp had caused minor damage to some of the contents, so as well as digitising the photographs, postcards, press cuttings and ephemera, we have remounted the items on archival cardboard and rehoused them in conservation boxes.



Author visits across Edinburgh City Libraries

Edinburgh Libraries continue to assist local authors new and old to have a platform to promote their writings that allow offer our citizens a chance to see, hear and discuss their writings. Authors in Sept/Oct - Val Penny, Isla Dewar, Alison Hill, Mary Contini, Eilidh Muldoon, Eric Melvin, Stuart Cosgrove, Julie Corbin, Susan Tomes.

Upcoming Events in Libraries

Dyslexia Awareness Week, Book Week Scotland and Robert Louis Stevenson Day.

Scotland will lead the way in inclusive education.

Scotland will become the first country in the world to have LGBTI inclusive education embedded in the curriculum. All state schools will be supported to teach LGBTI equality and inclusion across different age groups and subjects, grouped under various themes.

The themes will include LGBTI terminology and identities; tackling homophobia, biphobia and transphobia; prejudice in relation to the LGBTI community; and promoting awareness of the history of LGBTI equalities and movements.

All 33 recommendations by the LGBTI Inclusive Education Working Group, created to improve the learning experience for LGBTI young people, have been accepted in full by the Scottish Government. Work to implement the recommendations will start immediately.

This announcement on 8 November was of particular interest to Young Edinburgh Action (YEA) who, with LGBT Youth Scotland, carried out research in 2017 looking at the support provided to LGBT+ students in secondary schools in Edinburgh.

The research was presented on 27 April 2018 to a group of Elected Members, Council officials, Government and third sector representatives. It found that a large majority of students and teachers agreed with the City of Edinburgh Council 2013 guidelines for supporting LGBT+ young people and there were examples of good practice where LGBTI+ students did feel well supported in schools. However, there were also some findings that raised concerns:

- over 20% of students identifying as from the LGBTI+ community do not feel safe to be out in school
- over 11% of students believe that staff share the identity of LGBTI+ students with other staff, parents or pupils
- over 39% of respondents were aware of students in their school who had experienced bullying because of their gender or sexuality
- over 32% of respondents were not confident that their school would take action if they reported bullying based on gender or sexuality
- nearly 52% of respondents felt that they needed more education about LGBTI+ issues in their school.
-

The recommendations by the LGBTI Working Group cover all the areas of concern identified in the YEA research. They include:

- To improve LGBTI inclusion
- Improvement of practice and guidance for teachers
- Provision of professional learning for current and future teachers

- Monitoring and school inspections of LGBTI inclusion
- The recording of incidents of LGBTI bullying in schools

The Working Group will reconvene as part of a wider Implementation Group, designed to drive work forward while providing accountability and oversight. The recommendations are expected to be delivered before the end of the current Parliamentary term in May 2021.

All of the members of the Working Group fully support the recommendations.

See details on the [LGBTI Inclusive Education Working Group](#).

Read the [report and recommendations](#) of the Working Group in full.

The Young Edinburgh Action Report can be accessed in the following link:

<https://www.edinburgh.gov.uk/cf-documents>.

2018 Award for Edinburgh

Congratulations to Stephen Kelly and all the staff at Liberton High School for stealing the show at the recent Children and Young People's' Improvement Collaborative national awards ceremony.



Stephen won the Quality Improvement Champion award for showing 'great commitment to using quality improvement methodology to impact on the learning experience of all pupils'. The judges said his leadership has secured the engagement of staff in using methods and date for improvement across the school, creating innovating and new ways of working.

The judges went on to say he champions quality improvement, influencing other Edinburgh schools and local authorities through the South East Regional Improvement Collaborative. He provides advice and support using skills gained through the Scottish Coaching and Leading for

improvement Programme.

The school were also shortlisted in the Excellence for Quality Improvement in Secondary for their Science project providing feedback related to success criteria without grades will improve performance.

Judges highlighted how the school had adopted a unique approach to marking National 5 level Homework by providing positive feedback in relation to the success criteria, but without a grade. Recommendations on how to improve performance were given and grades were recorded, but not disclosed to pupils. Used in the period between prelim and final exam, pupils achieved an average improvement of two bands in the final exam.

Boroughmuir High School – Sunday Times Scottish State Secondary School of the Year 2018

We are delighted that Boroughmuir has been named as the Sunday Times Scottish State Secondary School of the Year 2018.

There are 360 state secondary schools in Scotland. To be named as Scottish State Secondary School of the Year for the second time in 6 years is a wonderful accolade for the school and reflects on the incredible hard work and commitment that all the staff, pupils, parents, former pupils and partners put into making our school the great school that it is.

Shelter Scotland Christmas

The Shelter One Planet Group at Corstorphine Primary School visited the Scottish Parliament in November to make people aware that each day in Scotland, 38 children become homeless. This year, 14,075 children are homeless and this number is every increasing year on year. The One Planet groups at Corstorphine Primary are determined to bring about positive change at a school, local and national level.



The school's One Planet Groups involve children in mixed year groups across the school. Each group identifies an area of school, local or national priority to improve and meets eight times

per year to make this change. Our Shelter group have been incredibly busy so far this session and had a stall at our Winter Fayre which raised over £200 for Shelter Scotland. Many members of the group have organised Friday Bake Sales and their parents and carers have been an enormous support too.

Education, Children and Families Committee

10.00am, Tuesday, 11 December 2018

Petition for Consideration: Edinburgh Central Library vs Virgin Hotel

Item number	7.1
Report number	
Executive/routine	Executive
Wards	City Centre

Executive Summary

The City of Edinburgh Council at its meeting on 22 June 2017 agreed the Petitions Committee be discontinued and that petitions would be sent to the responsible executive committees or in future locality committees for consideration.

The Education, Children and Families Committee is asked to consider a petition at this meeting.

Edinburgh Central Library vs Virgin Hotel

1. Summary

- 1.1 The Committee is asked to consider a petition.
- 1.2 A valid petition entitled 'Edinburgh Central Library vs Virgin Hotel' has been received. The petition received 127 signatures.

2. Recommendations

- 2.1 To consider the terms of the petition 'Edinburgh Central Library vs Virgin Hotel' as set out in Appendix one.

3. Measures of success

- 3.1 There are no immediate measures of success applicable to this report.

4. Financial impact

- 4.1 There are no financial impacts arising from the consideration of the petition.

5. Risk, policy, compliance and governance impact

- 5.1 There are no risk, policy, compliance and governance impacts arising from the consideration of the petition.

6. Equalities impact

- 6.1 There are no equalities impacts arising from the consideration of the petition.

7. Sustainability impact

- 7.1 There are no sustainability impacts arising from the consideration of the petition.

8. Consultation and engagement

- 8.1 There are no consultation or engagement requirements at this part of the process.

9. Background reading/external references

- 9.1 Minute of the City of Edinburgh Council 22 June 2017

Andrew Kerr

Chief Executive

Contact: Samuel Ho, Acting Area Support Team Clerk

E-mail: samuel.ho@edinburgh.gov.uk | Tel: 0131 529 4210

10. Links

Council Priorities

**Single Outcome
Agreement**

Appendices

Appendix 1 – Petition - Edinburgh Central Library vs Virgin Hotel

Appendix 1 - Edinburgh Central Library vs Virgin Hotel

Date made available for signatures	Date closed for signatures	Petitions Title and Petitions Statement	Wards affected
20 July 2018	16 November 2018	<p>Edinburgh Central Library vs Virgin Hotel</p> <p>We the under-signed call for the City of Edinburgh Council to safeguard the Category A listed Central Library, a key resource in the literary and cultural landscape of the nation's capital, and:</p> <p>1) Require a detailed report on Edinburgh Central Library as a flagship cultural project of national/international significance commensurate with existing professional advice to the Council and the Council's own reports*.</p> <p>2) Require a detailed report on purchasing back land and buildings which form part of the India Buildings hotel-led development, sold by the Council without a full consultation on the implications for the Central Library.</p>	City Centre

Education Children and Families Committee

10.00am, Tuesday, 11 December 2018

Liberton High School – Update on remedial works

Item number	7.2
Report number	
Executive/routine	Executive
Wards	16, Liberton/Gilmerton
Council Commitments	

Executive Summary

This report addresses a motion approved at Council, on 20 September 2018, by providing an update on the remedial works at Liberton High School.

Liberton High School – Update on remedial works

1. Recommendations

- 1.1 That Committee:-
- 1.1.1 Notes the progress and ongoing repair and maintenance works at Liberton High School; and
 - 1.1.2 Notes that the Wave 4 Infrastructure Investment Programme has committed the Council to develop a masterplan for a replacement Liberton High School with the first actions now being planned.

2. Background

- 2.1 On 20 September 2018, the Council approved a motion that stated:-
- 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 the 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 school 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.
- 2.2 This report seeks to address the above motion.

3. Main report

- 3.1 Capital and revenue based remedial works to Council property is now a 12-month rolling programme albeit there is a desire to complete as much work as possible during holiday periods when vacant possession is obtained.
- 3.2 In April 2018, a list of repairs was agreed with Liberton High School management team. This list contained many items, which were all revenue based repairs and maintenance, and comprised actions ranging from replacement door handles and light covers to more substantive work such as floor and suspended ceiling replacement.

- 3.3 At that time, the list referred to above was, and continues to be, a 'live' document changing on a weekly basis, with many items deleted, i.e., complete, and a significant volume of items added as and when identified. For the purposes of this report, it is assumed that point 1 of the motion is referring to the list as at the time before the summer recess.
- 3.4 The works planned for the summer were not completed in their entirety. The principal reason for this related to health and safety concerns.
- 3.5 Since the summer recess, all the works on the schedule have now been completed with a significant volume undertaken in the October break. However, since that time more works have been added, and in some cases completed. Further works planned and programmed as explained below: -
- **Revenue based repairs and maintenance works** – as indicated above this work is an ongoing programme. The next phase will involve significant areas of redecoration which will be agreed with the school management. In addition, an improved security upgrade programme has been agreed with the school and parent council. This will involve additional fencing around the school and the introduction of improved secure access arrangements.
 - **Planned preventive maintenance** – the school is now on a full annual programme of planned preventive maintenance.
 - **Planned capital works** – asset management works planned for Liberton include replacement handrails, 3 new suites of toilets in the main building and science block and the final phase of mechanical and electric improvements.
- 3.6 Moving forward, consultation and communication with the school on repairs and maintenance is carried out by a senior officer and a single contractor has been appointed to liaise and co-ordinate all works. In practice, this arrangement is working well and feedback from the school has been positive.
- 3.7 On 11 October 2018, the Finance and Resources Committee approved a report on Wave 4 Infrastructure Investment Programme, which was subsequently ratified by Council on 25 October 2018. This report committed the Council to develop a masterplan for a replacement Liberton High School with the first actions now being planned, which include a stakeholder workshop involving elected members and the wider school community.

4. Measures of success

- 4.1 To achieve a safe, low risk environment and fit for purpose teaching environment.
- 4.2 The reduction on backlog maintenance across the estate.
- 4.3 To put in place a planned preventive maintenance regime for all property.

5. Financial impact

- 5.1 In financial year 2017/18, £158,085 (revenue) was spent on repairs and maintenance on Liberton High School. To date, in this financial year, £72,583 has been spent but this is expected to rise considerably by the end of the financial year.
- 5.2 Since February 2017, £2.135m (capital) has been spent on electrical services improvements, windows, mechanical services and resurfacing the access road and car park.

6. Risk, policy, compliance, and governance impact

- 6.1 There are health and safety and service delivery risks of not addressing backlog maintenance. This risk has been mitigated by proposals in this report the introduction of a planned preventive maintenance regime.

7. Equalities impact

- 7.1 There are no direct equality impacts arising from this report.

8. Sustainability impact

- 8.1 There are no direct sustainability impacts arising from this report.

9. Consultation and engagement

- 9.1 Weekly consultation and engagement has taken place with the school management who, in turn, have updated the parent council.

10. Background reading/external references

- 10.1 None.

Stephen S. Moir

Executive Director of Resources

Contact: Peter Watton, Head of Property and Facilities Management

E-mail: peter.watton@edinburgh.gov.uk | Tel: 0131 529 5962

11. Appendices

None.

Education Children and Families Committee

10.00am, Tuesday, 11 December 2018

Energy in Schools Annual Report

Item number	7.3
Report number	
Executive/routine	Routine
Wards	
Council Commitments	18

Executive Summary

This report presents an overview of 2017/18 energy use and associated carbon emissions and expenditure across the Council's School Estate. The report follows on from the [Energy in Schools Report](#) in December 2017. The report provides detail on active projects to reduce energy and carbon emissions across the school estate. It also outlines current progress on ISO50001 accreditation.

Following on from the completion of the Council's Knowledge Transfer Project with Edinburgh Napier University, the report highlights the key outcomes from the project. This includes an outline of long term carbon reduction targets and a vision for future reduction of carbon emissions across the Council's estate. A key element of this is the consideration of adopting Passivhaus or similar approach to design standards for all new buildings including schools.

Energy in Schools Annual Report

1. Recommendations

- 1.1 That Committee
 - 1.1.1 Notes the content of this report and the work undertaken to date on defining energy and carbon efficient strategies, and the significant progress made on key energy efficiency projects;
 - 1.1.2 Notes the potential for carbon and cost savings achievable through Passivhaus buildings and agrees that the application of Passivhaus Standards or similar approach should be considered for all future new build schools; and
 - 1.1.3 Notes that an annual progress report will be submitted to Committee in 2019 on Energy in Schools.

2. Background

- 2.1 The Council spent £8.8m on energy across operational buildings in 2017/18, which is an increase of over 3% on 2016/17 spend.
- 2.2 Electricity and gas prices are continuing to rise placing pressure on energy budgets and highlighting the requirement to manage energy across Council buildings effectively.
- 2.3 Carbon is increasingly becoming a factor in the specification of technologies for both new builds and retrofit. It is important that the Council has a clear vision for carbon reduction across the Council estate that takes account of both carbon reduction and best value.
- 2.4 There are several legislative drivers for carbon reduction across the Council's school estate. These include the [Carbon Reduction Commitment Energy Efficiency Scheme](#) and the [Energy Performance in Buildings Directive](#).
- 2.5 The Carbon Reduction Commitment will cease at the end of March 2019. It is important that the Council continues to maintain the data management standards put in place to deliver the Carbon Reduction Commitment. This will be achieved by seeking ISO50001 accreditation, the merits of which are detailed later in this report.
- 2.6 [Energy Performance Certificates](#) (EPCs) were initially produced for the school estate in 2008/09 to meet legislative requirements under the Energy Performance in

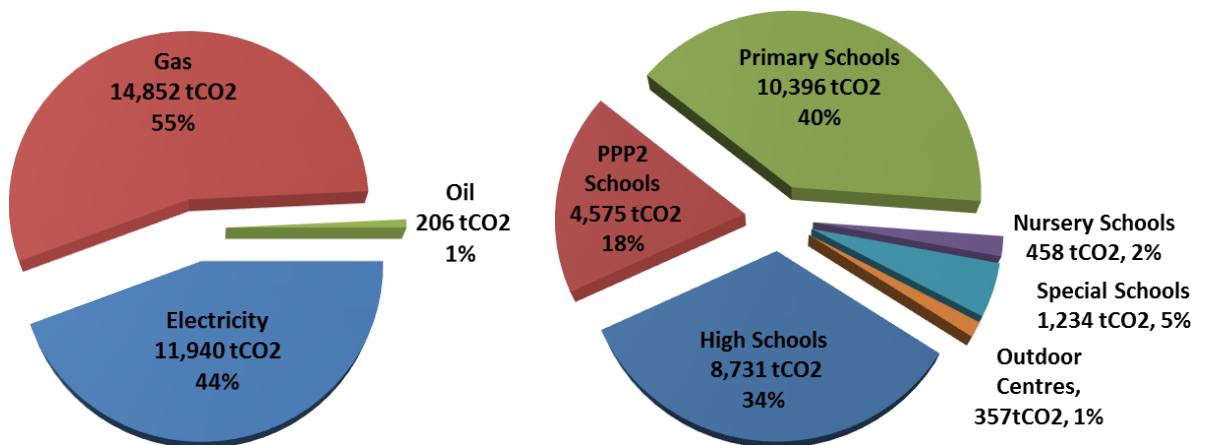
Buildings Directive. EPCs are valid for 10 years and many are now approaching expiry. The Council has awarded a contract for the renewal of EPCs across the Council estate and will refresh EPCs to ensure continued compliance.

3. Main report

Consumption Monitoring

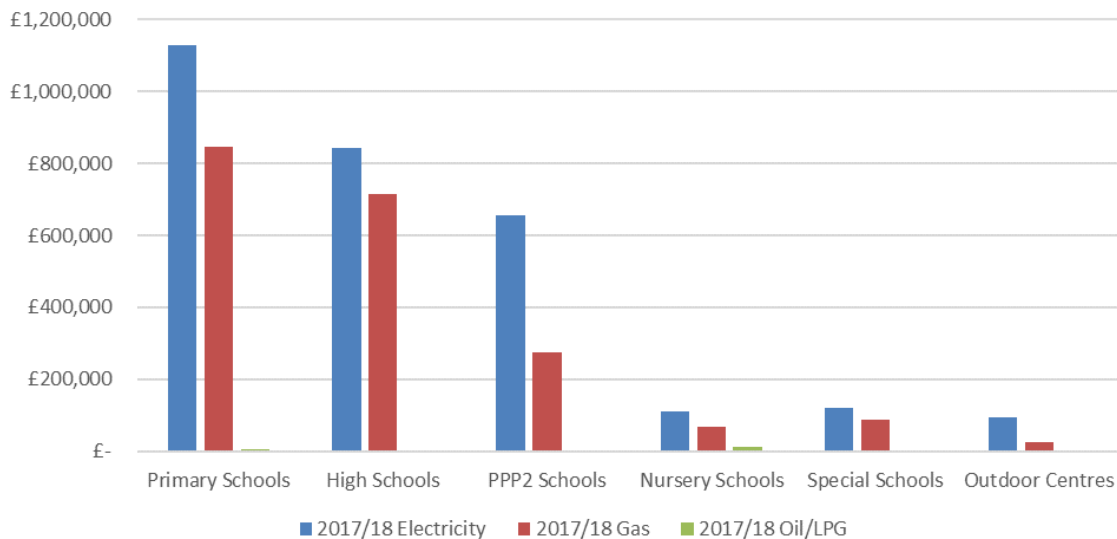
- 3.1 This section of the report gives an overview of energy consumption, and associated carbon emissions across the school estate in 2017/18. The data includes details on the Council's PPP2 estate, where the Council pays directly for energy consumed, but excludes details from Edinburgh Partnership schools (PPP1), as energy costs are factored into the unitary charge.
- 3.2 Further detail on energy consumption across the school estate and benchmarking by floor area for specific schools can be found in Appendix 1 and Appendix 2.

Graph 1: 2016/17 Carbon Emissions by Fuel and Property Type



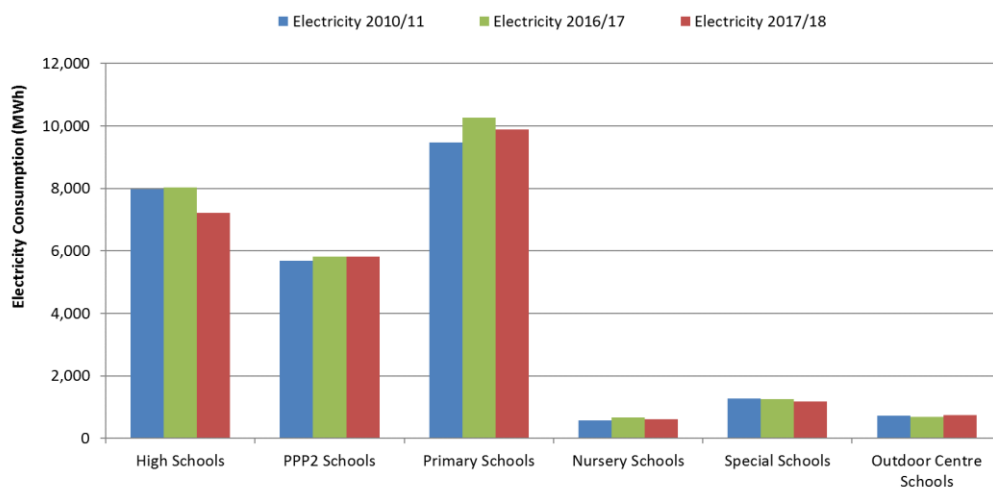
- 3.3 The charts above provide a breakdown of energy related carbon emissions across the Council's school estate. In total, energy consumption in the school estate accounts for 26,998 tonnes of CO2 equivalent (CO2e). This is a decrease of 552 tonnes or 2% on 2016/17 emissions. The carbon emission factor for grid electricity has reduced by 14%, leading to a significant drop in emissions relating to electricity. However, 2017/18 was significantly colder than 2016/17 leading to increased demand for gas and corresponding increase in gas related carbon emissions.
- 3.4 Schools accounted for just under £5m of energy spend in 2017/18. This is an increase of £0.3m or 6% on 2016/17 energy spend. An additional £0.45m was spent on the purchase of carbon allowances under the Carbon Reduction Commitment Energy Efficiency Scheme.

Graph 2: Annual Energy Spend (in 2017/18) by Property Group



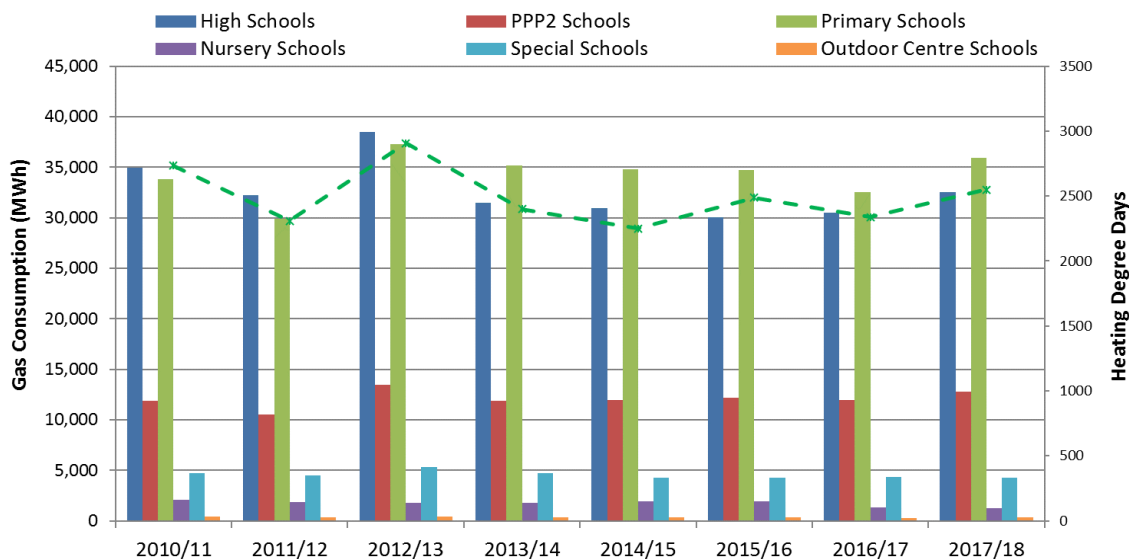
3.5 The graph above highlights energy spend by property type. The Council continues to spend significantly more on electricity (£2.95m) than gas (£2m). Gas and electricity costs across the school estate increased in 2017/18 by 2.9% and 6.6% respectively. Costs for 2018/19 have risen by around 9.1% for electricity and 10.7% for gas and based on current guidance it is anticipated that cost for both electricity and gas will increase by over 10% in 2019/20. The clear trend is for cost rises significantly above rates of inflation placing increasing pressure on budgets.

Graph 3: 2017/18 Grid Electricity Consumption against 2016/17 & 2010/11 Baseline



3.6 The graph above compares 2017/18 grid electricity consumption against both the 2010/11 baseline and 2016/17 consumption. Grid electricity use was lower in 2017/18 than in 2016/17. This reduction can be attributed to improved efficiency through the installation of new equipment, such as LED lighting, and the installation of onsite electricity generation through the RE:FIT and Edinburgh Community Solar Co-operative projects. These projects have offset increases to electricity consumption from the increasing floor area across the school estate, higher use of electricity in new builds and increased use of electrically powered heating systems.

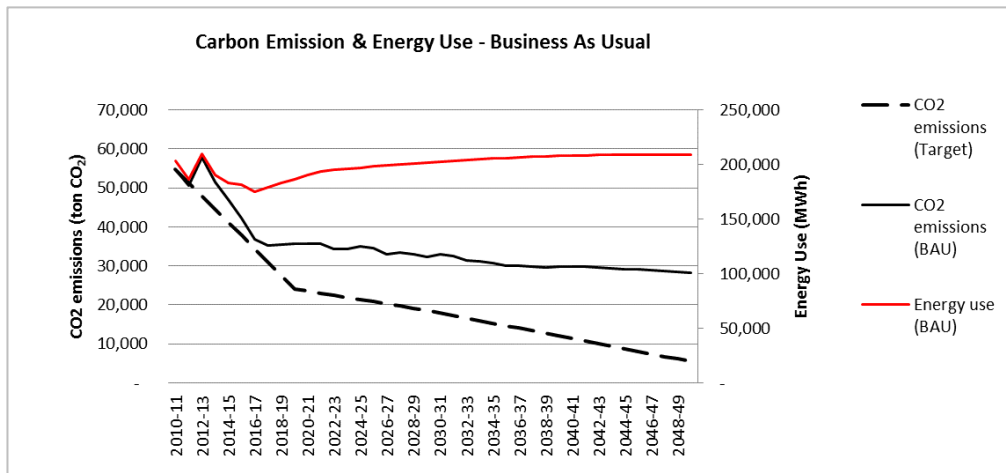
Graph 4: 2010/11 to 2017/18 Gas Consumption correlated against Heating Degree Days



3.7 The graph above details 2017/18 gas use against recent years and the 2010/11 baseline year. Data has been correlated against heating degree days (HDD), which is a metric for quantifying the severity of weather conditions in relation to space heating requirements. Whilst 2017/18 was relatively mild from April to October 2017, Nov 2017 to March 2018 were exceptionally cold, placing significant demand for heating across the school estate. This is reflected in the increased demand for natural gas. Other contributory factors to the increased gas use in 2017/18 include the installation of combined heat and power plant in 4 high schools and the conversion of Sciennes Primary School from oil heating to gas heating in summer 2017.

Outcomes from Knowledge Transfer Partnership

- 3.8 For the past three years, Property and Facilities Management (P&FM) have been engaged in a Knowledge Transfer Partnership (KTP) with the Scottish Energy Centre at Edinburgh Napier University. The aim of the project was to develop a long-term strategy for energy efficiency and renewable energy generation within the Council’s operational buildings. During the project the aim evolved to include how best to meet the Council’s long-term carbon reduction target.
- 3.9 The graph below outlines projections for energy use and carbon emissions across the Council estate based on current energy consumption trends. In this projection, future new builds have an energy performance equivalent to recent new builds. Included in the graph is a CO2 emissions target in line with targets set out in the [Climate Change Act \(Scotland\)](#). This requires a 90% reduction by 2050.



- 3.10 The graph demonstrates that, based on current practice, the Council will fail to meet the reduction targets for buildings, and therefore will not be able to meet obligations as set out in the [Climate Change Act](#). There will be a significant reduction in the Council's carbon emissions through the continued decarbonisation of the electricity grid. Emissions for electricity are projected to drop from 0.229kgCO₂/m² (2017/18) to 0.03 kgCO₂/m² by 2050.
- 3.11 In the business as usual scenario, energy demand is projected to increase significantly by 2050 to meet the requirements of projected population growth, and associated increase to total floor area across the estate. Whilst recognising that, in reality, a business as usual scenario is unlikely to be sustained over the long term as future regulations focus towards zero carbon buildings, the above graph sets out a clear driver for change.
- 3.12 The work of the KPT looked at several factors and technologies and considered the best strategic response for the Council to the projected shortfall in emissions. With carbon emissions from electricity projected to reduce to close to zero by 2050, thermal demand and associated consumption of natural gas will be the principal component of 'business as usual' carbon emissions.
- 3.13 To assess the best strategic response to this challenge, the Council's projected 2050 estate was split in to two key components: The Council's current building stock that will be operational in 2050; and, the Council's new build estate.
- 3.14 With the reduction of thermal demand as a focus, the project identified that significant carbon and cost savings could be achieved through the new build estate by adopting the [Passivhaus Standard](#) for new builds. Passivhaus is a rigorous comfort and energy standard that aims to provide healthy and comfortable internal conditions for occupants with a focus on low energy consumption. It has been used extensively in Europe since inception with many local authorities making it the required standard for public buildings. In the last decade, it has also been successfully applied to UK buildings, and there are a number of Local Authorities in England and Wales that are consistently delivering accredited Passivhaus buildings.

- 3.15 Based on the business as usual scenario, it is projected that adopting Passivhaus across Council buildings could deliver a 17% reduction to 2050 carbon emissions. Furthermore, based on current energy prices, it is estimated that Passivhaus would deliver an annual cost reduction of over £5/m². This would equate to a saving of around £75,000 for a new high school (15,000m²) or £19,000 for a new primary school (3800m²).
- 3.16 From high level review of delivered projects, indications suggest that Passivhaus schemes can be delivered at or near Scottish Futures Trust metrics, however this is yet to be demonstrated in Scotland where no non- domestic Passivhaus schemes have been commissioned. The key will be to draw upon experienced teams. There is potential opportunity for lower carbon emissions and lower running costs without significant additional capital investment.
- 3.17 On 11 October 2018, the Finance and Resources Committee approved a report on Wave 4 Infrastructure Investment Programme that included a recommendation that the Wave 4 programme design should include the implications of adopting a Passivhaus or similar approach. This approach should be adopted for all Council new build projects.
- 3.18 Understanding and influencing the impact of existing buildings on 2050 carbon emissions is not as straightforward as on new buildings where complete control can be exercised over design. Whilst it is reasonable to expect that new buildings last for 30+ years, only a proportion of the Council's existing buildings will be operational in 2050. In addition, the Council's estate is diverse and different building archetypes will present different technical challenges to carbon reduction.
- 3.19 P&FM have several active projects and strategies focussed on delivering energy and carbon reduction. The continued improvement of operational efficiency continues to be a primary objective. To deliver 2050 targets, more ambitious energy reduction projects will be required. Fabric improvement of long term assets will be essential and there would be benefit in investigating opportunities for an extensive energy focussed refurbishment of historic buildings.
- 3.20 Over the short term, the predominant strategy for existing buildings is to prioritise energy and carbon efficiencies that support best value.

ISO50001 – Energy Management System Accreditation

- 3.21 [ISO50001](#) defines a route for organisations to deliver energy efficiency and carbon reductions by focussing on achieving best practice in energy management. It follows the same management system of continual improvement as other standards such as ISO90001 and ISO140001.
- 3.22 As detailed in the 2016/17 [Energy in Schools Report](#), Property and Facilities Management are in the process of developing an ISO50001 Energy Management System for significant energy consumers across the operational estate including schools. The original intention had been to seek accreditation by the end of 2018. ISO released a new version of the standard in September 2018 which has required some adaptation to processes. P&FM are in the process of procuring an external

auditor to support the delivery of the standard and intend to have ISO50001 accreditation by summer 2019.

Building Energy Management Systems

- 3.23 As reported in previously, the improvement of the Council's Building Energy Management System (BEMS) controls is a critical element of the Council's energy management strategy. Works have continued throughout 2018/19 and a large portion of the Council's school estate now has upgraded BEMS control. This enables heating and ventilation plant to be monitored and controlled remotely, both by Council officers and by appropriate technical support contractors.
- 3.24 This increased functionality brings opportunities for improved energy management by ensuring that plant is operating optimally, and to accurate schedules. It also allows remote diagnosis of faults. Whilst upgrades are set to continue through both the BEMS upgrade programme and under programmed asset management works, attention is also being given to energy and operational performance. Ensuring that BEMS run efficiently as possible will involve ongoing analysis of settings, data logs, and energy data along with collaboration with locality FM staff and building representatives to ensure that needs are met. The implementation of ISO50001 and associated energy monitoring and targeting will support the ongoing achievement of this objective.

RE:FIT

- 3.25 Works carried out under the RE:FIT project are now complete. Through this project, there was significant investment in the school estate, including 2 boiler replacements, 7 controls upgrades, 2 full LED lighting upgrades and the installation of 4 combined heat and power engines.
- 3.26 Savings across the project are projected at over £300k per annum and are guaranteed by the installation contractor (EOn). The majority of the works were carried out from July 2017 to March 2018, therefore only partial savings were realised in 2017/18. In August 2018, the project entered a contractual period of savings monitoring. This is conducted in line with recognised statistical methodologies and is subject to independent review. Most energy efficiency measures are delivering savings in line with expectations. Where initial savings are falling below expectation, P&FM will be working collaboratively with EOn to ensure the best possible outcome for the project.

Solar Photovoltaic Panels

- 3.27 There are an increasing number of properties across the Council estate with solar photovoltaic panels installed. Community owned solar panels were installed in 18 schools under the [Edinburgh Community Solar Co-operative](#) project. All three new high schools have significant solar installations: James Gillespie's High School (47kW), Portobello High School (160kW) and Boroughmuir High School (50kW). Smaller solar PV systems have also been installed on some of the new nurseries and rising school roll buildings.

- 3.28 In total, 1,115MWh of solar electricity was generated across Council buildings with 816MWh used on site by schools. This displacement of grid electricity reduced Council carbon emissions by over 300 tonnes. Whilst the Council pays for the majority of solar generation through the agreement with Edinburgh Community Solar Co-operative, onsite generation from Council owned systems on recent new builds saved over £20k in grid electricity costs.
- 3.29 Solar generation across the Council school estate is expected to continue across future new schools as they strive to meet building standards. A breakdown of solar generation for 2017/18 across Council schools has been provided in Appendix 3.

Outlook

- 3.30 The Council is now starting to crystallise some of the benefits of the significant investment that has been undertaken into energy conservation across both the school and wider property estate. Tangible carbon and energy reductions have been realised through the RE:FIT programme, Edinburgh Community Solar Co-operative, and the upgrade of Building Energy Management Systems.
- 3.31 It is clear from the work carried out during the Knowledge Transfer Partnership that this is just the start of the journey, and significant change will be required to meet future carbon targets. The project has helped set the vision and ambition for future new builds and adaptation of the Council's existing estate. The adoption of Passivhuas for new buildings presents a significant opportunity for energy improvement.
- 3.32 The immediate focus for P&FM is to improve the energy performance of new builds as well as optimise the operational efficiency of the existing estate. More strategically, consideration is being given to a full-scale energy efficient retrofit of an existing building, to inform options for future development of the estate.
- 3.33 Energy prices are continuing to rise. Delivering best value remains a key focus in relation to energy technologies and strategies. Rising floors areas and increasing use of buildings present challenges to energy reduction. Whilst there have been successes to date, there is still significant potential for energy and carbon savings from improvement to both equipment and the operation of buildings.

4. Measures of success

- 4.1 The Council builds on the work carried out under the Knowledge Transfer Partnership and commits to a long-term vision for carbon and energy reduction across its estate.
- 4.2 The Council continues to meet legislative requirements as set out in the Energy Performance of the Buildings Directive and reporting requirements as set out in the mandatory Carbon Reduction Commitment Energy Efficiency Scheme.
- 4.3 The Council continues to maintain an accurate record of energy consumption across the school estate.

- 4.4 The Council demonstrates a reduction in energy consumption and related carbon emissions across the school estate.
- 4.5 The Council achieves ISO50001 accreditation.
- 4.6 The Council takes advantage of the opportunities presented by operating a modern Building Energy Management Systems across the school estate.

5. Financial impact

- 5.1 The wholesale cost of energy is continuing to increase. This is compounded by increases to non-energy costs relating to grid infrastructure and the decarbonisation of energy generation.
- 5.2 Whilst increasing costs will place a pressure on budgets, they will also impact positively on the payback period for investment in energy conservation.
- 5.3 Best Value is a clear focus of current energy management strategy. Robust energy management practices and a clear vision for energy reduction is essential for continual improvement.
- 5.4 The closure of the Carbon Reduction Commitment at the end of March 2019 will result in a hike in cost per kWh of energy. The Council will be a net beneficiary of this change; however, this change will add to the direct cost of energy.

6. Risk, policy, compliance, and governance impact

- 6.1 The introduction of ISO50001 will provide resilience around energy management activities and support compliance with obligations under the Climate Change Act (Scotland).
- 6.2 Legislation has been used to drive forward change to reflect EU targets on emission reduction. Increasingly legislators are looking towards public bodies adopting a planned response for energy efficiency and carbon reduction. It is important that the Council is receptive and reactive to the likelihood of increased legislation, and develops plans and strategies to improve the efficiency of its built environment.
- 6.3 Whilst the Council benefits from a competitive energy contract it remains subject to energy price trends and changes to energy charging structures.

7. Equalities impact

- 7.1 Appropriate energy management of school buildings will have a direct enhancement of rights. For example, appropriate management of indoor temperature will aid education and learning through improved thermal comfort.
- 7.2 Energy management within schools will focus on delivering environments that meet best practice guidelines as set out in the Council's Energy Policy. Thermal comfort

is not a defined state. Some people will feel comfortable at certain temperatures whilst others may not.

8. Sustainability impact

- 8.1 As detailed in the report, the work carried out under the Knowledge Transfer Partnership has significant potential to inform change that will benefit the sustainability of the Council's school estate.
- 8.2 There is significant potential for sustainability benefits through appropriate energy management within the school estate, including reduced consumption and associated carbon reduction.
- 8.3 The introduction of an Energy Management System provides a platform from which to build and improve on sustainability objectives delivered to date.

9. Consultation and engagement

- 9.1 The Energy and Sustainability Team works closely with colleagues in both Property and Facilities Management and across the wider Council on energy projects. In addition, the team works with a wide range of stakeholders, suppliers, and organisations to ensure that the Council's practices are focussed towards delivering best practice.
- 9.2 The Energy and Sustainability Team will continue to build on the collaboration formed with Edinburgh Napier University during the Knowledge Transfer Partnership.

10. Background reading/external references

- 10.1 [Energy Performance in Buildings Directive \(Scotland\) Amendment Regulations 2012](#) – This directive covers the requirements for Energy Performance Certificates in Scotland.
- 10.2 [Carbon Reduction Commitment Energy Efficiency Scheme \(CRC\)](#) – This website provides guidance on the CRC scheme.
- 10.3 [Scottish Government Climate Change](#) – This website provides detail on Scottish Government policy in relation to climate change and associated legislation.

Stephen S. Moir

Executive Director of Resources

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11. Appendices

- 11.1 Appendix 1. Energy Consumption and Baseline Data
- 11.2 Appendix 2. Energy Benchmark Data
- 11.3 Appendix 3. Solar Electricity Generation

Appendix 1 – Energy Consumption and Baseline Data

Property Type	2017/18						Heating Degree Days	
	Electricity		Gas		Oil			
	MWh	% Change (Baseline)	kWh	% Change (Baseline)	MWh	% Change (Baseline)		
High School	7,259	-9%	32,529	-7%	0	0%	2010/11	2735
PPP2	5,821	2%	12,808	8%	0	0%		
Primary Schools	9,880	4%	35,894	6%	112	-93%	2017/18	2548
Nursery Schools	606	5%	1,237	-41%	0	0%		
Special Schools	1,176	-8%	4,273	-9%	0	0%	% Change	-7%
Outdoor Centres	750	3%	357	-12%	21	-48%		
TOTAL	25,492	-1%	87,098	-1%	132	-92%		

Appendix 2 – Energy Benchmark Data

High Schools	Electricity (kWh/m ²)	Gas (kWh/m ²)
BALERNO HIGH SCHOOL	37	240
BOROUGHMUIR HIGH SCHOOL	37	166
BOROUGHMUIR HIGH SCHOOL (NEW 2017)	8	27
CASTLEBRAE HIGH SCHOOL	33	170
CURRIE HIGH SCHOOL	32	219
JAMES GILLESPIE'S HIGH SCHOOL	68	274
LEITH ACADEMY	55	255
LIBERTON HIGH SCHOOL	29	148
PORTOBELLO HIGH SCHOOL (NEW)	62	254
QUEENSFERRY HIGH SCHOOL	45	190
ST THOMAS OF AQUINS	44	194
TRINITY ACADEMY	39	217
WESTER HAILES EDUCATION CENTRE	71	301

Primary Schools	Electricity (kWh/m ²)	Gas (kWh/m ²)
ABBEYHILL PRIMARY SCHOOL	48	199
BALGREEN PRIMARY SCHOOL	49	218
BLACKHALL PRIMARY SCHOOL	102	61
BROUGHTON PRIMARY SCHOOL	48	217
BRUNSTANE PRIMARY SCHOOL	49	127
BRUNTSFIELD PRIMARY SCHOOL	31	206
BUCKSTONE PRIMARY SCHOOL	34	195
BUN-SGOIL TAOBH NA PAIRCE (FORMER BONNINGTON P/S)	30	184
CANAL VIEW PRIMARY SCHOOL	34	154
CARRICK KNOWE PRIMARY SCHOOL	44	138
CLERMISTON PRIMARY SCHOOL	46	221
CLOVENSTONE PRIMARY SCHOOL	46	143
COLINTON PRIMARY SCHOOL	29	129
CORSTORPHINE PRIMARY SCHOOL	35	143
CRAIGENTINNY PRIMARY SCHOOL	29	174
CRAIGLOCKHART PRIMARY SCHOOL	34	172
CRAMOND PRIMARY SCHOOL	47	299
CURRIE PRIMARY SCHOOL	40	148
DALMENY PRIMARY SCHOOL	44	105
DALRY PRIMARY SCHOOL	43	225
DAVIDSON'S MAINS PRIMARY SCHOOL	66	147
DEAN PARK PRIMARY SCHOOL	49	284
DUDDINGSTON PRIMARY SCHOOL	58	207
EAST CRAIGS PRIMARY SCHOOL	3	171
ECHLINE PRIMARY SCHOOL	55	158
FERRYHILL PRIMARY SCHOOL	64	130

FLORA STEVENSON PRIMARY SCHOOL	46	124
FOX COVERT ND & RC PRIMARY SCHOOLS	70	149
GILMERTON PRIMARY SCHOOL	28	139
GRACEMOUNT PRIMARY SCHOOL	15	219
GRANTON PRIMARY SCHOOL	38	178
GYLEMUIR PRIMARY SCHOOL	34	194
HERMITAGE PARK PRIMARY SCHOOL	45	176
HILLWOOD PRIMARY SCHOOL	28	272
HOLY CROSS PRIMARY SCHOOL	25	132
JAMES GILLESPIE'S PRIMARY SCHOOL	71	154
KIRKLISTON PRIMARY SCHOOL	61	136
LEITH PRIMARY SCHOOL	37	150
LEITH WALK PRIMARY SCHOOL	35	195
LIBERTON PRIMARY SCHOOL	33	204
LONGSTONE PRIMARY SCHOOL	43	254
LORNE PRIMARY SCHOOL	23	130
MURRAYBURN PRIMARY SCHOOL	21	225
NETHER CURRIE PRIMARY SCHOOL	90	0
NEWCRAIGHALL PRIMARY SCHOOL	41	202
NIDDRIE/ST FRANCIS COMBINED PRIMARY SCHOOL	61	122
PARSONS GREEN PRIMARY SCHOOL	168	10
PENTLAND PRIMARY SCHOOL (NEW)	49	131
PRESTONFIELD PRIMARY SCHOOL	87	3
PRESTON STREET PRIMARY SCHOOL	29	114
QUEENSFERRY PRIMARY SCHOOL	33	135
RATHO PRIMARY SCHOOL	41	215
ROSEBURN PRIMARY SCHOOL	40	179
ROYAL HIGH PRIMARY SCHOOL	33	225
ROYAL MILE PRIMARY SCHOOL	25	197
SCIENNES PRIMARY SCHOOL	40	123
SIGHTHILL PRIMARY SCHOOL	34	166
SOUTH MORNINGSIDE PRIMARY SCHOOL	41	164
ST CATHERINE'S PRIMARY SCHOOL	42	179
ST CUTHBERT'S RC PRIMARY SCHOOL	72	206
ST JOHN VIANNEY RC PRIMARY SCHOOL	30	218
ST JOHN'S RC PRIMARY SCHOOL	33	0
ST MARGARET'S PRIMARY SCHOOL	34	281
ST MARK'S RC PRIMARY SCHOOL	46	183
ST MARYS PRIMARY SCHOOL (LEITH)	32	171
ST MARY'S PRIMARY SCHOOL (ELONDON)	47	181
ST NINIANS PRIMARY SCHOOL	32	212
STENHOUSE PRIMARY SCHOOL	18	173
STOCKBRIDGE PRIMARY SCHOOL	155	0
TOLLCROSS PRIMARY SCHOOL	27	175
TOWERBANK PRIMARY SCHOOL	64	173
TRINITY PRIMARY SCHOOL	41	9

VICTORIA PRIMARY SCHOOL	32	193
WARDIE PRIMARY SCHOOL	47	129

PPP2	Electricity (kWh/m ²)	Gas (kWh/m ²)
BONALY PRIMARY SCHOOL (NEW)	48	152
BROUGHTON HIGH SCHOOL (NEW)	52	118
CRAIGROYSTON HIGH SCHOOL (NEW)	64	154
FORRESTER/ST AUGUSTINE'S HIGH SCHOOL - NEW	66	171
HOLYROOD HIGH SCHOOL (NEW)	60	120
JUNIPER GREEN PRIMARY SCHOOL - NEW	52	91
TYNECASTLE HIGH SCHOOL (NEW)	61	68

Special Schools	Electricity (kWh/m ²)	Gas (kWh/m ²)
GORGIE MILLS SCHOOL	53	133
KAIMES SPECIAL SCHOOL	57	153
OAKLANDS SPECIAL SCHOOL	56	240
PILRIG PARK SPECIAL SCHOOL	45	146
PROSPECT BANK SPECIAL SCHOOL	23	292
REDHALL MLD PRIMARY SCHOOL	55	185
ST CRISPINS SPECIAL SCHOOL	94	310
WOODLANDS SCHOOL MLD	49	147

Nursery	Electricity (kWh/m ²)	Gas (kWh/m ²)
BALGREEN NURSERY SCHOOL	23	93
CALDERGLEN NURSERY SCHOOL	146	545
CAMERON HOUSE NURSERY	20	169
CARRICK KNOWE NURSERY SCHOOL	8	0
COWGATE UNDER 5 CENTRE	38	298
CRAIGMILLAR CHILDRENS CENTRE	107	150
DARROCH CENTRE	41	2
FORT PRIMARY SCHOOL (NOW YPC AND SW STAFF)	43	212
GRANTON EARLY YEARS CENTRE	93	0
GREENDYKES EARLY YEARS (previously C&F)	62	210
GREENGABLES NURSERY SCHOOL	78	295
HAILESLAND C&F CENTRE	40	261
HOPE COTTAGE NURSERY SCHOOL	75	314
JAMES GILLESPIES NURSERY	7	113
KIRKLISTON NURSERY SCHOOL/KIRKLISTON COMM CENTRE	281	223
LIBERTON NURSERY SCHOOL	67	233
LOCHRIN NURSERY SCHOOL	23	340
MOFFAT EARLY YEARS CAMPUS	37	232
SPINNEY LANE NURSERY SCHOOL	478	0
ST LEONARD'S NURSERY SCHOOL	29	318

STANWELL NURSERY (DR BELL'S)	35	206
STENHOUSE CHILD & FAMILY CENTRE	29	302
VIEWFORTH CHILD & FAMILY CENTRE	102	66

Outdoor Centres	Electricity (kWh/m²)	Oil (kWh/m²)
BENMORE OUTDOOR CENTRE	161	0
LAGGANLIA OUTDOOR CENTRE	124	178

Appendix 3 – Solar Electricity Generation

ECSC Sites	System Size kWp	Commissioning Date	2017/2018		
			Generation	Export kWh	Consumption
BLACKHALL PRIMARY SCHOOL	15.00	27/07/2016	11,284	5,642	5,642
BUCKSTONE PRIMARY SCHOOL	100.00	29/08/2016	78,175	8,667	69,509
CAMERON HOUSE COMMUNITY CENTRE	20.00	30/08/2016	17,913	8,957	8,957
CANAL VIEW PRIMARY SCHOOL	100.00	23/07/2016	84,013	35,857	48,156
CARRICKNOWE PRIMARY SCHOOL	50.00	08/07/2016	44,022	10,602	33,420
CARRICKVALE COMMUNITY CENTRE	30.00	13/07/2016	26,829	13,415	13,415
CLERMISTON PRIMARY SCHOOL	21.00	18/08/2016	19,241	9,620	9,620
CRAIGHALL DAY	30.00	29/07/2016	22,215	11,107	11,107
CURRIE HIGH SCHOOL	133.38	22/09/2016	95,677	8,580	87,098
CURRIE PRIMARY SCHOOL	45.00	19/08/2016	36,492	4,964	31,527
DAVIDSONS MAINS PRIMARY SCHOOL	35.00	30/06/2016	30,693	28,852	1,842
DEAN PARK PRIMARY SCHOOL	83.00	31/08/2016	68,908	28,597	40,311
EAST CRAIGS PRIMARY SCHOOL	50.00	25/07/2016	42,949	8,505	34,444
GYLEMUIR PRIMARY SCHOOL	30.00	04/08/2016	26,954	13,477	13,477
LIBERTON PRIMARY SCHOOL	45.00	30/08/2016	38,707	11,690	27,018
OAKLANDS SPECIAL SCHOOL (NEW)	125.00	24/06/2016	107,841	25,245	82,596
PROSPECT BANK SCHOOL	35.00	14/07/2016	29,505	5,901	23,604
RATHO PRIMARY SCHOOL	70.00	15/09/2016	56,182	28,091	28,091
REDHALL MLD PRIMARY SCHOOL	50.00	05/08/2016	38,376	11,955	26,421
WARDIE PRIMARY SCHOOL	30.00	19/08/2016	23,318	11,659	11,659
WOODLANDS SCHOOL MLD	20.00	29/07/2016	15,687	7,843	7,843
CEC Site	System Size kWp	Commissioning Date	2017/2018		
			Generation	Export kWh	Consumption
James Gillespie's High School	47.00	14/03/2015	34,672	0	34,672
James Gillespie's Primary School	5.00	30/08/2013	4,094	0	4,094
Corstorphine Primary School	8.00	30/08/2013	2,737	0	2,737
Boroughmuir High School	50.00	17/01/2018	24,626	0	24,626
Portobello High School	160.00	01/08/2016	131,018	0	131,018
Leith Primary	2.00	01/04/2006	1,638	0	1,638

Education, Children and Families Committee

10am, Tuesday, 11 December 2018

Equally Safe – Multi Agency Centre (ESMAC) for Gender Based Violence and Child Protection

Item number	7.4
Report number	
Executive/routine	
Wards	
Council Commitments	34

Executive Summary

This report sets out the case for the council to contribute to the delivery of a multi-agency centre which will deliver specialist services for child and adult victims of sexual assault and other forms of abuse. St Katharine's Centre, currently part of the City of Edinburgh's Secure Services, has been identified as the best location in Edinburgh for such a centre. It is therefore requested that the committee agrees to the sale of St Katharine's Centre to the NHS to progress this project. There is a very high level of support from the Scottish Government for this project and the capital costs of the project will be met through contributions from Scottish Government, Police Scotland and NHS. These funding sources are only available within this financial year. The proposals will also generate a capital receipt of £825,000 for the council.

While it is not the responsibility of the council to provide health care facilities, the council has a duty to investigate child protection concerns and to support children who have been harmed or who are at risk of harm. The council urgently requires to set up a fixed suite for interviewing children and, given the national direction of travel, the commitment of Scottish Ministers to provide funding for a multi-agency safe centre, and the financial and reputational benefits for the council, it makes best sense that we set up our interviewing suite as part of this proposed project.

Equally Safe – Multi Agency Centre (ESMAC) for Gender Based Violence and Child Protection

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the outcome of the Finance and Resources Committee on 4 December 2018 regarding the sale of St Katharine’s Centre to NHS.
 - 1.1.2 Endorse the proposal to set up an Equally Safe Multi Agency Centre on the St Katharine’s site for child and adult victims of sexual assault and other abuse.

2. Background

- 2.1 Within Scotland there are two distinct but linked pieces of work relating to the investigation of sexual and other crimes against children and adults and the need to minimise trauma for victims while gathering best evidence for prosecution of alleged offenders.
- 2.2 The Evidence and Procedure Review of the Scottish Courts and Tribunals Service considered opportunities to improve interviewing practice and the experience of children and vulnerable adults during the investigative process and onwards through the justice system. The review team made a number of recommendations to Scottish Ministers relating to capturing evidence as early as possible; making best use of audio/visual technology to record evidence and the ultimate use of such records as “evidence in chief” to court in order to prevent the most vulnerable witnesses from experiencing additional trauma in an open courtroom.
- 2.3 Her Majesties’ Inspectorate of Constabulary (HMICS) Strategic Overview of Provision of Forensic Medical Services to Victims of Sexual Crime highlighted the need for immediate improvements needed in order to meet the minimum standards expected in relation to forensic medical examination and treatment of child and adult victims of sexual assault. The HMICS report recommends that “The Scottish Government should engage with relevant agencies and stakeholders and bring forward proposals for establishing dedicated healthcare facilities across Scotland to meet both the healthcare needs of victims of sexual crime and the necessary forensic requirements. This should be informed by research and current best practice”.

- 2.4 In addition, Healthcare Improvement Scotland (HIS) have published standards for forensic services for people who have experienced rape, sexual violence assault or child sexual abuse. To date, these standards have not been fully implemented across Scotland.
- 2.5 Scottish Ministers agreed to take forward these recommendations and there is government funding available for implementation of a pilot site within the current financial year.
- 2.6 The Chief Medical Officer (CMO) Taskforce for the improvement of services, including forensic provision for children young people and adults who have experienced rape and sexual assault, has undertaken an options appraisal for Scotland. The preferred model is a multi-agency co-located approach which will address the trauma of victims and help recovery.
- 2.7 The council has a statutory responsibility to investigate child protection concerns. The core business of the council within the proposed ESMAC would be to provide social workers to conduct Joint Investigative Interviews (JII). In line with Scottish Government guidance these are always video recorded interviews (VRI).
- 2.8 There are two ways to record a JII, using either fixed or mobile equipment. It is best practice to use fixed equipment in a purpose-built location unless the assessed needs of the child indicate that use of mobile equipment would be more appropriate.
- 2.9 Edinburgh has had no fixed VRI suite since early 2017 when the previous site at the Royal Victoria Hospital was destroyed in a fire. We urgently need to replace the fixed VRI suite in order that our child protection VRIs are of the best quality.
- 2.10 The reputational benefits of providing a fixed VRI suite as part of an Equally Safe Multi-Agency Centre (as opposed to creating a stand-alone suite in partnership with Police Scotland) are very significant given the strong support for this potential project from the Scottish Government.

3. Main report

3.1 **Strategic Case**

The Current Approach:

- 3.1.1 Video recording joint investigative interviewing (VRI) is a central part of evidence gathering for children who are subject to child protection procedures. Joint investigative interviewing (JII) involves a police officer and social worker conducting an interview with the child to gather evidence of any harm that has occurred.

It is crucial for children that we work well together in these interviews as a badly conducted interview can cause further distress to the child and lead to insufficient evidence for prosecution.

3.1.2 A competent investigation, including a well conducted VRI, improves the child or young person's experience by being more attuned to their needs, minimising any distress caused by questioning on a traumatic experience and resulting in the best quality of evidence to maximise the possibility of prosecution if it is established that criminality has occurred.

3.1.3 The City of Edinburgh's role in this practice is to provide well trained and experienced social workers to conduct joint interviews. This is a core child protection activity which the council must deliver well to improve outcomes for children and achieve best outcomes in relation to the justice process.

We do this by providing a cadre of around 20 social workers from across the city, all of whom receive 5 days of training before conducting interviews, and who then participate in a JII interviewers' rota on regular basis. The reason for restricting this activity to a small number of workers is to allow them to maintain regular enough experience to be confident and competent in the task. We also undertake an annual evaluation of each worker's practice in order to quality assure and provide feedback on strengths and any practice improvements which may be needed.

3.1.4 There are two types of VRI equipment, fixed and mobile. The minimum standard is to have access to both a fixed VRI site and mobile equipment. The former is much more reliable and use of a fixed site is the default position for VRI. The latter may be used when it is thought to be in the child's interests e.g. if the child may be distressed by travelling to an unfamiliar location or, if it is believed that they will more likely to disclose abuse if the interview is conducted in a more familiar location to them. It should be noted that the council and Police Scotland at present are conducting all JII using only mobile equipment and that this means that our practice is falling below the required standard of having both options available.

3.1.5 When VRI was introduced in 2010, the council had dedicated premises (the Vega building at the Gyle) in which Police, Social work and NHS staff were based. The premises acted as staff base for all three agencies and had a fixed unit for conducting VRI's and a forensic medical suite for adult rape victims. The revenue cost to the council was £60k per annum and there were similar contributions from police and NHS.

3.1.6 In 2012/13 the Child Protection Committee agreed to take a saving on the cost of the Vega building as police staff were moving to Fettes and our own reorganisation had disbanded the Child Protection and Reviewing Team formerly based there. At that time, NHS had offered a building at the Royal Victoria Hospital as a short-to-medium-term alternative site for conducting JIIs and forensic adult medicals.

This interim arrangement was done with the goodwill of NHS and there was no charge to the council. However, it was always known that this would not be sustainable in the longer term.

- 3.1.7 Since early 2017, all VRIs in Edinburgh have been conducted using mobile equipment. At present there is no other identified appropriate location than St Katharine's Centre for a fixed site.

This urgent need to replace our fixed VRI suite has coincided with the recommendations of the E&P review to improve standards of video recorded interviewing of both child and adult victims and the HMICS review of forensic provision. Both reviews highlight the need for immediate action to improve minimum standards of provision for both child and adult victims.

- 3.1.8 There is significant impetus from Scottish Ministers to support the implementation of a hub and spoke model in regional centres throughout Scotland. Their commitment is reflected in the amount of capital funding being made available for this project. The establishment of such a centre in Edinburgh not only helps us to bring our core child protection practice back up to the required standard but to lead the way in Scotland by putting in place best multi-agency practice for both child and adult victims with agencies co-located under one roof.
- 3.1.9 An investment by the council into the ESMAC project would help to improve our child protection VRI provision from the current position back up to the high standard with which we started in 2010, and has potential to deliver even further improvements. Evidence demonstrates that a timely, person-centred service following sexual assault can positively influence the long-term health status, recovery and engagement of an individual in any criminal justice process as well as the collection of high quality evidence to support cases.
- 3.1.10 The Crown Office and Procurator Fiscal Service (COPFS) Service has expressed interest in the possibility of taking evidence on commission in the new premises once established. Evidence on commission involves a trained lawyer hearing evidence direct from the child and presenting this evidence to court on their behalf. This can prevent the need for the child witness to have to give evidence in court at all. Minimising or preventing distress caused to children in the court process can contribute significantly to improved wellbeing outcomes.
- 3.1.11 The council's corporate property plan includes an action to vacate St Katharine's which currently consists of the following residential units: Guthrie (6 bed secure unit), Chalmers (5 bed, to be re-located to Ferniehill) and Alison (3 bed throughcare and aftercare), creating alternative accommodation for the looked after and accommodated children (LAAC) who reside there, then disposing of the whole site to raise a capital receipt.
- 3.1.12 The Care Inspectorate registration of the former secure unit at St Katharine's (Guthrie building) is only temporarily registered as a residential unit for unaccompanied asylum-seeking children. This was done for continuity of

care while we set up more appropriate residential facilities for those children.
3.1.13 The latter is being put in place in the new St Stephen's Court development. Once vacated, the Guthrie building will not be deemed by the Care Inspectorate to be a fit location in which to provide residential care, therefore the council has no use for this building in future.

3.2 Future Approach:

3.2.1 The ESMAC benefits for Children's Services will be that it offers a child-friendly, safe environment for children and young people, bringing together the following services/support under one roof, including;

- Forensic Medical Examinations*
- Paediatric Examinations to include assessment of general physical health and development
- Medical consultation that includes immediate health assessment including assessment of injuries; risk assessment for self-harm; adversity and situational vulnerability
- Sexual Health assessment that includes emergency contraception; Post-Exposure Prophylaxis after Sexual Exposure (PEPSE); testing for sexually transmitted infections with planned follow up
- Assessment of the protection needs of the child and/or siblings via Local Authority Social Work
- Assessment of need for psychological support and short and long term therapeutic services for trauma to the child and non-offending family members
- Access to psychological therapies
- Support within the pre-trial period, to ensure special measures are in place and communicate with family about dates etc and arrange visit to court/witness suite as required
- Assess to post-trial therapy / trauma recovery support from 3rd sector, CAMHS or community mental health services or acute services as required

3.2.2 From an initial review of the Icelandic Barnahus model it was commented that its success was due to a number of factors. The premises were described as home-like, child friendly and non-threatening and the ability to undertake all the meetings required with a child, including police interview, medical examination, and assessment/planning around future safety and need for trauma recovery, ensured that the child and their family were supported throughout, within a safe and non-threatening environment, which was seen as providing a positive basis for the recovery of the child, and minimising the potential for the process of interview and examination being one that itself is distressing and confusing for the child and their family.

3.2.3 *It is not anticipated that the ESMAC will change the existing arrangements for examinations in the majority of children as these will usually take place in the new Royal Hospital for Sick Children (RHSC). It is important, however, that it provides a person-centred resource for older children (13-16 years of age and in some cases, up to 18 years of age) where, as a result of the Inter Agency Referral Decision (IRD) process, it is judged that it would be

appropriate for the child/young person to be seen in the ESMAC rather than a paediatric facility. St Katharine's is ideally situated for paediatricians at the RHSC should it be necessary to travel outwith for a medical examination.

3.3 Strategic Objectives:

3.3.1 The Council is committed to improving and enhancing its partnership working arrangements with all partners across the public, private, independent, and voluntary sectors alike and as such ESMAC is well aligned to this strategy and fits with A Forward-Looking Council, A City of Opportunity and a Resilient City.

3.3.2 The strategic commitment to supporting victims/survivors, is a golden thread running through all agencies involved in the project. The following bodies all demonstrate this in their strategic priorities.

Scottish Government: Equally Safe and Safer and Stronger Outcomes

NHS: A fairer Healthier Scotland

Police: Protecting People at Risk of Harm

CEC: focused towards the delivery of improved outcomes for our citizens

3.4 Economic case

- Option one: Status quo (retained as a baseline comparator)
- Option two: Gold – 24 hours a day, 7 days a week.
- Option three: Silver – 24 hours a day, 7 days a week but staffed from 0800 – 2400 7 days a week.
- Option four: Bronze – 24 Hours and 7 days a week, however, staff would be on site between 0900 – 1700 Monday to Friday. (Preferred)

3.4.1 Option 2, the Gold Standard is currently the preferred model and it is acknowledged that future implementation may have cost and resource implications for all key agencies. However, in terms of staffing the facility, existing arrangements within CEC (a daytime rota of social workers drawn from Children's Practice Teams plus core Out of Hours social work staffing) will remain fit for purpose and will incur no additional cost.

3.4.2 The preferred site has been identified as St. Katharine's. This is based on a) there being no available NHS site b) the stipulation that the ESMAC cannot be based within a police station and c) the council's existing commitment to dispose of the site. The location of the building has close transport links and situated adjacent to a main carriageway for persons travelling to the building and is deemed as the most suitable option. The building is open, friendly and unimposing. It meets the requirements of being both accessible and not obviously visible to the public (this is necessary given the sensitivity of dealing with victims of sexual assault).

3.4.3 The decision to sell St Katharine's for £825K and subsequently invest up to £60K in reconfiguring Ferniehill (Chalmers Unit to Ferniehill) as a close support unit and moving the other units occupying St Katharine's (Guthrie and Alison) to St Stephen's Court is fundamental in determining whether the council can enter into a multi-agency agreement. The revenue implications of this decision can be found in the Financial case, together with the financial implications of going ahead with the ESMAC.

3.5 Commercial case

3.5.1 The following has been agreed as the method to progress and manage the governance and finance of the project for ESMAC:

- The Scottish Government provides funding to the NHS to purchase the St Katharine's site from the Council
- The Council will receive a capital receipt of £825k in respect of the St Katharine's Site from the NHS

3.5.2 NHS Lothian has indicated they are willing to take on the ownership of St Katharine's subject to a Memorandum of Understanding and a Shared Cost agreement between partners.

3.5.3 This will create a capital receipt for the council of £825K which is not currently designated for any specific purpose in the capital investment plan and therefore allows some additional flexibility in the planning of the future council estate.

3.5.4 This project will have significant impact over the many agencies involved with the main dependencies and stakeholders similar across all organisations. ICT, Estates, Procurement, and Finance will clearly be impacted by identifying, purchasing and conversion of suitable premises along with the installation of all relevant amenities, equipment, and IT facilities along with the re-deployment of staff.

3.6 Financial Case

3.6.1 Sale of St. Katharine's

Capital

£825K Capital receipt from the sale to the NHS. Legal costs to be deducted from this.

£60K Estimated maximum costs to re-configure Ferniehill

£765K Estimated net capital receipt

Notes:

- An independent valuation of the site occupied by St Katharines stated its value as £575K. Corporate property colleagues assessed this to be on the low side and after discussions with the Scottish Government they subsequently increased its offer to £825K.

- The Sale of St. Katharine's will require re-provision of the close support unit to Ferniehill (5 beds), Guthrie to St Stephen's Court (6 beds) and the Alison Unit to St Stephen's Court (3 beds). In addition, there is a 10th unit required as a staff base so 10 units at St Stephen's Court.
- If the decision is to not sell St Katherines then plans are already in place to move Guthrie and Alison as they are not fit for purpose.

Revenue

Facility	Current budget £K	Future costs £K	Net Cost / (Saving) £K	Notes
St Katharine's	130	0	-130	Savings from the property costs of St Katherine's
Ferniehill	14	30	16	Net additional costs to existing property budget.
St Stephen's Court	0	90	90	Costs for 10 units at approximately £9K per unit
	144	120	-24	

Notes:

- Figures are supplied by property services colleagues for the current running costs of the 3 St Katharine's buildings and the likely running costs of Ferniehill and St Stephen's Court
- Costs associated with removals and all logistics associated with a move are not included.
- No anticipated additional costs associated with the transfer of facilities in terms of staff as these services are transferring and not being re-designed.
- The costs for St Stephen's Court will begin to be incurred once the Guthrie and Alison units re-locate in late 2018. The revenue savings from St Katharine's will not be fully realised until the close support unit re-locates to Ferniehill in late 2019. Therefore, for a period of approximately 12 months there will be additional revenue costs of operating both St Katharine's and St Stephen's Court. These additional costs will be met by Communities and Families from budgets held by the service for empty property holding costs relating to Wellington School. These budgets will become available following the demolition of Wellington School

3.6.2 Multi-agency facility

Capital

£1.044m Estimated upgrade capital costs to make St Katharine's fit for purpose as a multi-agency facility

There is no capital cost for the council.

Notes:

- The NHS have applied for a grant from the Chief Medical Officer to meet the remaining capital costs of the refurbishment. They have advised that this is will be provided if the council agrees to proceed with the project.
- Police Scotland are applying for £500k toward the refurbishment. The CMO bid is the remaining capital and some revenue expenditure

Revenue

£69K CEC's contribution to the annual running costs.

Notes:

- The financial model of total revenue costs is £275k annually of which the CEC contribution is 25% (£69k) subject to agreement of respective contributions from other agencies which will be clarified with the MOU. Therefore, dependent on all parties agreeing to proceed.
- C&F has identified funding for the £69K annual running costs from budgets held by the service to fund empty property holding costs relating to Wellington School. These budgets will become available following the demolition of Wellington School.
- CEC formerly provided £60K per annum towards the running costs of a co-located child protection service at the Vega building at the Gyle. The interim arrangement at the Royal Victoria Hospital was at no cost to the council but this was done only with the goodwill of NHS and was never a sustainable longer-term solution.
- If not used for the revenue funding required for ESMAC these savings (Wellington School) would be available to address Council savings targets for 2019/20 onwards

3.6.3 New Alternative Fixed VRI Site

3.6.3.1 Colleagues in Property Services have identified a range of possible locations in which a stand alone VRI suite might be located. The viability of any of these sites and the overall costs would have to be subject to a further assessment. However, the view of the service is that the options identified would be unsuitable for a range of reasons. These include being located in the grounds of a school; being highly visible from a main transport route; not being easily accessible from the city bypass; being close to dereliction.

3.6.4 Project Management

3.6.4.1 If this investment proposal receives formal approved, a project will be established to deliver the required services. The NHS will appoint a 0.5 FTE project manager responsible for the overall management of the multi-agency project. The management board of the project will set up a children's services sub-group, chaired by the senior manager for children's practice

teams and with a council project manager to oversee the corporate property aspects of the work.

4. Measures of success

- 4.1 Successful delivery of project.
- 4.2 Victims report a better experience of the multiagency approach to trauma and recover.

5. Financial impact

- 5.1 Financial impact will be clarified once governance and respective contributions of partner agencies are agreed. The financial model of revenue costs is £275k annually of which the CEC contribution would be 25% (£68.759) subject to agreement of respective contributions from other agencies which will be clarified with the MOU. There are initial capital costs associated with refurbishment and agencies are exploring options to generate funding.

6. Risk, policy, compliance, and governance impact

- 6.1 The project will provide effective multi agency arrangements for the investigation of harm and provision of support to child and adult victims.

7. Equalities impact

- 7.1 The city's most vulnerable children and adults will receive an effective multi agency response through this project.

8. Sustainability impact

- 8.1 N/A

9. Consultation and engagement

- 9.1 The evidence and Procedure Review and the CMO Taskforce for Sexual Assault consulted widely with partner agencies before making its recommendations.

10. Background reading/external references

N/A

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11. Appendices

None.

Education, Children & Families Committee

10.00, Tuesday, 11 December 2018

Community access to secondary school sport facilities – impact of introduction of non-core hour charges

Item number	7.5
Report number	
Executive/routine	
Wards	
Council Commitments	39

Executive Summary

The provision of community access to secondary school sport facilities has placed significant financial pressures on the Communities and Families service. Since the business case for transfer of sports lets to Edinburgh Leisure was approved by the Council additional costs associated with providing community access have resulted in the achievement of the net surplus target becoming more challenging.

Additional costs have been driven by the need to introduce leisure attendants to some schools and the introduction of charges from PPP partners and FM for access outside of core hours.

In addition, the Council approved a saving of £500K against community access at the time of the transfer of sports lets to Edinburgh Leisure on the basis this would lead to increased usage primarily. Whilst improving customer service and generating some increase in usage significant progress towards this target has been compromised due to the additional cost pressures the project has had to seek to manage.

The impact of the additional costs and the £500K approved saving has led to a budget pressure of over £1M.

Council at its budget meeting in February 2018 approved the introduction of non-core hour charges to customers. Council approved a motion at Full Council on 28th June 2018 asking for the introduction of the non-core hour charge to be postponed whilst a club impact assessment is carried out.

The detail of the club impact assessment is contained within this report.

Community access to secondary school sport facilities – impact of introduction of non-core hour charges

1. Recommendations

1.1 The Education, Children and Families Committee is asked to:

1.1.1 To note the content of the report.

2. Background

2.1 Motion from Cllr Staniforth approved by Council on 28 June 2018:

- 1) Notes that from August PPP1 and PPP2 schools will be charging clubs and societies leasing premises outside of core hours an additional £35/hour.
- 2) Notes that sports clubs have not been fully consulted on this price increase and have warned that it could cause clubs to have to close.
- 3) Notes that no assessment of the impact on sports clubs on other users was carried out in advance of the proposal being rolled out.
- 4) Notes that Edinburgh Leisure have tried to resolve this by offering clubs alternative premises but that this is not always possible and/or desirable; and only a matter of days before the end of school term clubs are reporting no clarity on lets available.
- 5) Therefore agrees to delay the imposition of the £35/hour non-core-hour extra charge at PPP schools while a full consultation with sports clubs and other affected bodies is carried out and for a report to be presented to full council or appropriate committee setting out the potential impacts and detailing options for mitigation.”

2.2 The transfer of management of secondary school sport facilities to Edinburgh Leisure began in October 2016 and to date 21 out of 23 secondary schools have been transferred.

2.3 As part of the business case for the transfer to Edinburgh Leisure it was recommended that Council and Edinburgh Leisure charges were harmonised given the disparity in prices for what were essentially identical sporting spaces.

2.4 Along with price harmonisation, the management of PPP costs and PPP 2 banked hours was analysed. These costs were incurred due to community access outside of core hours and resulted in annual charges of c.£250k for the last couple of

financial years. Core and non-core hours differ between CEC, PPP 1 and PPP 2 secondary schools (detailed in appendix 1).

- 2.5 For PPP 2 banked hours, the Council was allocated 4,000 hours per annum to allow community access. After the 4,000 hours had been utilised, the Council is charged c. £50 per hour for every additional hour used. The amount of use over the last few years exceeded 9,000 hours per annum which led to the unbudgeted six-figure bill.
- 2.6 With each school individually managing their own sports lets and no control mechanism in place, exceeding the allocated number of banked hours was inevitable.
- 2.7 The recommended solution was to use the 4,000 hours to create a framework of core opening times for Monday to Sunday across the PPP 2 schools. Any access requests for hours outside the framework would incur the non-core hour charge to cover the costs to the Council from the PPP 2 partner.
- 2.8 An additional challenge to managing community access has been the implementation of the Council approved phase 1 Facilities Management (FM) review covering janitorial services. This covers all non-PPP secondary schools and has resulted in a new core hour framework from 1 August 2018. In short, the new core hours are Monday to Saturday for 52 weeks of the year. Sundays are now designated as non-core therefore Communities & Families Directorate will be re-charged £45 per hour per school for community access to the CEC secondary school estate on this day.
- 2.9 When the Council managed the sports and non-sports related Community Access to Schools (CATS) budget it was set to deliver a net surplus of £960K a year. This covered income less direct costs but excluded the salary costs of CATS Co-ordinators. When the transfer of management of secondary school sports facilities to Edinburgh Leisure was agreed a saving of £500K was approved through the budget setting process. This saving was approved on the basis there would be additional income generated through increased usage and harmonisation of prices with Edinburgh Leisure rates. To acknowledge the reduced demands on Sport & Lifelong Learning, due to Edinburgh Leisure taking on the management of secondary school sports lets, £250K of this approved saving was applied against the staffing review of the service. The remaining £250K saving was added to the CATS budget increasing the net income target accordingly. The addition of annual inflationary income budget increases has resulted in the current net income target of £1.303m.
- 2.10 The expected net surplus from community access to secondary school sport facilities that is built into the department's budget becomes a budget pressure if this is not achieved. The table below details the income and costs borne by community access to secondary school facilities and how PPP and FM re-charges relate to the global financial context of this project.

2018/19 Budget	
Net surplus target (A)	£1,303K
Forecast Income	
Sports lets (managed by Edinburgh Leisure)	£1,052K
Non-sports lets (managed by CEC)	£370K
Total Income	£1,422K
Forecast Costs	
Leisure attendants, equipment, small maintenance	£536K
Management and booking administration	£288K
PPP and FM re-charges	£350K
Total costs	£1,174K
(Profit)/loss - income minus costs (B)	(£248K)
Budget pressure for Communities and Families Department (A minus B)	£1,055K

- 2.11 To mitigate this pressure income and costs will have to increase/reduce by this amount or savings found elsewhere within the department.
- 2.12 The income generated from sports lets during non-core hours amounts to approximately £180k. The PPP, FM and leisure attendant costs are approximately £400K resulting in a net cost of approximately £220K. This figure does not include utility costs therefore the overall subsidy will be higher.
- 2.13 The budget pressures are a result of the current model of service delivery, agreed between the Council and Edinburgh Leisure, and the associated facilities management challenges that have developed over the life of the project. The proposal to introduce a core / non-core hours model was designed to help mitigate some of these pressures.

3. Main report

Club impact assessment

- 3.1 For the purpose of the impact assessment, Edinburgh Leisure took bookings from a typical week in November 2017 when indoor space was well used. The usage was then multiplied by 40 weeks to give an indication of costs for clubs for term time lets.
- 3.2 The analysis does not include bookings at Wester Hailes Education Centre and is for sports use only.
- 3.3 From the information gathered, high level analysis showed that 11 out of the 22 secondary schools had lets during non-core hours. This covered 72 clubs that had a total of 106 lets each week.
- 3.4 If the £35 per hour non-core charge was implemented then the clubs using CEC schools would incur additional costs of £84,250 over 40 weeks and £214,600 for clubs using PPP schools.
- 3.5 Given that the majority of lets within the school estate are concessionary lets, it is junior clubs that would bear the largest share of these costs. Junior club lets amount to 165 hours per week (6,631 hours over 40 weeks), adult lets 62 hours per week (2,490 hours), student lets 15 hours (620 hours) and commercial lets 25 hours (1,020 hours).
- 3.6 The costs incurred from the non-core hour charges over 40 weeks would be £74,230 for adult clubs, £163,620 for junior clubs, £21,700 for student clubs and £31,512 for commercial clubs.
- 3.7 The mitigation strategy for clubs to avoid these charges was to move as many lets as possible from non-core into core hour slots. Analysis shows that there is capacity in all types of sport spaces within the school estate during core hours

Area	Number of non-core hours used by lets per week	Number of hours per week in core hours with no bookings
Games hall	123	165
Gym hall	26.75	257
Pool	37.5	46
3G	44	45
2G	4	148
Dance studio	34	149

Total	270	810
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- 3.8 The above table details the level of capacity available. Lets' using gym halls, 2G pitches and dance studios should be able to move into core hour slots. Whilst capacity exists within pools, 3G pitches and games halls during core hours, it is unlikely that all these lets could move into core hours due to length of time slots, clubs' requirement for particular days and location of schools with capacity.
- 3.9 The impact on clubs, should the non-core hour charge come into effect, is wide ranging. Some clubs and sports will see minimal impact where as some sports (particularly those using indoor spaces) could see large increases in their annual costs should they not be able to move their lets into core hours.
- 3.10 The biggest challenge is for clubs and sports using the school estate on a Sunday. One element of the mitigation strategy was to move non-core hour bookings within the PPP secondary school estate into Council run secondary schools. With the implementation of the phase 1 FM review for janitorial services there is no core hour space available on this day of the week at CEC schools and any use will now incur charges from FM which did not happen prior to the review. There are examples of junior clubs using sports halls for 8 hours on a Sunday and with the introduction of the non-core hour charge, this would result in an increase of 171% in annual costs for that one let. Due to costs for junior lets remaining at 17/18 prices for 18/19 and if junior clubs with lets on Sundays can move other lets they have through the week into core hours (or their lets are already in core hours), this would reduce the overall impact. The cost increase, however, would still be significant.
- 3.11 The table below details the price increase for each type of sport space for adult and junior clubs:

	Adult			Junior		
	18/19 Price (£) – per hour	18/19 Price with non-core charge (£) – per hour	Increase (%)	18/19 Price (£)- per hour	18/19 Price with non-core charge (£) – per hour	Increase (%)
Games Hall	40.3	75.3	86.8	20.6	55.6	169.9
Gym Hall	23.1	58.1	151.5	14.6	49.6	239.7
Pool (25m)	40.8	75.8	85.8	27.2	62.2	128.7

3G (1/3 of pitch)	27.11	62.11	129.1	15.2	50.2	230.3
3G (match – 2hrs)	70	140	100	38	108	184.2
2G (1/3 of pitch)	22.2	57.2	157.7	14.6	49.6	239.7
Dance Studio	24.8	59.8	141.1	14.6	49.6	239.7

3.12 The table below details case studies of club increases should they not be able to move their let into core hours:

Club / Space	Day	No of hours	18/19 price (£)	Including non-core charge (£)	Increase per week (£)	Increase per annum (£)	Increase (%)
Junior swimming	Sunday	2.5	68	155.5	87.5	3500	128.7
Junior gymnastics (games hall)	Sunday	6	123.6	333.6	210	8400	169.9
Junior cheerleading (gym hall)	Sunday	3	43.8	148.8	105	4200	239.7
Junior football match (3G)	Sunday	2	38	108	70	2800	84.2
Junior basketball (games hall)	Tuesday	3	61.8	166.8	105	4200	169.9
Student dance group (dance studio)	Thursday	3.5	51.10	173.6	122.5	4900	239.7

- 3.13 A club consultation exercise was carried out in October 2018 with a survey on the Council's Consultation Hub. The survey was drafted in partnership with ClubSportEdinburgh, Basketball Scotland and Edinburgh Leisure. All current school sport let holders were invited to complete the survey which was also distributed through the above partners' networks. The Council received 125 responses. A consultation event with an invited group of clubs was also organised to discuss the issues in further detail.
- 3.14 From the 125 responses, 2 duplicated responses were received, and 7 clubs completed more than one response. 12 of the responses confirmed they did not use secondary schools for training or matches.
- 3.15 The school used the most from the clubs completing the survey was Portobello High School (29 clubs) followed by Forrester/St Augustine's (24), Broughton (14), Royal High School (10) and Leith Academy (9). All other schools were used by 6 or less clubs.
- 3.16 Football the main sport played by clubs completing the survey (59) followed by netball (9), basketball (8), badminton (7), volleyball (6), rugby (4), swimming (4) and dance (4).
- 3.17 The number of lets clubs had was wide ranging. Clubs from swimming, football and basketball had the most lets with some using school sport spaces up to 15 times each week.
- 3.18 59 clubs were adult, 33 junior and 33 had both adult and junior sections. 40 clubs were for males, 13 for females and 71 were both male and female. Membership size ranged from up to 25 (34 clubs), 26 to 50 (29), 51 to 75 (7) and 76+ (55).
- 3.19 68 of the clubs responding to the survey confirmed that they catered for people with disabilities and/or additional support needs and most clubs had an inclusion policy that covered the following areas:

Attracting those who may not traditionally take part in sport	78 clubs
Breaking down barriers to participation in your sport	79 clubs
Helping those who are inactive to become active	87 clubs

- 3.20 81 clubs confirmed that the introduction of the non-core hour charge would affect them.
- 3.21 Clubs were asked about options they had considered to mitigate the impact of the charges and the responses are detailed in the table below:

Moving non-core hour bookings into core hours at the same school	23
Moving lets to a different school	24
Moving lets to an Edinburgh Leisure sports facility	30
Moving lets to a non-Council sports facility	49

3.22 When asked if clubs would be able to implement any of the above actions 7 clubs said they would, 45 clubs said they would not and 27 clubs were unsure.

Challenges for clubs with moving time and/or location of lets included:

- Availability of space and capacity at alternative locations
- Clubs rooted in local community
- Cost of extra travel distance
- Commitments and clashes with members' commitments to other sports, clubs, and activities
- Fixtures organised by leagues and associations – therefore clubs unable to change

3.23 45 clubs confirmed they had been able to determine the financial and/or non-financial impact of the charges on their organisation and 32 clubs said they had not been able to do this. The increase in costs calculated by clubs were on the whole in-line with increases detailed earlier in this report.

3.24 Clubs were also asked to detail the non-financial impact. Most of feedback focused on membership and growth. Comments included:

- Loss of members due to extra travel distance
- Increase in subs would lead to reduced membership
- Clubs sustainability in question, possibly having to fold
- Growth of clubs, leagues and sport hindered
- Reduction in opportunities for young people
- Impact on health and well-being in SIMD areas

3.25 Clubs were also invited to give additional comments to the proposals. A summary of the responses is detailed below:

- Facility access is already too expensive
- Costs are too prohibitive for most families

- Reduction of pathways within sports
 - Sport should be as cheap as possible for children
- 3.26 A club consultation event was also held on Wednesday 7th November 2018. The top 25 clubs affected by the introduction of the non-core charge were invited to meet with officials from the Council, Edinburgh Leisure, clubspotedinburgh and Basketball Scotland.
- 3.27 9 clubs attended the event and the discussion was led by four questions: 1) What is your club's vision/aspirations for the next 5 years? 2) What is the financial impact on your club if the additional charge is introduced? 3) Is relocation to a different venue to move non-core hour bookings into core hours a realistic option for your club? 4) What is the current demographic of your club and how could these charges impact on individuals?
- 3.28 The responses to the question on the clubs' vision and aspirations have been summarised below:
- Clubs, overall, were keen to expand and grow
 - Growth in girls' sports such as netball
 - Clubs have invested in school facilities to support growth
 - Repopulation of areas within city is increasing demand
 - Shortage of facilities on a Sunday is stifling growth
 - Facility access is stifling growth
- 3.29 On the financial impact on clubs the following points were raised:
- Negative impact on communities
 - Clubs would fold
 - Long term sustainability of clubs is uncertain
 - Clubs would have to look elsewhere for facilities which could include outside of Edinburgh
- 3.30 When discussing the possibility of relocation to an alternative venue issues raised included:
- The amount of time taken to find alternative spaces was a stretch on volunteer resources
 - Concern over loss of membership if members (particularly young people) currently walk to venue and new location would require use of transport
 - Availability, quality, and standard of alternative spaces
 - Leagues were open to using alternative venues

- Some clubs were not focused on a school and would be open to moving
- New clubs could be created in schools to accommodate new players
- Programmes run by clubs are, in some instances, developed for the local community therefore could not be relocated
- Changing historic kick-off times may put people off playing sport

3.31 The final question was on demographics and impact on individuals:

- All clubs had an inclusiveness policy and fees were not means tested
- Most clubs catered for young people and adults
- Strong views that adults would stop playing sport to ensure their children could continue
- Potentially pricing young people from SIMD areas out of sport
- Several clubs supporting PE and Active Schools programmes around the city
- Programmes developed to support older people, target groups and those who would traditionally not take part in sport
- Lack of growth in clubs reducing opportunities for people to play sport

4.1 Measures of success

- 4.1 Increased use of secondary school sports facilities
- 4.2 Address and resolve budget pressure from community access to secondary school sports facilities.
- 4.3 Successful partnership working with Edinburgh Leisure, national governing bodies, ClubSportEdinburgh and sports clubs.

5.1 Financial impact

- 5.1 The project has several financial pressures. These pressures represent the true cost of enabling community access and are not a result of the approach taken to the transfer of secondary school sport facilities to Edinburgh Leisure.
- 5.2 Pressures have arisen from additional saving targets, recharges from the PPP contractors, recharges introduced for CEC schools following the FM review and provision of leisure attendants to enable community access to school sport facilities.
- 5.3 Due diligence undertaken estimates the budget pressure for 2018/19 at £1.05M.
- 5.4 The Council and Edinburgh Leisure are working together to mitigate the identified pressures such as control of PPP 2 costs, price harmonisation and management of opening hours.

- 5.5 Introduction of the core hours' model is estimated to mitigate the financial pressure by approximately £220K through reduced costs where bookings are moved into core hours and/or additional income from users to use facilities in non-core hours.

6. Risk, policy, compliance, and governance impact

- 6.1 The transfer to Edinburgh Leisure of the management of community access to school sports facilities which, while not without risk, does support the Council's existing policies on improving health and well-being through greater participation in physical activity and sport, in line with national priorities and policies.

7.1 Equalities impact

- 7.1 An Integrated Impact Assessment (IIA) will be completed in due course.

8. Sustainability impact

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

9. Consultation and engagement

- 9.1 Regular meetings have taken place with CEC officers, Club Sport Edinburgh, Basketball Scotland, and Edinburgh Leisure to discuss the completion of the club impact assessment and the club consultation exercise.
- 9.2 A club survey was completed through the Council's Consultation Hub and a meeting with sports club representatives took place.

10. Background reading/external references

- 10.1 [Corporate Policy and Strategy Committee Report 4 October 2016](#)
- 10.2 [Corporate Policy and Strategy Committee Report 14 June 2016](#)
- 10.3 [Education, Children, and Families Committee 24 May 2016](#)
- 10.4 [Corporate Policy and Strategy Committee Report 17 May 2016](#)
- 10.5 [Corporate Policy and Strategy Committee Report 29 September 2015](#)
- 10.6 [Culture and Sport Committee 11 March 2014](#)

10.7 [Education, Children, and Families Committee 15 August 2017](#)

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11. Appendices

None.

Education, Children and Families Committee

10.00am, Tuesday, 11 December 2018

Revenue Monitoring 2018/19 – month five position

Item number	7.6
Report number	
Executive/routine	
Wards	
Council Commitments	

Executive Summary

The report sets out the projected month five revenue monitoring position for the Communities and Families service, based on analysis of actual expenditure and income to the end of August 2018 and expenditure and income projections for the remainder of the financial year. Following approval of a number of changes to Chief Officer roles at Council on 3rd May 2018, the Safer and Stronger Communities service is now realigned to Communities and Families and monitoring projections for this service are included in this report.

The total projected (full year) unfunded budget pressure is currently £12.6m, partially offset by mitigations identified to date totalling £6.5m, resulting in a net residual unfunded budget pressure of £6.1m.

The Executive Director of Communities and Families is fully committed to making all efforts to identify management action to reduce the budget pressures. However, given the magnitude of these pressures, there is the potential for a significant level of overspend, estimated at £5m at this stage. A clearer monitoring position will be established as further mitigation measures are implemented. This was reported to the Finance and Resources Committee on 4 December 2018 as part of a Council-wide revenue monitoring update. A further update will be reported to the Finance and Resources Committee on 24 January 2019, and to this committee on 5 March 2019.

Revenue Monitoring 2018/19 – month five position

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
- 1.1.1 note the net residual budget pressure of £6.1m which remains at month five, and the estimated £5m potential overspend;
 - 1.1.2 note that approved savings in 2018-19 total £2.84m, with £2.115m on track to be delivered in full and £0.725m assessed as red and non-deliverable this financial year;
 - 1.1.3 note that the Executive Director of Communities and Families is taking measures to reduce budget pressures and progress will be reported to the Finance and Resources Committee on the 24 January 2019 and to the meeting of this committee on 5 March 2019.

2. Background

- 2.1 The total 2018-19 revised net budget for Communities and Families is £383.2m.
- 2.2 This report sets out the projected overall position for the Communities and Families revenue expenditure budget for 2018/19, based on analysis of month five data.
- 2.3 With effect from 2018/19, the Communities and Families Directorate now includes the Safer and Stronger Communities area of service.

3. Main report

Overall Position

- 3.1 As at month five, the Communities and Families Directorate is projecting net budget pressures of £6.1m for 2018/19 as a result of increasing costs in several demand-led areas of service.

Unfunded Budget Pressures - £12.6m

- 3.2 To date, projected unfunded budget pressures of £12.6m have been assessed. The main service areas affected include temporary accommodation, home-to-school transport, rising school rolls, community access to schools and the increased use of out-of-Council area placements linked to accommodating a number of Unaccompanied Asylum-Seeking Children (UASC) within the city. Management

action of £6.5m has been identified, which leaves a net residual budget pressure of £6.1m. Appendix 1 provides further details on these areas of pressure and mitigating action.

- 3.3 Communities and Families is fully committed to making all efforts to identify mitigations to reduce the emerging pressures, and a strategy has been developed to identify and implement management actions required to address these. This includes vacancy control measures, a review of reserves, identification of income generation opportunities, an examination of the scope to stop or reduce planned levels of expenditure, and the identification of any spend-to-save opportunities. However, given the magnitude of these pressures, there is the potential for a significant level of overspend, estimated at £5m at this stage.

Savings Delivery – Approved Savings 2018/19 Budget

- 3.4 The approved budget savings for Communities and Families for 2018/19 total £2.840m. Progress in the delivery of the savings programme is reviewed regularly.
- 3.5 A red, amber, green (RAG) analysis has been undertaken in consultation with Heads of Service. This indicates that, on the basis of actions planned or already undertaken, £2.115m of savings are on track to be delivered in full (green). Savings relating to Home to School Transport (£0.400m), Advice Service (£0.175m) and senior management efficiencies (£0.150m) have been assessed as non-deliverable (red) in this financial year and form part of the overall budget pressures total. Further details are included in Appendix 2.

4. Measures of success

- 4.1 The measure of success will be the achievement of a balanced revenue budget position for Communities and Families for 2018/19 and successful delivery of approved savings.

5. Financial impact

- 5.1 The report highlights projected net budget pressures of £6.1m for 2018/19. This position is subject to active monitoring, management of risks and identification of further mitigation.

6. Risk, policy, compliance and governance impact

- 6.1 The delivery of a balanced budget outturn for the year is the key target. The risks associated with cost pressures, increased demand and savings delivery targets are regularly monitored and reviewed, and management action is taken as appropriate.

7. Equalities impact

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

8. Sustainability impact

8.1 There are no negative sustainability impacts on carbon, adaptation to climate change or sustainable development arising from this report.

9. Consultation and engagement

9.1 There has been no external consultation and engagement arising directly from this report.

10. Background reading/external references

10.1 None

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11. Appendices

11.1 Summary of forecast net revenue budget pressures;

11.2 Summary of approved budget savings 2018-19

Appendix 1

Forecast Areas of Budget Pressure and Management Action

	Pressure	Mitigation	Net residual pressure	Description
Service area	£m	£m	£m	
Safer & Stronger Communities - Temporary Accommodation	3.9	1.9	2.0	Pressure in B&B, Short Term Lets and Managed Units with increasing average length of stay due to lack of 'move-on' accommodation, offset by underspends in Private Sector Leasing scheme and commissioned services
Home to School Transport	2.3		2.3	Full year effect of 2017/18 pressure plus increase in demand. The pressure includes £0.4m of unachieved approved 2018/19 savings
Out of Council Residential	2.3		2.3	Increases required in 2017/18 due to a large increase in Unaccompanied Asylum-Seeking Children requiring accommodation within the Council's own resources
Schools	1.5		1.5	Demographic pressures in DSM staff budgets due to rising school rolls
Edinburgh Leisure - Community Access to Secondary Schools	0.8		0.8	Out-of-hours management of sports lets transferred to Edinburgh Leisure with approved savings attached
Disability - Transitions	0.4	0.5	-0.1	Cost of supporting three cases prior to transfer to H&SC at age 19, offset by staff vacancies.
Other projected variances of £0.3m or less	1.4	0.8	0.6	Various
Fostering, kinship, adoptions and daycare		1.2	-1.2	Lower than budgeted use of foster care, partially offset by increase in kinship.
Secure services		0.8	-0.8	Budget for 8.5 beds, average use to date has been 6 which is forecast to continue
Early Years		0.7	-0.7	Staff vacancies
SSC - Family & Household Support		0.6	-0.6	Staff vacancies following review
TOTAL	12.6	6.5	6.1	

Appendix 2

Summary of approved budget savings 2018-19 with RAG assessment

Proposal description/ area	Approved 2018-19 saving £m	Saving RAG assessment		
		Red	Amber	Green
SCHOOLS & LIFELONG LEARNING				
Reviewing Early Years services to deliver efficiencies	0.885			0.885
Edinburgh Leisure	0.270			0.270
	1.155	0.000	0.000	1.155
CHILDREN'S SERVICES				
Home to School Transport	0.400	0.400		
Review of Support Staff in Special Schools	0.148			0.148
Reduce residential provision by four beds	0.267			0.267
	0.815	0.400	0.000	0.415
DEPARTMENT-WIDE SAVINGS				
Transformational efficiencies	0.200			0.200
Budget realignment	0.245			0.245
Senior Management efficiencies	0.150	0.150		
Inflationary efficiencies in contracts	0.100			0.100
	0.695	0.150	0.000	0.545
SAFER & STRONGER COMMUNITIES				
Advice Services review	0.175	0.175		
TOTAL	2.840	0.725	0.000	2.115

Education, Children and Families Committee

10am, Tuesday, 11 December 2018

The Growing City, School Roll Projections and Future Accommodation Requirements

Item number 7.7
Report number
Executive/routine
Wards
Council Commitments [28](#)

Executive Summary

This report provides updated school roll projections in Appendix 1. The projections indicate where new school accommodation will be required across the city in future years and the report provides a summary of projects which now need to be progressed.

The financial implications of progressing these projects will be reported to the Finance and Resources Committee on 1 February 2019 so that budget requirements can be considered as part of the Council's budget setting process in February 2019.

The Growing City, School Roll Projections and Future Accommodation Requirements

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note all the school accommodation projects which require to be progressed to address rising school rolls throughout the city.
 - 1.1.2 Agree that a report outlining the full financial implications of these future accommodation requirements is submitted to the Finance and Resources Committee on 1 February 2019.

2. Background

- 2.1 The Council is committed to updating and publishing school roll projections every year in December. The projections are used to identify schools which will require future accommodation to be provided to address a rising school roll. They are also the basis for an annual update of the Education Infrastructure Appraisal associated with the Local Development Plan Action Programme which identifies the timescales for extensions and new schools required as a result of the growing city.
- 2.2 The projections are therefore the starting point for further analysis by the school estate planning team in relation to the future accommodation which is going to be required to be delivered through the rising rolls programme or as a new school project. The projection methodology is published on the Council's website. In order to estimate future pupil numbers the projections take into account the latest birth data available for the NHS, the most recent new housing delivery estimates provided by planning colleagues and recent trends in every school.
- 2.3 The recent [Edinburgh by Numbers](#) report indicates that the overall population of Edinburgh is estimated to grow by approximately 40,000 between 2016 and 2026 with a further 36,000 increase by 2041. However, over this period the percentage of the population aged 0-15 will fall and the absolute number of 0-15 year olds towards the end of the period will also start to fall. This trend is already starting to materialise in the school roll projections with city births continuing to fall at an average of 2% a year for the last 5 years.
- 2.4 However, despite the fall in birth rates over the next ten years the overall primary school roll at city level is estimated to grow slightly while the secondary school roll is projected to rise sharply as the rising rolls move in that sector. For the later years

of the projections, where actual birth data cannot be used, National Records for Scotland (NRS) birth rate estimates for Edinburgh are utilised. The most recent NRS data continues to estimate that birth rates will be rising in these later years.

- 2.5 However, even with the use of the NRS data, primary schools which have no significant new housing development in their catchment area and where the drop in birth rates is greater than the city average are starting to show drops in their school rolls over time. These complex demographic patterns demonstrate why it is essential to continue to update the projections on an annual basis to ensure that going forward Edinburgh has an efficient and effective school estate.

3. Main report

- 3.1 The detailed school roll projections for each school over the next 10 years are included in Appendix 1. The projections show potential accommodation issues at several schools and indicate how these will be addressed. The three main ways of addressing through accommodation solutions are the rising rolls programme, school extensions or new schools.
- 3.2 A summary of the accommodation projects which now need to be progressed are:

School	Summary of Project	Funding/Budget
New Maybury Primary School	The projections show this new school should now be progressed with a statutory consultation during 2019 and the school delivered by August 2022 at the earliest.	Local Development Plan (LDP)
New Brunstane (former EDI site) Primary School	The projections show this new school should now be progressed with a statutory consultation during 2019 and the school delivered by August 2022 at the earliest.	LDP
New Builyeon Road Primary School	The projections show this new school should now be progressed with a statutory consultation during 2019 and the school delivered by August 2022 at the earliest.	LDP
Dean Park Primary School and Currie Primary School	The outcome of the statutory consultation currently in progress will determine whether further accommodation is required at both of the schools or just Dean Park Primary School. If the project is just at Dean Park Primary school then an extra 5 classes will be required. If it is split between the two schools then due to less efficient class organisations, 2 additional classes would be required at Dean Park Primary School and 4 at Currie Primary School.	Developer's contributions and LDP

Kirkliston Primary School	Temporary accommodation (4 classrooms) requires to be provided for August 2019. The Committee has agreed a statutory consultation being progressed to determine where an additional 4 permanent classrooms would be located. In the longer term a second primary school is likely to be required in Kirkliston and this should be considered in future development plans in line with the potential for a secondary school in the Kirkliston area (see West Edinburgh High Schools update below).	Developer's Contributions, Rising Rolls and LDP
Ratho Primary School	The projections show additional accommodation will be required at Ratho Primary School and ultimately the school will require to be a double stream, 14 class school. A rising rolls working group will be established at the school to consider the best way of achieving the required growth. Possibilities for extending the school into the community centre and future opportunities to accommodate the services the community centre currently provides elsewhere need to be considered and all relevant stakeholders will need to be involved in an appropriate engagement exercise.	Rising Rolls
Buckstone Primary School	The projections for this school show it might breach its capacity slightly in future years. Due to the scale of the issue significant additional accommodation may not be required. However, it is recommended that a rising rolls working group is established in order to discuss options.	Developer's contributions Rising Rolls
Fox Covert Primary School	The projections show this school requires additional accommodation. The rising rolls building delivered in August 2016 was designed in a way that it could be extended to accommodate future rising rolls in this school and Fox Covert St Andrew's RC Primary School. It is recommended that this extension is now delivered.	Rising rolls LDP
Castleview Primary School	Due to the growth in pupils from new housing in the area the LDP Action Programme indicates 3 extra classrooms will be required at this school along with an extension to the dining room by August 2021. The projections have confirmed this is now required and this project should be progressed.	LDP
St Cuthbert's RC Primary School	The projections for this school suggest it will breach its capacity slightly in future years. Due to the scale of the issue significant additional accommodation may not be required. However, it is recommended that a rising rolls working group is established in order to discuss options.	Rising Rolls

<p>St Joseph's RC Primary School and Fox Covert St Andrew's RC Primary School</p>	<p>The Local Development Plan Action Programme indicates that 4 RC Primary School classes will be required at Fox Covert St Andrew's RC PS or St Joseph's RC PS (SJ's). The projections show that at least one of these classrooms will be required at SJ's and a rising rolls working group will be established to look at opportunities for increasing the capacity at this school. Broomhouse PS will also be involved in the working group because it is a shared campus.</p> <p>The extra capacity for Fox Covert St Andrew's RC PS will be provided through the extension of the existing rising rolls building on the joint campus which the school are already sharing with Fox Covert Primary School.</p>	<p>LDP</p>
<p>St David's RC Primary School</p>	<p>The LDP Action Programme indicates 2 RC Primary School classes are required at St David's RC Primary School by August 2021. The projections confirm this is now required to be delivered.</p>	<p>LDP</p>
<p>St John Vianney RC Primary School</p>	<p>The LDP Action Programme indicated 4 classes at either St John Vianney RC PS or St Catherine's RS PC would be required by August 2019. A new nursery is being delivered at St John Vianney RC PS which will allow the space in the school currently occupied by the nursery classes to be reconfigured for use by the primary school.</p> <p>The projections show that this work will require to be delivered in line with the early years' programme.</p>	<p>LDP</p>
<p>St Catherine's RC Primary School</p>	<p>The LDP Action Programme indicated 4 classes at either St John Vianney RC PS or St Catherine's RS PC would be required by August 2019. The projections show that the school will breach its capacity slightly in 2019 and 2020 however this can be addressed through the continued use of team teaching at the school. In the longer term St Catherine's has been identified as requiring replacement because of its condition and the projections indicate that the new school should have more capacity in the longer term.</p>	<p>LDP and School replacement</p>
<p>Boroughmuir High School</p>	<p>A project is already being progressed to deliver additional accommodation at Boroughmuir High School and will be delivered as soon as possible. Until then the school will be required to accommodate all expected pupils through more efficient timetabling and set organisation. In the longer term the projections suggest the school may again struggle to accommodate all the expected catchment pupils. At that point there would be no options for further expansion of the school and</p>	<p>Rising Rolls</p>

	catchment review would have to be considered. It is therefore proposed the annual projections update are monitored closely for Boroughmuir High School and if by December 2020 there still appears to be future capacity issues that a catchment review is progressed at that point.	
James Gillespie's High School	The rising rolls issue at James Gillespie's High School is considered in more detail in the section below on Gaelic Medium Education.	Rising Rolls
The Royal High School	The projections show that additional capacity will be required at this school and it is recommended that a rising rolls working group will be established to consider options. The earliest any new accommodation is likely to be delivered is for August 2021 and until then the school will be required to accommodate all expected pupils through more efficient timetabling.	Rising Rolls
Firhill High School	The projections for this school suggest it will breach its capacity slightly in future years. Due to the scale of the issue significant additional accommodation may not be required. However, it is recommended that a rising rolls working group is established in order to discuss options.	LDP
West Edinburgh High School/s	The LDP Action Programme states that additional capacity will be required to address the expected number of secondary pupils in West Edinburgh. There is also a requirement for additional capacity to be delivered for the Kirkliston area due to the knock on effect of the expected housing growth in Queensferry. The recent informal consultation in West Edinburgh concluded that a site for a secondary school in or near Kirkliston should be investigated and opportunities continue to be considered with landowners in the area. While the proposed additional capacity for the Royal High School and the updated projection for Craigmount High School suggest that the requirement for a new high school in the Gogarburn/IBG area could possibly be delayed until after 2023 it is considered that work to identify a site for this school and establish an initial design scope for the project continue to be progressed.	Rising Rolls LDP

3.3 Where the projections show a school's capacity being breached and there is not a solution proposed in the table above it is because the expected roll will be able to be accommodated through team teaching in primary schools. For secondary schools more efficient timetabling/set organisation, capacity reviews or restricting

admissions to baptised RC pupils in RC schools will be considered. The capacities shown for each school are notional and in a team teaching/efficient timetabling situation schools can operate beyond their notional capacity without it affecting the quality of the learning and teaching provision in the school.

Gaelic Medium Education (GME)

3.4 The strategic growth plan for GME was approved by the Education, Children and Families Committee on 9 October 2018 and made a commitment to:

- By February 2020 - Confirm locations and secure funding for new GME early years and primary facilities and a new dedicated GME secondary school.
- By November 2020 – complete statutory consultation to establish the location and catchment area for new early years and primary facilities and the location for a new dedicated GME secondary school.

3.5 The projection for Bun-Sgoil Taobh na Pairce in Appendix 1 is based on current P1 intakes. The following projection provides an estimate of future primary school pupil numbers with an additional 40 P1 pupils requesting GME from August 2021 onwards as a result of creating additional early years places in August 2019 and August 2020.

School	Capacity	Classes	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Bun-sgoil Taobh na Pairce	434	15	376	409	428	469	523	572	601	644	684	721	721

3.6 In this scenario additional capacity would be required to be created at Bun-Sgoil Taobh na Pairce for August 2021 (which can be achieved through internal reconfiguration if required) and that by 2025 the numbers of pupils, although unevenly distributed across the year groups, represents a requirement for more than a three stream school.

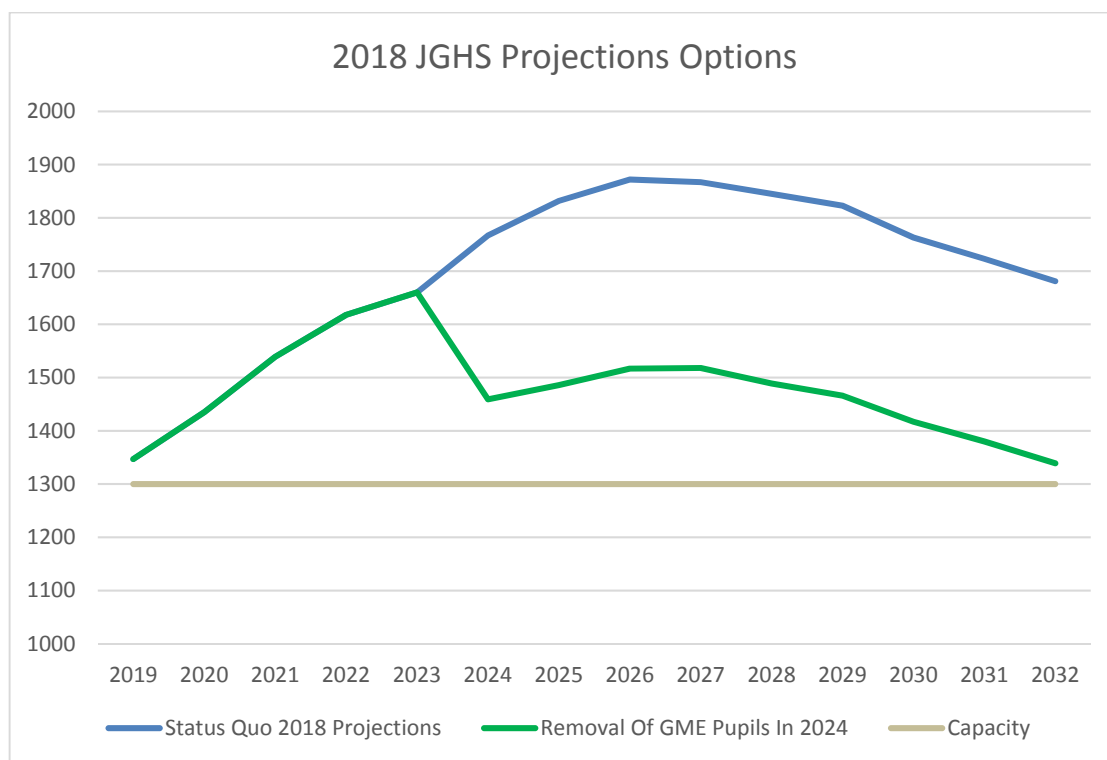
3.7 GME secondary education is currently provided at James Gillespie’s High School and the projection for this school shows that additional capacity for up to 600 pupils will be required over the next 10 years. A project to deliver temporary accommodation on the main school site for August 2019 is being progressed but further accommodation will be required by 2021 or 2022. At present the best opportunity to provide this accommodation would be to refurbish Darroch and use it as an annexe for the High School. This Annexe could have a GME focus and help to assist with the transition to the new dedicated GME High School by 2024.

3.8 Darroch would require to be refurbished but all of the extra capacity would not be required for JGHS. This would allow the spare capacity to begin to be used for additional GME primary capacity in the city with the long term possibility that over time a second GME primary school could be accommodated at Darroch.

3.9 With the intention to deliver a new GME secondary school by 2024 and to have the statutory consultation for this new school completed by November 2020, this would mean that any GME pupils who begin secondary education at James Gillespie's High School from August 2021 could be made aware they will transfer to the new GME secondary school in August 2024. In this scenario a revised projection for James Gillespie's High School compared to the full projection would be as follows:

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Status Quo 2018 Projections	1347	1435	1539	1618	1660	1767	1832	1872	1867	1845	1823	1763	1723	1681
Removal Of GME Pupils In 2024	1347	1435	1539	1618	1660	1459	1486	1517	1518	1489	1466	1417	1380	1339

3.10 The following graph shows the same information and demonstrates that over time for James Gillespie's High School the roll would fall and the capacity at Darroch would not be required in the longer term, freeing it up to become a dedicated primary school which in the future could accommodate 400-500 pupils.



3.11 Further detailed work and engagement on these proposals requires to be progressed and a budget established for the delivery of a dedicated GME secondary school before a statutory consultation could be taken forward. In the meantime it is recommended that a refurbishment project is progressed for Darroch with the aim of improving the building so it could provide secondary capacity for an interim period but would ultimately be suitable as a permanent primary school facility.

Other issues

3.12 The projections show that the rising rolls wave of pupils is moving into the secondary sector with the growth at primary level starting to be focused on growth

areas of the city. Some primary schools out with the city's growth areas show signs of reducing rolls in the future as a result of the current falling birth rate being projected forward as P1 intakes.

- 3.13 Areas of growth in the city where further new primary schools might be required in the future are Granton Waterfront, Gilmerton Station Road and East of Milburn Tower, the latter of which will depend on whether planning permission is ultimately granted by Scottish Ministers. New secondary schools are required in West Edinburgh and extra capacity is planned as existing schools are replaced through the Wave 4 programme. Further primary and secondary schools may be required in the longer term if large sites across and on the periphery of the city are developed for housing.
- 3.14 Providing an efficient school estate in a city where the overall population is growing, there is no certainty over whether birth rates will rise or fall and there is a necessity to reduce the capital and revenue expenditure across public sector estate is complex. The [Asset Management Strategy Transformation Programme](#) report to the Finance and Resources Committee on 27 September 2018 approved that a service led design approach at a local level including the re-provisioning and co-location of existing services into single sites and strategic reviews of specific areas would be progressed. The Committee also approved that for all future capital build projects, a scoping exercise would be undertaken to identify how co-located community facilities can be delivered as an integral feature of each project.
- 3.15 In order to meet all of these objectives Communities and Families will engage with colleagues throughout the Council and wider partner organisations to ensure that all opportunities to develop an efficient and fit for purpose future lifelong learning estate are explored. Central to this approach will be early engagement with local communities through the service design approach to ensure that any future infrastructure proposals have the support of all necessary stakeholders before being progressed.

Special School Estate and Inclusion

- 3.16 The school estate planning team has carried out an initial review of future requirements for children with additional support needs with colleagues in Children's Services. The outcome of this review is that all planning for all schools needs to take into account the breadth of need within our schools. In addition, we will create opportunities to improve provision for special schools through an integrated campus model which will enable the shared use of facilities and collaborative practice. This could include increasing provision of language classes in mainstream schools and ensuring the designs of new schools continue to evolve so they can provide appropriate environments and spaces to meet the needs of all pupils.
- 3.17 These opportunities will be explored further with any financial implications reported in the report to the Finance and Resources Committee on 1 February 2019.

4. Measures of success

- 4.1 The provision of sufficient accommodation for all schools in Edinburgh.
- 4.2 Comparing the 2017 projections with the 2018 start of session intake, the accuracy for both the primary and secondary roll totals were within a 0.8% margin of error.

5. Financial impact

- 5.1 There are significant capital and revenue financial implications associated with delivery of the projects outlined in this report. The school estate planning team is therefore working with colleagues in Strategic Asset Management and Finance to ensure a full assessment of the financial implications is presented to the Finance and Resources Committee in January 2019.
- 5.2 The report to the Finance and Resources Committee will therefore outline all the budget requirements which will require to be put forward in to the budget setting process in February 2019.

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.
- 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.

7. Equalities impact

- 7.1 There are no negative equality or human rights impacts arising from this report. All new infrastructure will be delivered in line with legislative requirement and Integrated Impact Assessments will be progressed where necessary.

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 All the necessary statutory consultation and engagement requirements will be adhered to during the delivery of any project linked to this report.

10. Background Reading

- 10.1 The [Education Infrastructure Appraisal](#) prepared as a supporting document for the Local Development Plan Action Programme

Alistair Gaw

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11. Appendices

11.1 Appendix 1 – School roll projections.

Appendix 1 - Primary School Roll Projections

School	Capacity	Classes	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	Solution
Abbeyhill Primary School	231	9	157	159	153	152	149	144	143	140	139	139	139	
Balgreen Primary School	420	14	358	367	351	336	316	308	303	299	294	297	300	
Blackhall Primary School	504	18	453	450	431	425	424	405	392	380	378	375	387	
Bonaly Primary School	462	16	441	439	442	456	448	447	445	438	442	443	441	
Broomhouse Primary School	259	10	215	224	231	222	204	202	198	196	201	205	197	
Broughton Primary School	462	16	392	403	395	396	405	412	414	415	416	418	421	
Brunstane Primary School	420	14	214	205	218	230	234	246	252	269	288	285	286	
Brunsfield Primary School	630	21	605	600	584	566	567	553	554	557	544	559	569	
Buckstone Primary School	462	16	429	431	500	508	497	506	516	515	511	449	465	Rising Rolls
Bun-sgoil Taobh na Pairce	434	15	376	409	428	429	444	455	445	450	452	451	453	GME Strategy
Canal View Primary School	420	14	352	351	318	300	304	299	289	288	287	307	306	
Carrick Knowe Primary School	504	18	363	350	337	307	299	303	289	289	287	290	294	
Castleview Primary School	434	15	309	370	412	463	500	519	544	567	605	635	650	LDP
Clermiston Primary School	476	17	461	466	472	486	475	461	459	454	460	463	461	
Clovenstone Primary School	434	15	232	228	224	213	201	193	185	175	175	175	175	
Colinton Primary School	315	12	159	142	135	133	118	114	106	107	109	110	111	
Corstorphine Primary School	630	21	562	542	542	560	581	632	687	706	745	776	819	LDP Maybury PS
Craigentiny Primary School	420	14	272	273	275	292	294	297	293	298	298	300	299	
Craiglockhart Primary School	476	17	401	388	371	364	345	319	308	307	308	308	306	
Craigour Park Primary School	560	20	477	477	454	470	472	483	481	505	517	534	535	
Craigroyston Primary School	434	15	283	309	315	317	338	339	351	357	366	376	380	

Cramond Primary School	476	17	441	438	441	448	448	462	459	474	482	493	507	LDP Maybury PS
Currie Primary School	546	19	484	526	570	604	620	654	674	680	688	686	698	LDP/Risin g Rolls
Dalmeny Primary School	112	5	91	97	102	112	120	134	150	151	160	164	165	LDP Builyeon RD PS
Dalry Primary School	420	14	247	238	241	243	234	243	248	245	258	259	259	
Davidson's Mains Primary School	630	21	570	565	554	540	511	514	507	499	492	487	489	
Dean Park Primary School	476	17	463	476	473	464	465	443	432	435	414	413	424	
Duddingston Primary School	434	15	395	368	363	371	375	371	368	360	383	383	383	
East Craigs Primary School	476	17	421	431	428	414	417	413	426	427	422	423	436	
Echline Primary School	315	12	288	291	295	297	304	305	315	348	372	391	423	LDP Builyeon RD PS
Ferryhill Primary School	420	14	361	368	373	369	363	356	347	347	347	339	344	
Flora Stevenson Primary School	630	21	597	592	597	577	566	557	558	558	561	567	586	
Forthview Primary School	434	15	413	426	434	439	450	450	459	465	465	465	472	LDP Granton
Fox Covert ND Primary School	294	11	288	301	317	331	346	350	352	359	367	359	362	LDP/Risin g Rolls
Fox Covert St Andrew's RC Primary School	217	8	162	161	152	156	162	176	186	195	203	211	219	LDP
Gilmerton Primary School	546	19	458	490	535	577	632	678	720	738	773	791	803	LDP Broomhills
Gracemount Primary School	560	20	502	530	517	528	539	552	562	593	619	657	665	LDP Broomhills
Granton Primary School	560	20	461	479	493	528	557	536	550	587	619	635	661	LDP Granton
Gylemuir Primary School	504	18	507	517	505	487	482	490	488	475	487	497	506	Team Teaching
Hermitage Park Primary School	420	14	322	320	314	308	293	295	292	292	292	293	293	

Hillwood Primary School	84	4	62	63	66	78	85	88	86	91	90	94	93	LDP Maybury PS
Holy Cross RC Primary School	315	12	323	322	315	317	305	297	293	296	300	302	313	Team Teaching
James Gillespie's Primary School	630	21	596	624	627	603	573	559	554	544	537	530	555	
Juniper Green Primary School	434	15	390	406	391	378	385	397	409	425	410	414	421	
Kirkliston Primary School	560	20	582	642	720	784	867	920	964	998	1021	1026	1021	Rising Rolls
Leith Primary School	476	17	384	370	366	357	348	359	365	363	376	391	401	
Leith Walk Primary School	420	14	223	210	201	179	167	153	140	135	130	130	125	
Liberton Primary School	476	17	458	464	465	476	465	458	466	478	487	496	499	LDP
Longstone Primary School	315	12	270	260	256	246	229	207	194	183	165	165	165	
Lorne Primary School	259	10	230	229	213	206	189	179	171	155	151	151	151	
Murrayburn Primary School	420	14	375	374	369	332	337	325	325	326	324	323	344	
Nether Currie Primary School	210	7	156	163	168	164	170	171	171	173	173	173	173	
Newcraighall Primary School	210	7	173	194	213	218	223	241	269	298	331	364	393	LDP New School
Niddrie Mill Primary School	434	15	295	310	326	323	321	320	318	310	308	307	307	
Oxgangs Primary School	434	15	382	358	355	357	350	350	350	351	358	362	362	
Parsons Green Primary School	420	14	352	338	318	311	307	296	292	290	285	304	303	
Pentland Primary School	504	18	464	452	459	462	455	463	463	470	475	474	473	
Pirniehall Primary School	329	13	279	255	258	248	260	272	297	304	333	337	359	LDP Granton
Preston Street Primary School	315	12	294	281	271	249	231	222	210	195	188	182	182	
Prestonfield Primary School	294	11	197	188	187	179	174	172	171	171	171	174	178	
Queensferry Primary School	504	18	453	465	462	482	514	526	535	545	560	579	590	Rising Rolls
Ratho Primary School	294	11	263	303	341	349	370	381	397	405	398	397	400	Rising Rolls
Roseburn Primary School	294	11	269	265	266	261	245	242	237	229	226	232	228	

Royal Mile Primary School	210	7	142	140	137	127	125	127	120	115	112	113	113	
Sciennes Primary School	630	21	662	666	640	642	630	614	592	585	576	595	587	Team Teaching
Sighthill Primary School	294	11	248	247	260	243	230	221	212	207	204	201	211	
South Morningside Primary School	630	21	643	652	656	671	659	664	670	662	671	681	673	New School
St Catherine's RC Primary School	210	7	214	220	224	231	232	236	243	251	256	264	266	LDP
St Cuthbert's RC Primary School	210	7	209	217	215	218	212	214	216	213	212	214	222	LDP
St David's RC Primary School	329	13	303	308	310	324	326	333	336	347	355	360	372	LDP
St Francis' RC Primary School	315	12	251	264	266	282	303	316	315	314	322	330	333	Team Teaching
St John Vianney RC Primary School	259	10	272	264	252	259	274	285	298	294	304	312	317	LDP
St John's RC Primary School	434	15	363	357	363	362	356	356	349	356	366	376	385	
St Joseph's RC Primary School	329	13	324	324	331	342	340	336	327	324	325	329	332	LDP
St Margaret's RC Primary School	210	7	120	129	122	134	152	160	170	181	192	201	211	
St Mark's RC Primary School	210	7	148	138	133	131	118	118	117	119	121	122	121	
St Mary's RC Primary School (Edin.)	434	15	348	343	330	333	317	312	304	306	305	309	310	
St Mary's RC Primary School (Leith)	420	14	353	349	334	324	318	310	311	314	314	321	329	
St Ninian's RC Primary School	315	12	256	264	271	269	258	250	258	256	252	254	252	
St Peter's RC Primary School	434	15	389	375	366	354	341	334	326	332	327	330	335	
Stenhouse Primary School	420	14	350	355	355	353	346	340	330	324	323	324	327	
Stockbridge Primary School	294	11	254	261	241	243	228	226	218	213	207	211	210	
The Royal High Primary School	420	14	329	355	332	336	340	367	369	372	373	390	385	
Tollcross Primary School	315	12	238	249	273	258	260	255	240	224	224	197	196	

Towerbank Primary School	630	21	636	612	586	543	507	482	466	431	418	417	416	
Trinity Primary School	630	21	578	577	588	575	578	569	568	568	589	598	623	
Victoria Primary School	315	12	282	287	285	259	263	257	258	261	270	289	310	
Wardie Primary School	560	20	519	516	502	490	470	444	430	421	414	408	414	
Totals	35,945	1,264	30,883	31,203	31,277	31,280	31,253	31,337	31,465	31,665	32,057	32,463	32,975	

Secondary School Projections

School	Notional Capacity	2018 Actual Roll	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	Solution
Balerno High School	850	734	764	815	844	865	887	907	907	927	927	927	Wave 4
Boroughmuir High School	1200	1255	1294	1346	1405	1493	1545	1551	1598	1621	1679	1666	Rising Rolls
Broughton High School	1200	1108	1131	1145	1153	1168	1206	1235	1235	1235	1252	1263	Rising Rolls
Castlebrae High School	600	180	236	305	378	452	539	609	633	634	635	642	New School
Craigmount High School	1400	1161	1210	1266	1283	1339	1397	1423	1448	1464	1481	1481	LDP
Craigroyston High School	600	544	561	580	593	609	632	632	639	644	670	689	Rising Rolls/LDP
Currie High School	900	714	729	748	781	831	844	879	907	935	961	967	Wave 4
Drummond High School	600	356	360	383	416	448	465	473	475	470	461	454	
Firrhill High School	1150	1189	1222	1246	1255	1263	1264	1263	1248	1244	1236	1236	Rising Rolls
Forrester High School	900	697	715	745	790	817	813	828	827	824	807	796	
Gracemount High School	650	597	608	637	664	694	718	759	750	750	750	766	LDP
Holy Rood RC High School	1200	1043	1098	1161	1221	1258	1300	1337	1357	1361	1358	1371	Restrict to Baptised RC Pupils
James Gillespie's High School	1300	1261	1347	1435	1539	1618	1660	1767	1832	1872	1867	1845	Rising Rolls/GME
Leith Academy	950	911	910	932	958	984	985	987	987	988	976	976	LDP
Liberton High School	850	600	639	716	776	841	908	977	1022	1080	1137	1175	Wave 4
Portobello High School	1400	1375	1418	1440	1462	1471	1471	1489	1475	1475	1475	1473	Rising Rolls
Queensferry High School	1000	850	907	957	1028	1062	1137	1228	1305	1392	1487	1607	New School/Rising Rolls (Kirkliston)
St Augustine's RC High School	900	720	777	844	863	921	955	980	989	1004	1037	1036	LDP
St Thomas of Aquin's RC High School	750	765	794	823	825	848	848	880	864	862	859	841	Rising Rolls
The Royal High School	1200	1268	1288	1325	1327	1368	1410	1467	1485	1491	1524	1503	Rising Rolls
Trinity Academy	950	821	851	873	912	938	969	991	998	1001	1001	997	Wave 4
Tynecastle High School	900	606	606	637	654	670	690	706	728	733	738	733	
Wester Hailes Education Centre	750	326	347	368	396	412	421	432	425	414	398	382	
TOTAL	22,200	19,081	19,812	20,727	21,523	22,370	23,064	23,800	24,134	24,421	24,716	24,826	

Education, Children and Families Committee

10am, Tuesday, 11 December 2018

Update on South East Improvement Collaborative

Item number	7.8
Report number	
Executive/routine	
Wards	
Council Commitments	28

Executive Summary

This report outlines the progress made following the establishment of the South East Improvement Collaborative and asks Committee to note the focus on collaboration to improve attainment, reduce the poverty related attainment gap and to share practice.

Update on the South East Improvement Collaborative

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the progress which has been made.
 - 1.1.2 Request a further annual update.

2. Background

- 2.1 The South East Improvement Collaborative (SEIC) was formed in response to the Scottish Government's Education Governance: Next Steps paper published in June 2017 which was in itself a response to the Delivery Plan and Consultation document: Empowering Teachers. Further information can be found in Appendix 1 – SEIC Regional Plan.
- 2.2 The Next Steps paper outlined the expectation that Regional Improvement Collaboration across Scotland should be established.
- 2.3 The South East Improvement Collaborative formed as a collaborative space where the local authorities of Edinburgh, Scottish Borders, East Lothian and Midlothian Councils work together to improve the delivery of education and thus, outcomes for learners.
- 2.4 SEIC workstreams are seen to be additional and of 'added value' to those which can be provided by local authorities working alone.

3. Main Report

- 3.1 Collaboration across all levels of the 'system' is seen as important for improvement¹. This can occur within and across class, school, cluster and authority. It is particularly helpful in ensuring consistency of practice, collective responsibility and agency.

¹ 'Improving Schools in Scotland: an OECD Perspective', 2015

- 3.2 Collaboration at this level is also evident in the Integrated Regional Employability and Skills Programme (IRES), which supports the Edinburgh and South East Scotland City Deal.
- 3.3 The ultimate aim of both strategies is that all citizens, including those in disadvantaged communities, have better career prospects and real power in the labour market.
- 3.4 The shared vision for the South East Improvement Collaborative is:
“working together, empowering all, improving outcomes.”
- 3.5 To realise the vision, various workstreams have been created. These are based on analysis of data gleaned from stakeholders, local government benchmarking and school plans.
- 3.6 Each workstream is designed to impact on the skills and support for teachers, and the outcomes of learners. In the current plan, these are:
 - 3.6.1 Maths and numeracy
 - 3.6.2 Improved Outcomes for children living in Poverty
 - 3.6.3 Quality Improvement
 - 3.6.4 Data and Analysis
 - 3.6.5 Professional Learning and Leadership
- 3.7 Each workstream is led by a senior officer from within the SEIC with membership including school leaders and partners.
- 3.8 A Workforce and Resource Plan has been drafted to support implementation. This includes a range of seconded posts to be based across the SEIC, namely
 - 3.8.1 Quality Improvement Manager
 - 3.8.2 7 Quality Improvement Officers (1 of which based in Edinburgh)
 - 3.8.3 2 Education Support Officers (1 of which based in Edinburgh)
- 3.9 Funding for these posts has been granted by Scottish Government as part of a grant of £1.2 million.
- 3.10 Elected members and senior officers oversee the work of the Collaborative as members of the SEIC Oversight group.
- 3.11 The SEIC Board has representation from school leaders, partners and officers.
- 3.12 Workstream leads report into the Board at regular intervals.
- 3.13 Various Engagement Groups are in place which inform and support development.

4. Measures of Success

- 4.1 Measures of success for each workstream are indicated within the plan.

It should be noted that, in such a short space of time since the genesis of the Regional Improvement Collaboratives, the short term measures of success are restricted to the emergence of new working practices, improved relationships and the sharing of information. Hard measures are anticipated to follow.

5. Financial Impact

- 5.1 The report has been reviewed to establish financial risk or benefit. As funding accompanies the establishment of the RICs, at this time there are no financial implications.

6. Risk, policy, compliance and governance impact

- 6.1 This report has been prepared assuming the continuation of the Regional Improvement Collaboratives as a key tenet of Education policy in Scotland.

7. Equalities impact

- 7.1 Promoting inclusion, improving accessibility and provision for effective Additional Support for Learning are explicit objectives within the work of the SEIC.
- 7.2 Equalities impact assessments will be carried out as a requirement of any appropriate work.

8. Sustainability impact

- 8.1 Any Communities and Families assets which are improved or delivered as a result of this plan is designed to be coherent 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 will be conducted in line with the procedures set out in the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014.

10. Background reading/external references

None.

Alistair Gaw

Executive Director of Communities and Families

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11. Appendices

11.1 Appendix 1 – SEIC Plan



SOUTH EAST IMPROVEMENT COLLABORATIVE REGIONAL IMPROVEMENT PLAN

PHASE 2 SEPTEMBER 2018



Note

- When using the term 'school' throughout this document we are referring to schools and early learning and childcare settings.
- When using the term 'parent' throughout this document we are referring to parents and carers.
- When using the term 'practitioner' we are referring to all staff working in schools and early learning and childcare settings.
- Getting it right for every child (GIRFEC) is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people by offering the right help at the right time from the right people.

Feedback/comments can be sent to each local authority using the following email addresses:

- SEIC@edinburgh.gov.uk
- SEIC@eastlothian.gov.uk
- SEIC@fife.gov.uk
- SEIC@midlothian.gov.uk
- SEIC@scotborders.gov.uk

**This draft South East Improvement Collaborative Plan has been noted
by the Oversight Group (Conveners and Chief Executives) on 30 August 2018
but is still subject to political approval in each of the constituent local authorities.**

Contents

Rationale for Regional Collaboration.....2

The Establishment of Regional Improvement Collaboratives.....3

Context of South East Improvement Collaborative4

Our Local Context5

Vision for South East Improvement Collaborative (SEIC)7

Our Regional Improvement Plan8

Current Strategic Priorities9

School Priorities10

Current Performance.....11

 Analysis Undertaken.....11

 Review of Current Outcomes – high level messages for the South East Region.....11

 Next Steps12

Stakeholders’ Views13

 The Views of Our Staff.....13

 Feedback from Engagement Sessions with Headteachers and Officers.....13

 The Views of Other Stakeholders15

 Evidence from local surveys of children and young people.....15

 Feedback from Engagement Sessions with Children and Young People16

Our Planned Actions18

 Improving Attainment and Achievement, including closing the attainment gap.....18

 Quality Improvement in Schools and Early Years settings22

 Networks within SEIC26

 Areas of interest available across SEIC27

 Planned leadership opportunities to develop collaborative culture across SEIC.....29

A Workforce and Resource Plan to Support Delivery30

 Quality improvement in school and early years settings.....30

 Improving attainment and achievement, including closing the attainment gap.....31

 Budget Request outwith Workstreams33

Risk Assessment.....34

 Risk Register for South East Improvement Collaborative.....34

Implementing Our Improvement Plan.....35

 Managing the Implementation of the Plan35

 Evaluating the Impact of the Plan35

 SEIC Group Members36

 Engagement Groups.....37

Appendix 1 – Systems of support for local authority and school improvement38

Rationale for Regional Collaboration

A report published in 2015 'Improving Schools in Scotland: An OECD Perspective' recognised Scotland's high regard for education, trust towards teachers' professional judgment and their widespread engagement with Curriculum for Excellence. The report noted that its implementation was varied and recognised a need to strengthen "middle" operating through networks and collaboratives among schools, and in and across local authorities. It highlighted the need to address the gaps between the high and low-performing authorities. A number of other key points were made in relation to improvement through collaboration.

A developing body of research is also now available to support the need for collaboration and how impactful it can be by producing system-wide change, ensuring greater consistency, creating a culture open to change and improvement, developing a strong sense of self-efficacy and collective responsibility to improve attainment for all.

In their report in June 2018, the International Council of Education Advisers recognised that "Scotland has a strong track-record of collaboration and consensus in implementing education policy" and that Regional Improvement Collaboratives (RICs) have a potentially significant role to play in further developing this tradition.

"We believe in reinforcing the 'middle' through fostering the mutual support and learning across local authorities, together with schools and networks of schools." (OECD 2015)

"The quality of teacher collaboration positively influences teacher performance and student achievement." (Ronfeldt et al, 2015)

"OECD Countries that have higher rates of and stronger support for professional collaboration get stronger results." (Fullan and Hargreaves 2016)

"The RICs are emerging as a new and potentially powerful infrastructure to build professional capacity and to instigate pedagogical change." (International Council of Education Advisers Report June 2018)

The South East Improvement Collaborative recognises that the accountability for improvement remains with each local authority and that the regional improvement collaborative exists to provide added value or additionality. By working collaboratively at establishment, local authority, Regional Improvement Collaborative and national level we believe that we can accelerate progress in our priority areas giving the best chance for us to achieve excellence and equity for all of our children.

Our Collaborative recognises that as the International Council of Education Advisers noted the "collaborative imperative should be the central focus of system improvement." Our goal as a collaborative is to develop a culture of learning from each other, looking outwards to partners and ensuring the conditions are right to generate whole system change. For this to be successful we must empower our teachers, practitioners and leaders to have the freedom to innovate and the confidence to share their learning. Our plan sets out the next stage in our journey together, towards achieving this goal.

The Establishment of Regional Improvement Collaboratives

The idea of the Regional Improvement Collaborative was first introduced in the Education Governance: Next Steps document published in June 2017. More detail was provided in the steering group paper Education Governance: Improvement Collaboratives agreed by COSLA, SOLACE, ADES and the Scottish Government on the functions to be undertaken by each Improvement Collaborative.

Six Regional Improvement Collaboratives have been established across Scotland. The functions of the Regional Improvement Collaborative must support and directly contribute to nationally and locally identified priorities with the overall objective of empowering our teachers, parents, partners and communities to deliver excellence and equity for all our children and young people.

The Regional Improvement Collaborative is expected to provide excellent educational improvement support for headteachers, teachers and practitioners drawing on Education Scotland staff, local authority staff and partners. It is also expected to provide a coherent focus for all partners across the region through a Regional Collaborative Improvement Plan, aligned to the National Improvement Framework. It will facilitate collaborative working across the region, including sharing best practice, supporting collaborative networks and pursuing partnership approaches.

A plan to describe the work of the Regional Improvement Collaborative will take account of the following functions over time;

- reflect the full range of functions agreed by the Local Government/Scottish Government Steering Group;
- be based on a detailed analysis of all available evidence on educational performance within the region;
- draw on data and information from other key sources such as health, justice and local community planning information;
- make clear how schools will access the support for improvement they require;
- make clear to headteachers what is being provided by the RIC, what is being provided by their individual local authority, and where to go for specialist advice;
- support continuous improvement in curriculum design and development, including literacy and numeracy and other national priorities, such as STEM, 1 + 2 languages, DYW and the Learner Journey;
- be underpinned by a clearly understood approach to improvement/theory of change/change model;
- include clear information about how the RIC will go about measuring progress/the impact of the plan;
- be designed in a 'bottom-up' manner, based on the needs and improvement priorities of schools;
- outline clearly how key partners such as parents, communities, third sector and young people have contributed to the development of the plan;
- include how priorities will be delivered and outline the professional learning offer from the collaborative;
- include subject specific support and advice across all eight curriculum areas, for example through networks of teachers

Context of South East Improvement Collaborative

The South East Improvement Collaborative is the term being used to describe the collaboration between City of Edinburgh, East Lothian, Fife, Midlothian and Scottish Borders to improve schools, early learning settings and other services for children and young people.

Geographically, the South East of Scotland is a large and diverse area. Overall, the geography of the South East Region broadly resembles that of Scotland as a whole, with similar proportions living in rural areas, small towns and urban areas.

However, there are significant variations within the region, as the table below shows. The region includes: Scotland’s second largest city (Edinburgh), three of the ten largest settlements in Scotland (Kirkcaldy, Dunfermline and Glenrothes), other large urban areas (particularly in Midlothian), small towns and large rural areas (particularly in East Lothian and Scottish Borders).



Local Authority	Rural areas settlements of <1,000 people	Small towns etc settlements of 1,000-10,000	Urban areas settlements of >10,000 people
East Lothian	11.0%	35.2%	53.7%
Edinburgh (City of)	0.4%	0.0%	99.6%
Fife	7.1%	21.3%	71.6%
Midlothian	7.0%	3.3%	89.7%
Scottish Borders	32.2%	40.0%	27.8%
SEIC	7.2%	14.2%	78.7%
Scotland	10.8%	14.3%	74.9%

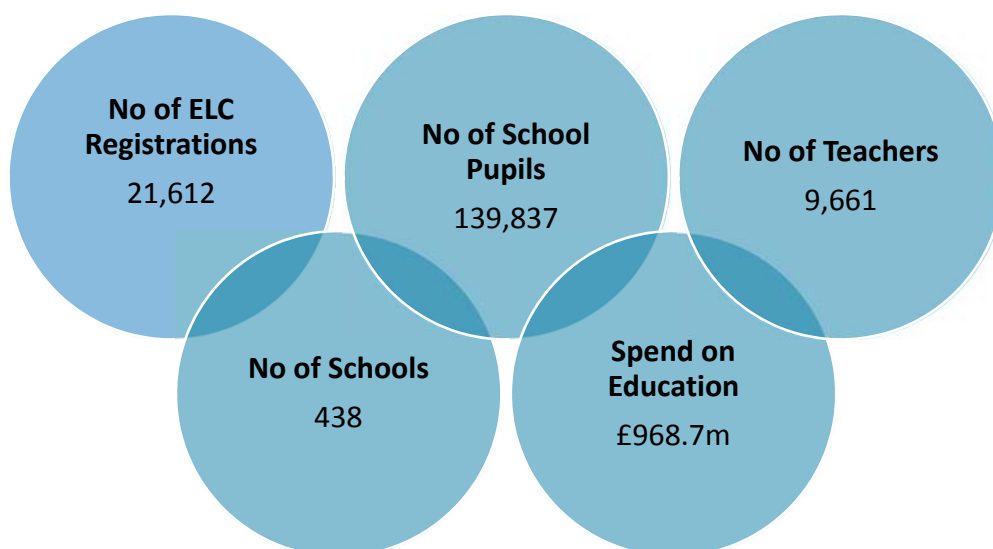
The labour market in South East Scotland shows a similar degree of variety. Although the region as a whole enjoys lower unemployment than the national average, there are communities within the region that face significant problems of high unemployment.

There is a need to take a more integrated and collaborative approach to public investment that will give disadvantaged individuals better career prospects and real power in the labour market, while helping businesses to find talented workers more easily and have the desire and confidence to invest in them over the long term. The Integrated Regional Employability and Skills (IRES) Programme of the Edinburgh and South-East Scotland City Region Deal aims to address both of these challenges by supporting work across the private, public and third sectors to enhance opportunities for the region’s most disadvantaged communities and vulnerable individuals. The South East Improvement Collaborative will support IRES in its work to improve life chances of the region’s most disadvantaged and vulnerable young people.

Our Local Context

The collaborative region covers almost 3,000 square miles with a population in excess of 1.1 million people.

The region’s school system is also large, as is shown in the infographic below.



The table on the following page provides an overview of some key statistics that are currently available, regarding geography, demography, social context and service provision for the South East Collaborative region. In addition to the challenges recognised by currently available social context data (e.g. SIMD and free school meal registrations) the region has significant populations: living in conditions of hidden social disadvantage – particularly rural poverty, and facing multiple barriers to participation and learning. These are particularly challenging issues given the sheer scale of rurality in Scottish Borders (32.2%) and across significant areas of East Lothian, Fife and Midlothian.

A key goal of this plan is to develop improved ways of identifying, targeting and addressing these significant regional and national challenges. This will involve a collaborative approach to using digital skills, technology and other innovative approaches to reduce barriers arising from rurality, which SEIC recognises will be needed if all children, young people and families in the region are to benefit from the added-value provided by SEIC.

	City of Edinburgh	East Lothian	Fife	Midlothian	Scottish Borders
Population	513,210	104,840	371,410	90,090	115,020
No of CYP aged 0-17	86,478	21,365	72,081	19,254	21,479
Area	102 square miles	262.2 square miles	512 square miles	136.6 square miles	1,827 square miles
% of Children Living in Poverty	14.4%	12.3%	17.6%	15.8%	12.1%
% of School Pupils Living in SIMD deciles 1 & 2	20.5%	4.1%	22.6%	10.9%	7.4%
% of Children meeting developmental milestones	79.2%	84.8%	78.8%	85.8%	80.2%
FMR P4-P7	13.1%	9.9%	20.7%	16.2%	11.9%
FMR Secondary	10.2%	8.1%	17%	12.9%	10.2%
Funded registrations for Early Learning & Childcare	8,895	1,885	6,866	2,040	1,926
No. of Pupils	49,637	14,104	49,155	12,378	14,563
No. of Schools	123	41	162	40	72
No. of Teachers	3,281	935	3,498	892	1,055
Spend on Education	£333.4m	£90.8m	£337.7m	£93.7m	£112.9m

Sources:

- National Records of Scotland: Mid-2017 population estimates Scotland
- HMRC: Personal Tax Credits – children in low-income families local measure (snapshot as at 31 August 2015)
- Improvement Service: Local Government Benchmarking Framework 2016-17
- Scottish Government: School Education Statistics
- Scottish Government: Scottish Local Government Financial Statistics 2016-17 – total spend on education across all sectors.

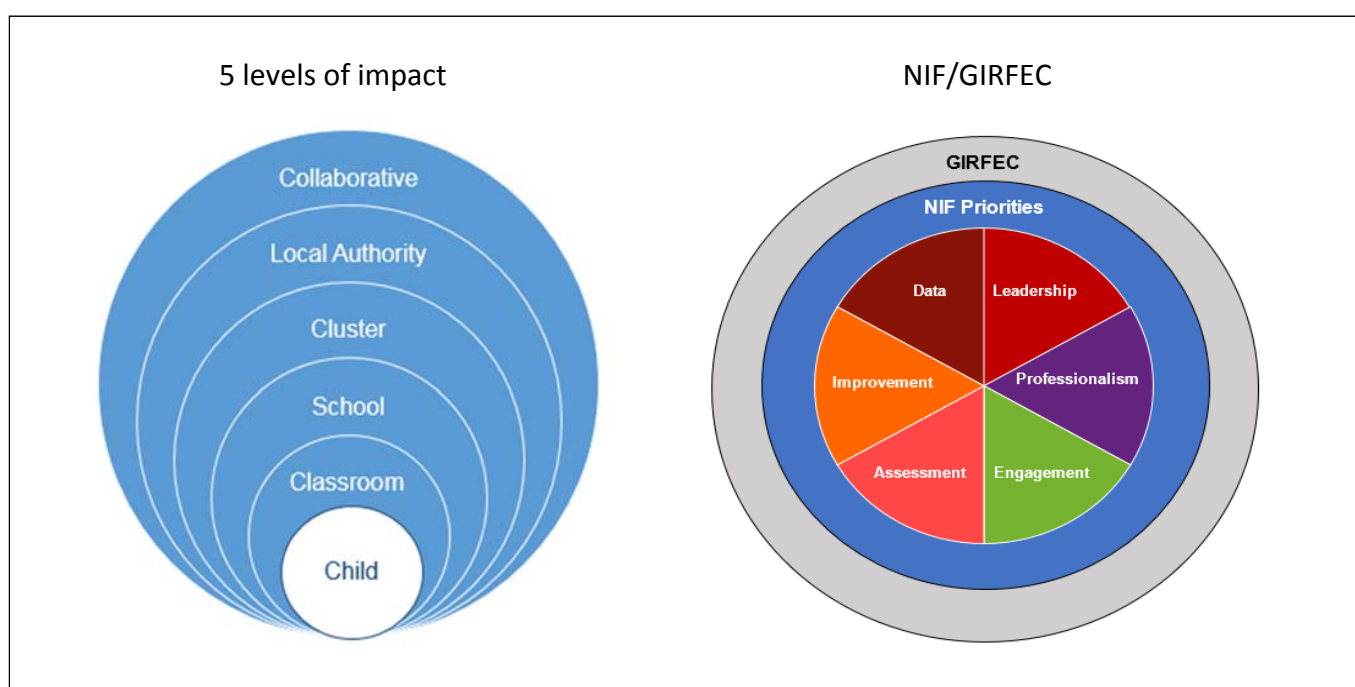
Vision for South East Improvement Collaborative (SEIC)

By working collaboratively, the partners within the South East Improvement Collaborative, have agreed a **shared vision**:

“working together, empowering all, improving outcomes”

As a South East Improvement Collaborative our work is based on the National Improvement Framework and GIRFEC, taking account of how we will improve outcomes and close the attainment gap by having impact at the 5 levels below.

Figure 1



The South East Improvement Collaborative is committed to getting to know each other’s contexts through a thorough analysis of our data and through building trusting and respectful relationships as we develop our vision and priorities going forward.

Our plan has a focus on the key areas that we have identified from our analysis of Children’s Services Plans, local authority education plans, school plans, a data set built on the National Improvement Framework outcomes and what our staff, parents and children and young people are telling us.

The aims of the South East Improvement Collaborative are:

- 1. Improving our attainment and achievement, including closing the attainment gap;**
- 2. Improving quality in our schools and early years’ settings.**

Our Regional Improvement Plan

Local authorities play a key role in the support system for Scottish schools. They have the overarching legal responsibility for managing the local school system and for ensuring that schools improve. They are also lead partners within the statutory arrangements for community planning in Scotland, providing accountability and a strong alignment between:

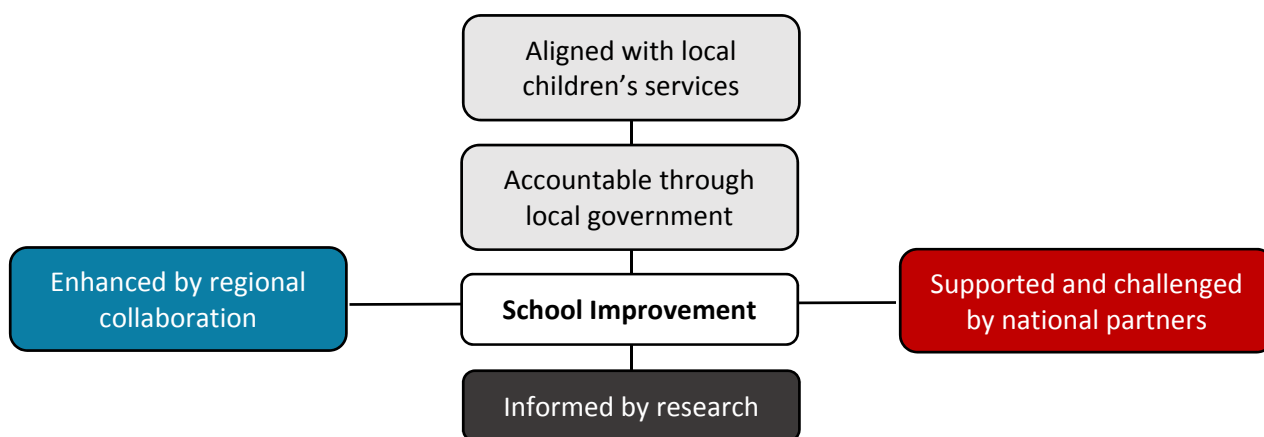
- School improvement planning in schools across the local authority area;
- Improvement planning under the National Improvement Framework at local authority area
- Strategic planning of children’s services;
- The development of Local Outcomes Improvement Plans (LOIPs) as part of the community planning process;

The national system supports improvement at each level of the local system, through arrangements for inspection and assessment to support self-evaluation and improvement.

Regional Improvement Collaboratives have a key role to play in supporting improvement between schools and local authorities in the collaborative region, strengthening the support for school improvement within the National Improvement Framework. This will directly benefit the local authority and local schools, but will also help to strengthen the capacity of children’s services partnerships for improvement too.

Research underpins all parts of this system of support, from professional enquiry and practitioner research, through research activity within schools and local authorities, to academic research at national and international level. The knowledge and experience gained from this evidence base and its application in a classroom setting is shared via resources like the National Improvement Hub.

An overview of this support is given in detail in appendix 1 and summarised below.



The South East Improvement Collaborative has a key role to play within this system of support for school improvement, facilitating mutual support between schools and local authorities across the region, and enhancing the capacity within the region to support school improvement. By adding value through collaborative working it will: raise attainment and achievement; help to deliver excellence and equity; develop work related to GIRFEC and tackling attainment inequity; share expertise across the Collaborative to effect change; maintain local democratic accountability; contribute to the growth of the regional economy; and contribute to relevant Edinburgh City Deal outcomes

Current Strategic Priorities

During development of the initial Improvement Plan for SEIC in late 2017, an analysis was undertaken of the key strategic priorities in the strategic plans for education of the five local authorities in the collaborative. The plans analysed during this exercise were National Improvement Framework improvement plans for the school session 2017/18. Improvement plans for the school session 2018/19 are due to be finalised and published during August 2018 and have not been analysed for the purposes of this update to the SEIC plan. However, from feedback received during completion of the current SEIC plan, it is clear that the priorities originally identified remain key priorities for each local authority.

Summary of analysis previously undertaken

The analysis was done under the key headings from the National Improvement Framework – equity, literacy and numeracy, wellbeing and employability. The analysis showed a high level of synergy across a number of key topic areas, but also highlighted a number of areas that are a particular focus across the 5 local authorities at this time.

In terms of the national priority outcomes, aspects of the following were identified by all five authorities as a focus for improvement:

- Improving attainment, including literacy and numeracy
- Closing the attainment gap
- Improving employability and delivering the *Developing the Young Workforce* agenda.

Whilst there was a strong focus on Health and Wellbeing, generally, there was a particular focus on Mental Health and Emotional Wellbeing in each of the five authorities.

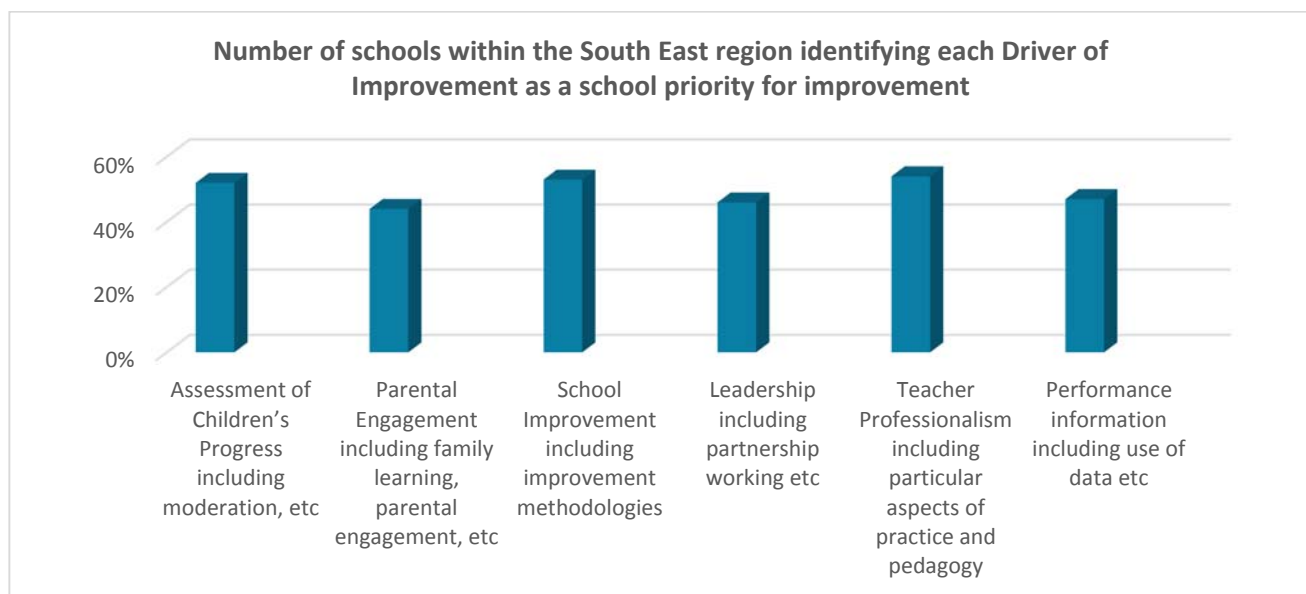
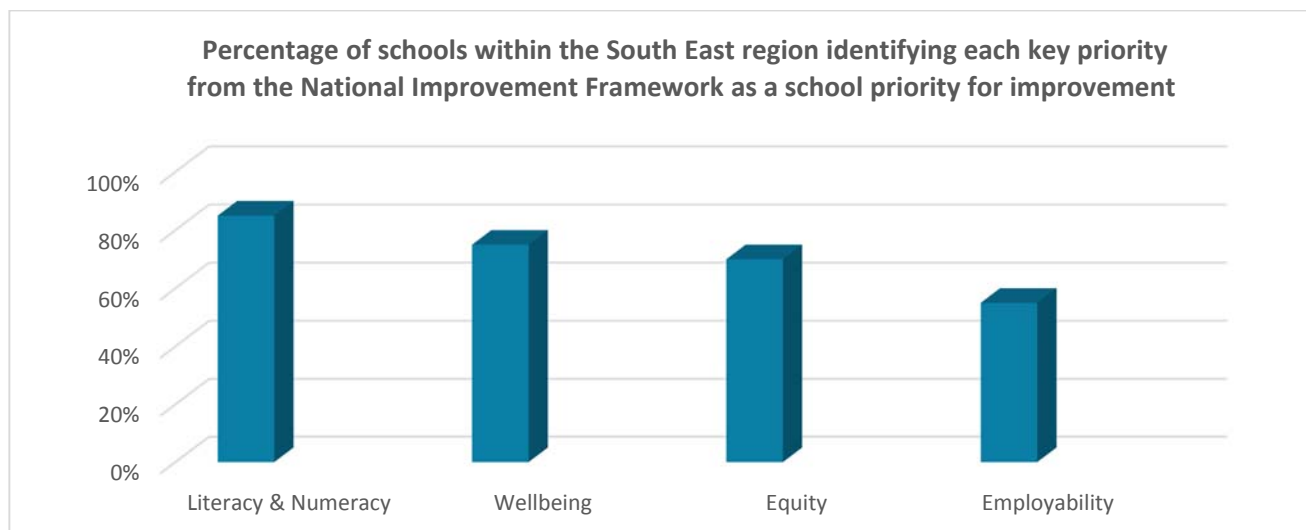
All of the five authorities also placed a strong emphasis on:

- Embedding GIRFEC approaches.
- The role of family engagement and support for parenting skills, to enable successful prevention and early intervention.
- Improving outcomes for our most vulnerable children and those with the most significant needs (including Looked After Children, those on the child protection register and those with significant Additional Support Needs).

In terms of the key drivers for improvement, there was a strong focus across the five authorities on the importance of effective self-evaluation and evidence-based approaches to improvement. This was supported by a strong focus, generally, on the effective use of data to support improvement and the importance of leadership.

School Priorities

As with the strategic priorities of the SEIC local authorities, no additional analysis has been possible to provide an updated view of school priorities for the school session 2018/19. However, feedback gained during the development of this plan (including from engagement with headteachers) has corroborated the view gained from the initial analysis. The figures below summarise the key findings gained from the initial analysis of school priorities.



As may be noted from the figures above schools across the South East region have a range of improvement priorities, covering all of the key priorities and drivers for improvement within the National Improvement Framework.

The current workstreams of the Improvement Collaborative have been informed by the areas of highest demand identified through this exercise.

Current Performance

Analysis Undertaken

A key task in working together and empowering all, is understanding the current performance of the schools and local authorities within the South East region. In order to achieve this a review of current performance within the South East Improvement Collaborative was undertaken during the preparation of the initial Improvement Plan. This looked at data for schools within the collaborative, the five SEIC local authorities and the collaborative itself. Where appropriate, outcomes were benchmarked against national performance, performance across all 32 local authorities in Scotland and the virtual comparator (for senior phase outcomes). The analysis helped to identify areas of strength and areas for improvement, where data was available to support like-for-like comparisons across the region and nationally. It also helped to confirm areas where further work is required to improve the consistency of data, e.g. by improving the support for moderation of CfE levels across local authorities.

The analysis included a review of data across a wide range of outcomes for children and young people, including:

- Participation of young people aged 16-19 years old and positive destinations from school
- SQA and other attainment of school leavers, including literacy, numeracy and wider attainment
- Achievement of CfE levels across the Broad General Education
- Early years outcomes (27 – 30 month review)
- Other measures of wellbeing, including P1 healthy weight
- Attendance, absence and exclusion

The measures that were reviewed provide an overview of outcomes against the *key priorities* within the National Improvement Framework. In addition, analysis has been undertaken of available data for the *drivers of improvement* – in particular outcomes from school inspections

Since the initial analysis was undertaken updated data has become available for a number of measures, including: positive destinations from school. For other key measures – most notably SQA attainment for year groups – no additional/new data has been published since the initial SEIC improvement plan was published.

Analysis of the data has focussed on key messages from trends in the data, particularly where SEIC performance differs consistently from the national pattern. The high-level messages below relate to these areas of performance.

Review of Current Outcomes – high level messages for the South East Region

School leavers

- The proportion of school leavers entering a positive destination on leaving school is similar in the SEIC region to the rest of Scotland.
- A key challenge for the Collaborative is to understand and support the skills base needed by the regional economy. This is a key element of the City Deal.

Senior phase attainment

- The attainment of the highest attaining school leavers is relatively strong. This is reflected in the relatively strong performance in Advanced Highers of all SEIC authorities, in comparison with the rest of Scotland.
- The attainment of middle to lower attaining school leavers shows a more varied picture. A lower proportion of school leavers have achieved awards at SCQF levels 5 and 6 or better than in the rest of Scotland. Outcomes for literacy and (particularly) numeracy at SCQF level 5 are also, generally, an area for improvement for SEIC local authorities.
- Outcomes for the lowest attaining pupils are broadly in line with the rest of Scotland. The proportion of school leavers achieving awards at SCQF level 4 or better is broadly similar to the rest of Scotland. Outcomes for literacy and numeracy at SCQF 4 are also broadly similar to the rest of Scotland.

Attainment in the Broad General Education

- Data published on Achievement of Curriculum for Excellence (CfE) levels in Scotland are classified as **experimental statistics**. This reflects the fact that support for moderation of a common national standard (e.g. the introduction of a Scottish National Standardised Assessment) is still developing.
- Further work will be undertaken within the Data and Analysis workstream to develop the potential of cross-collaborative data to support improved moderation across the region.

Early Years

- Generally, the proportion of children within the SEIC region receiving a 27-30 month review is slightly lower than in the rest of Scotland. Across the SEIC region the proportion of children for whom a concern was recorded for speech, language and communication was lower than in the rest of Scotland.

Attendance

- Levels of attendance across the Collaborative region as a whole are broadly in line with those seen nationally. However, there is significant variation in attendance across the region.

Inspection outcomes

- General strengths identified across the Collaborative region include: the positive attitude of children and young people to learning and their contribution to school life; the professionalism and dedication of staff; teamwork and partnership working within and between schools and with parents and the wider community; the inclusive and nurturing approach seen within many schools.
- Areas for improvement identified across the Collaborative region include: improving the consistency of learning and teaching; improving the use of data for tracking and monitoring the progression of learning; improving the use of performance information to support improvement; strengthening self-evaluation.

Next Steps

Analysis of available data on current performance within the South East region is continuing within the Data and Analysis workstream. Work during the next phase will focus on developing the capacity within the Collaborative to:

- Identify key cohorts within the region for which outcomes particularly need improved.
- Assure the quality of data available (particularly at school level).
- Develop an evidence-base to support Collaborative leadership groups in better understanding current performance and improvement trends across the region.

Stakeholders' Views

The Views of Our Staff

During the development of the initial SEIC Improvement Plan, a staff survey was undertaken across the Collaborative to help establish staff views on:

- The support that schools require in order to secure improved outcomes for children and young people;
- SEIC's proposed approach to supporting schools across the Collaborative region in their improvement journey.

The survey was made available to all school and support staff and received more than 1,300 responses across all sectors. The views obtained from the survey indicated that:

- The Collaborative's schools have development needs across a broad range of curricular areas and aspects of professional learning.
- There is a significant demand for support in the curricular areas of health and wellbeing, numeracy, literacy, sciences and technology.
- The workstreams proposed as a priority for initial action by SEIC (as described in section 7) are appropriate.
- Schools recognise the importance of, and value, an approach that reflects the wider principles of GIRFEC. They would be strongly supportive of an approach that incorporates a focus on the early years, family engagement and inclusion.
- Responses would indicate a request from schools for support to improve work relating to individual child level needs in the classroom setting.

Further details about the survey – and its results – can be found in the initial SEIC Improvement Plan.

The feedback derived from the SEIC staff survey highlighted a range of issues that have also been identified through other channels of staff engagement within each local authority, which are part of their established planning processes. This includes a range of formal and informal sources (e.g. staff surveys, consultations, regular meetings with key staff groups, etc). This feedback has been used to inform the development of the local strategic plans and priorities of each local authority.

The feedback gathered from staff through the staff survey and other sources of evidence informed the initial choice of workstreams within the Improvement Collaborative.

Feedback from Engagement Sessions with Headteachers and Officers

During the development of the current Improvement Plan a number of engagement sessions were undertaken with staff, to verify that the approach being taken by SEIC was focussed on the right area for improvement and that the current workstreams were appropriate to schools' needs.

10 Secondary Headteachers, 12 Headteachers from nursery, primary and special schools and 8 Officers from across the five local authorities met to comment on and give their views on phase 2 of the plan. The feedback gained from these engagement sessions is summarised below.

Do you think that the five current workstreams provide an appropriate starting point for sharing practice and better supporting school improvement across the collaborative region?

Yes - 100%

Staff said ...

- These are areas that I would be expecting my own school and others across my cluster/authority to be focused on.
- They are current and relevant and will help to enhance what we are working on in schools.
- It will be good to continue to share learning and progress across the workstreams. It would be beneficial to deliberately link all workstreams to classroom practice.

Do you agree with the introduction of a workstream to address issues related to Emotional Wellbeing?

Yes - 100%

- This is an area that is of significant importance if we are serious about improving outcomes for learners.
- Absolutely, we need to ensure we include the pupil voice. This is something which needs to be addressed across the whole of Scotland.
- Totally – so many staff, young people, parents, leaders are asking for support and guidance with this.

What steps can we take to get closer to the classroom?

- Collaborative learning opportunities, professional learning partnerships across authorities, including ASL support services.
- Win the 'why' – clearly outline why it is important, the difference it will make to teachers ability to leave an impact. Also define what is 'distinct' about SEIC.
- Branding, communication, development plan sharing.

What impact would you expect to see as a result?

- Moderation through RIC will lead to revised attainment. Sharing practice always improves outcomes for children in my experience.
- Staff have a greater understanding of what SEIC is, what it is aiming to do and how it can make a difference in the classroom.
- A shared understanding of the role of the SEIC and how every teacher can contribute to or learn from work across the area.

Do you have any other suggestions for how SEIC can better support school improvement?

- Ensuring there is 2 way communication at all levels. Fantastic to hear Business Manager and PSA involvement on the group you mentioned.
- Main thing is to get message across and keep it straightforward. Start small to grow big!
- Professional learning events across authorities.

The Views of Other Stakeholders

Each of the 5 local authorities who are partners in SEIC already gather feedback from a range of other stakeholders, including:

- *Parents and carers.* Feedback is gathered through a range of formal and informal sources (including parent surveys, consultations, etc). Evidence on the views of parents and carers is also available from the questionnaires gathered by Education Scotland as part of their school inspection process.
- *Children and Young People.* Again, feedback is gathered through a range of formal and informal sources (including pupil surveys, forums, consultations, etc). Evidence on the views of children and young people is also available from the questionnaires gathered by Education Scotland as part of their school inspection process. In addition, children's services partnerships for each area gather a range of evidence about the views of children and young people as part of the statutory planning process for children's services.
- *Children's services partners.* Each children's services partnership supports approaches to joint working, including feedback on the development of strategic plans by individual partners.

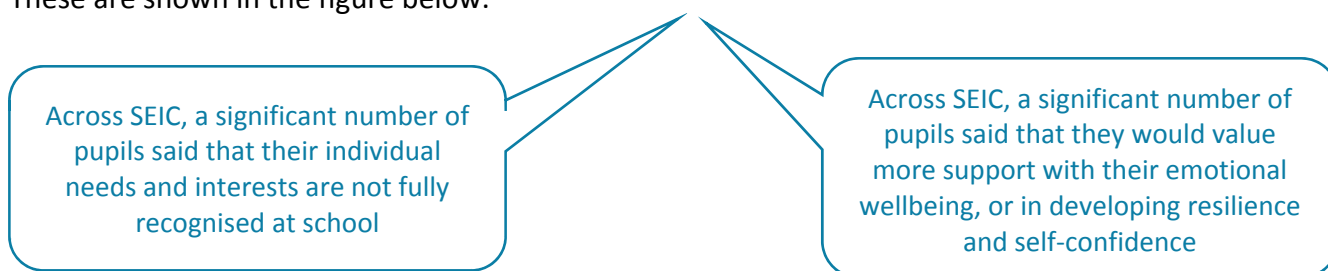
These sources of feedback have informed the development of the local strategic priorities in each local authority and informed the development of the initial SEIC Improvement Plan.

Evidence from local surveys of children and young people

During the development of the current SEIC Improvement Plan an analysis was made of the feedback received from school pupils across the SEIC collaborative region, as gathered by local authority pupil

surveys. Although the particular questions asked varied between local authorities, all of the surveys asked questions that covered the different aspects of wellbeing, and all of the surveys asked about key aspects of the pupil experience, including learning and teaching, pupil support, etc.

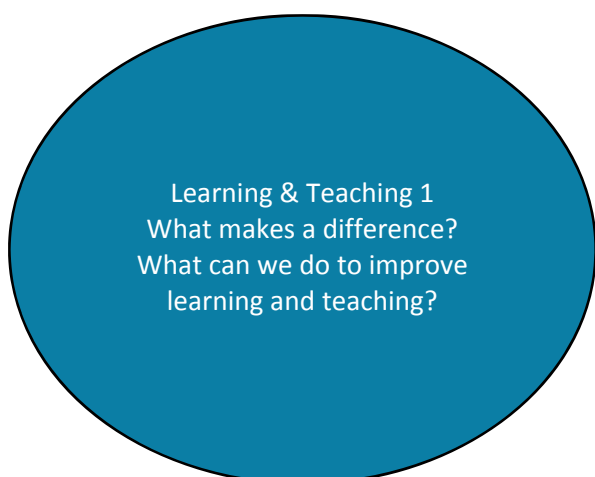
Generally, feedback was positive across many areas covered by the survey. However, there was some variation in the specific areas of strength suggested between local authorities. In addition, there were some areas where the surveys suggested a common area for improvement across the collaborative. These are shown in the figure below.



Feedback from Engagement Sessions with Children and Young People

The South East Improvement Collaborative held a pupil engagement event on 13 June 2018 which was attended by 20 young people. The event was facilitated by two Headteachers from the SEIC Board.

The feedback gathered from the engagement session is summarised below.



Young people said...

- When teachers show genuine interest it increases pupil enthusiasm.
- Understand different types of learning e.g. learning by reading, practical, listening.
- Buddy system for new S1 pupils carried out by S6 pupils.
- Build confidence of pupils in BGE as much as learning things from the curriculum.
- Teachers need to give more robust feedback.
- Study/non-contact periods encourage responsibility for learning.
- Encouragement – personal deadlines.
- Structured help is needed as well as improved communication.
- More control for children over their learning to make them enjoy it.
- Educate parents on the different pathways as well as the kids.

Health & Wellbeing
 What makes a difference?
 What can we do to improve health and wellbeing including emotional and mental health wellbeing?

- Reward improvement rather than simply attainment.
- Awards evening not just academic but also volunteering to include wider achievements.
- Frequent sessions with Guidance Teachers are vital.
- Mental Health support in all schools.
- Awards and praise not at the end of the year but throughout the year.
- More lessons surrounding finance and life skills are very important.
- Alternative pathways have to be the same quality as University.

Successes & Achievement
 What makes a difference?
 How can we develop and improve opportunities for pupils to develop skills, talents and interests in the classroom and beyond?
 How do we ensure pupils understand why skills are important now and for jobs in the future?

- Funds for pupils who cannot afford trips, uniform etc.
- Normalising issues: don't discriminate between pupils who are eligible or are struggling.
- Hall of Fame covering sports and beyond.
- Older pupils advising younger pupils.
- Enforce the idea that if you have a learning disability such as Dyslexia does not mean you can't be good at certain subjects.
- School puts a restriction on self-expression.
- Range of opportunities for everyone.

New Workstream on Emotional Wellbeing led by Children and Young People

It is recognised that all local authorities across the South East Improvement Collaborative already have work underway in the area of emotional wellbeing. This new workstream will be developed and led by a group of our young people to add value to the work already underway. This workstream will focus on achievable short-term outcomes.

Our Planned Actions

The Action Plan is structured in line with the National Improvement Framework with 2 key themes identified:

- Improving Attainment and Achievement, including closing the attainment gap – supporting a focus on **Key Priorities within the National Improvement Framework**
- Quality Improvement in Schools and Early Years settings – supporting a focus on the six **Drivers for improvement**

Two initial workstreams have been identified within the key theme of Improving Attainment and Achievement, including closing the attainment gap. They are:

- *Mathematics and Numeracy*
- *Improve outcomes for children living in poverty*

Three initial workstreams have been identified within the key theme of Quality Improvement in Schools and Early Years settings. They are:

- *Quality Improvement Approaches*
- *Data and Analysis*
- *Professional Learning / Leadership*

Workstreams will change over time as practitioners are more engaged in the planning process as more data analysis and information becomes available.

The following pages set out an overview of the work planned within each workstream over the coming year and beyond.

Improving Attainment and Achievement, including closing the attainment gap

Workstream Overview: Maths and Numeracy	
Our Strategic Priorities	Our Workstream Actions to Help Achieve These
<p>Priority 1 Improve pedagogical approaches to mathematics and numeracy through increased access to high quality staff development.</p> <p>Outcome Measures: Improved confidence and greater consistency in the learning and teaching approaches for numeracy and mathematics. Wider access to a variety of pedagogy in numeracy and mathematics.</p> <p>Evidence base: Local authority and SEIC quality improvement processes e.g. school reviews, standards and quality reports, staff evaluations.</p>	<p>We will share professional learning opportunities and professional learning materials on the National Numeracy & Mathematics Hub. Provide places for SEIC staff on professional learning courses.</p> <p>Short-term Measure of Progress. Increased professional learning opportunities and opportunities to share practice across the five local authorities (Dec 2018).</p>
	<p>We will share each Local Authority progression framework and continue to engage with pedagogical research.</p> <p>Short-term Measure of Progress. The continued review and development of progression frameworks and approaches to professional learning within individual local authorities based on shared practice and sound research.</p>

<p>Priority 2 Improve confidence and expertise in assessment and moderation of numeracy and mathematics to develop a shared understanding of standards across all 5 LAs and ensure learners make appropriate progression in relation to the national benchmarks.</p> <p>Outcome Measures: Improved confidence and greater consistency in the moderation of numeracy and mathematics.</p> <p>Evidence base: Local authority quality improvement processes e.g. school reviews, standards and quality reports, staff evaluations, school and local authority attainment data.</p>	<p>We will create a SEIC QAMSO network in order to develop opportunities to improve the effectiveness of the moderation cycle across local authorities. The network will identify and share good practice, including support and training for new QAMSOs.</p> <p>Short-term Measure of Progress. Network in place by Oct 2018. A plan in place for moderation activities for session 2019-20 (Feb 2019). Increased moderation opportunities and opportunities to share practice across the five local authorities (June 2020).</p>
<p>Priority 3 To improve attainment in numeracy for school leavers</p> <p>Outcome Measures: Improved packages for achievement ensuring meaningful qualifications for all Improved pathways for learners through the senior phase Target% of school leavers to achieve minimum of SCQF level 4 Numeracy Improved outcomes for targeted cohorts Improved access to high quality learning and teaching</p> <p>Evidence base: SQA attainment data Local authority quality improvement processes e.g. school reviews, standards and quality reports. Learner pathways and presentations in the senior phase Pupil feedback survey (digital solution)</p>	<p>We will establish networks to:</p> <ul style="list-style-type: none"> • share interesting practice in improving attainment in numeracy and mathematics for school leavers • learn from departments with a track record of raising attainment and closing the attainment gap in mathematics • support the effective delivery of the following courses/units: <ul style="list-style-type: none"> • Personal Finance (SCQF Levels 4&5) • Applications of Mathematics (SCQF Levels 4&5) • Higher Statistics Unit (SCQF Level 6) <p>Short-term Measure of Progress. Network in place by Oct 2018. Improved planning and resources in place for courses 2019/2020 (Apr 2019).</p> <p>We will establish an e-school digital solution to provide improved flexibility and access to teaching and learning of mathematics in the BGE and senior phase, particularly for courses where there are smaller numbers. Through this development, we will enhance the learning and teaching of mathematics through the use of technology.</p> <p>Short-term Measure of Progress. Small pilot of new ways of working leading to increased and attainment.</p>

<p>Priority 4 To share and develop targeted strategies to support schools to address the poverty related attainment gap.</p> <p>Outcome Measures: Improved outcomes for targeted cohorts</p> <p>Evidence base: Local authority attainment data Test of change data</p> <p>Note: requires support from Attainment Advisor(s) and Education Scotland Numeracy/Mathematics leads. Possible involvement of University of Edinburgh for research projects.</p>	<p>Work in collaboration with the Data Workstream to identify families of schools developing effective approaches that address the poverty related attainment gap.</p> <p>Short-term Measure of Progress. Interested schools identified (Oct 2018). Families of schools identified by Data Workstream (Dec 2018).</p> <hr/> <p>Work with schools who have identified addressing this gap in numeracy/mathematics as a school priority in order to:</p> <ul style="list-style-type: none"> • Identify and share effective strategies • Develop shared improvement methodologies • Develop tests of change • Develop cross-authority improvement networks • Share practice widely across all five authorities. <p>Short-term Measure of Progress. Tests of change established (Apr 2019). Follow-up session (Oct 2019). Reporting outcomes (Mar 2020). Sharing practice roadshows (May 2020).</p>
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Workstream Overview: Equity: Improve the outcomes for children living in poverty: Parental Involvement & Engagement	
Our Strategic Priorities	Our Workstream Actions to Help Achieve These
<p>Priority 1 Provide clear strategic guidance for HTs on ensuring equity and raising attainment for all, in line with National frameworks and improvement advice.</p> <p>Outcome Measures By March 2019 100% of local authorities and 90% of schools within the SEIC will have identified an officer, teacher or professional with responsibility for promoting parental, family and community engagement in line with the Learning Together action plan. Engaging with National Improvement Framework, Annex A: Sub section-Parental engagement pg. 37.</p> <p>HGIOS 4- Quality Indicator: 1.2, 2.5, 3.2</p>	<p>We will provide collaborative opportunities that enable sharing and learning of good practice on closing the poverty related attainment gap.</p> <p>Short-term Measure of Progress. During 2018/19 teachers & professionals will be able to attend sessions provided by the SEIC authorities and partners that develop skills and knowledge around the equity agenda.</p> <hr/> <p>We will raise awareness of the need for an identified person within schools to promote parental, family and community engagement.</p> <p>Short-term Measure of Progress. Schools will have identified an appropriate professional and be aware of the professional learning opportunities related to the position both and local and regional level.</p>

<p>Priority 2 In line with Learning Together Goal H ‘Equalities and Equity’ we will share good practice of effective strategies, use of improvement methodologies and the way we measure impact</p> <p>Outcome Measures By March 2019 there will be a 5% increase of parents who are satisfied with their engagement and involvement with the schools evidenced in the pre inspection questionnaires and local authority data. Engaging with National Improvement Framework, Annex A: Sub section-Parental engagement pg. 37. HGIOS 4-Quality Indicator::2.5,2.7, 3.2</p>	<p>We will identify practice from across the collaborative on effective parent and family engagement. Head teachers will be given the opportunity to evaluate their current practice prior to the event. Practical examples will be provided to support Head teacher to develop more effective and strategic parent and family engagement in line with the actions.</p> <p>Short-term Measure of Progress. Schools opting to attend will receive, complete and return the ‘Learning Together’ audit, which will be collated and analysed by SEIC. Attendees will reflect on the learning and use this to create a personalised targeted pledge.</p> <hr/> <p>We will support schools to ensure that more parents have access to support and advice to help them engage in their children’s learning. We will encourage schools to actively listen and adapt to the needs of parents and be aware of the impact of the home environment.</p> <p>Short-term Measure of Progress. Analysis of the ‘Learning Together’ audit indicating awareness of and action to address this theme.</p>
<p>Priority 3 To define and develop the barriers and enablers which impact of effective cultural change</p> <p>Outcome Measures The SEIC is able to support schools in measuring the impact of family learning on outcomes for children and young people and their families. Engaging with National Improvement Framework, Annex A: Sub section-Parental engagement pg. 36. HGIOS 4-Quality Indicator: 1.3, 2.5,2.7, 3.2</p>	<p>SEIC will use the ‘Learning Together’ event organised by the SEIC workstream 2 group as an opportunity to identify barriers and areas of concern. SEIC will analyse and develop links to support schools across the collaborative based on the pledges created by the attendees. The collaborative opportunities will have a clear focus of the moral imperative to change the hearts and minds</p> <p>Short-term Measure of Progress. Head Teachers will be encouraged to connect across the collaborative with schools using similar targeted interventions.</p> <hr/> <p>We will develop a system in which schools are able to access support via the National Improvement hub.</p> <p>Short-term Measure of Progress. Schools will have access to and have used the toolkit developed by Education Scotland to identify and address areas of improvement.</p>

Quality Improvement in Schools and Early Years settings

Workstream Overview: Leadership and Professional Learning	
Our Strategic Priorities	Our Workstream Actions to Help Achieve These
<p>Priority 1 Increase in number of schools evaluated as good or better QI 1.3 Leadership of Change.</p> <p>Outcome Measures Through development of a common leadership pathway with opportunities for high quality leadership training and development, knowledge and understanding of 1.3 and capacity to deliver this will increase. This will contribute to sustained improvement and a grading of <i>Good</i> or above in QI 1.3 across the collaborative.</p>	<p>Each authority will deliver a presentation to the group on their leadership and professional learning programmes. Opportunities to share will be identified and implemented. The workstream SCEL representative will outline opportunities from SCEL and supports available to the collaborative, and these will form an integral part of the programme.</p> <p>The workstream will work in collaboration with the University of Edinburgh Teacher Education Partnership (UoE TEP) to help develop leadership capacity and understanding of leadership of change.</p> <p>Each authority will continue to deliver the joint Leadership Matters course to middle leaders, then evaluate impact.</p> <p>Short-term Measure of Progress. Leadership Matters will be delivered by December 2018 and evaluated positively by participants. A plan for sharing will be identified and shared.</p>
<p>Priority 2 Increase the number and quality of opportunities for teachers to participate in leadership programmes, and the number of teachers participating.</p> <p>Outcome Measures A common leadership pathway will be identified and a baseline measure of percentage of participants taken.</p>	<p>We will create the Leadership Pathway and agree how this will be promoted and delivered within each authority, with support from SCEL and the UoE Teacher Education Partnership. UoE TEP can work in collaboration with SEIC local authorities to help enhance and further develop the quality of provision through course and programme development, delivery and assessment underpinned by current research and literature informed practices.</p> <p>Short-term Measure of Progress. The SEIC Leadership Pathway will be created and communicated by December 2018. A baseline measure will be taken of participation in leadership courses and professional learning opportunities, and clear aims, actions, timelines and success measures will be communicated. The UoE TEP can support critical evaluation of professional learning.</p>
<p>Priority 3 Link with Quality Improvement Workstream to achieve the following:</p> <p>Increase the number of quality applicants for leadership posts across the collaborative. Build leadership capacity in middle leaders across the SEIC by establishing planned opportunities for sharing, moderating and</p>	<p>We will establish a middle leadership steering group with representatives from each of the SEIC local authorities and University of Edinburgh Teacher Education Partnership. The group will then devise a project plan with clear aims, actions, timelines and success measures. This will be finalised and agreed by the SEIC QI Workstream Group.</p> <p>Short-term Measure of Progress. By November 2018, the rationale and groundwork for this development will have been agreed and communicated more widely.</p>

<p>improving practice.</p> <p>Outcome Measures As a result of support and challenge through the SEIC, practitioners report that they are more empowered to make changes to help develop and improve their practice, resulting in better outcomes for learners. This will contribute to sustained improvement in outcome measures for all of the National Improvement Framework key priorities and for QIs 1.2, 1.3 and 3.2 for schools.</p>	<p>We will facilitate opportunities for middle leaders & managers to collaborate and share practice, learning from each other as they do this. In partnership with the UoE TEP develop a model for school improvement and leading professional learning through critical enquiry and understanding data literacy to inform professional judgement and pedagogical expertise, developing teacher and middle leadership capacity. This could include seminars, organised by subject area, for middle leaders to discuss and present practice, and to underpin moderation. Suggested programmes and activities are:</p> <ul style="list-style-type: none"> • Programme of training for Acting PTs created from PEF Developing Leadership through Closing the Gap • Teacher Leadership for Small Schools • Create menu of content for PT/DHT Courses • Early Phase opportunities • PTs in Small Schools • Pre PT courses (teacher leadership and aspiring. Secondary guidance) – deconstruct courses to identify common themes • Common content for PT/DHT courses • Make links with other workstreams • CLPL provision offered by the UoE TEP such as Leading from the Middle; Leading Practitioner Enquiry & Supporting Teacher Learning in and Through Practice • New CLPL course from UoE TEP focusing on ‘thinking and communicating critically’ to help develop capacity of those leading professional learning (Pilot run to begin October 2018) • Connections to masters level provision from UoE that aligns with teacher leadership; middle leadership and Into Headship • UoE TEP Scottish Government funded CLPL ‘Whole School Improvement Through Critical Enquiry’ for 6 schools/clusters across the SEIC <p>Short-term Measure of Progress. By January 2019, middle leaders from across the five authorities will engage with colleagues on an agreed basis and in areas which they themselves identify as priority in terms of their professional development. Feedback from participants will be positive.</p> <p>The number of quality applicants for leadership posts across the collaborative will increase, with no posts having to be re-advertised.</p>
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Workstream Overview: Quality Improvement	
Our Strategic Priorities	Our Workstream Actions to Help Achieve These
<p>Priority 1 To facilitate and encourage effective collaboration in the BGE across the SEIC. This will enable practitioners to reflect on current practice in order to inform better learner experiences, leading to improvements in outcomes for all.</p> <p>Outcome Measures Through both visits to other establishments and use of a digital platform, practitioners become more confident in knowing how to develop and improve their practice. This will contribute to sustained improvement in outcome measures for all of the National Improvement Framework key priorities and for QIs 2.3 and 3.2 for schools.</p>	<p>We will establish a digital platform to share examples of practice within the BGE. This will result in classroom practitioners contacting and networking with other classroom practitioners and a possible event to share good practice.</p> <p>Short-term Measure of Progress Digital platform established by January 2019, used by practitioners and deemed to be useful and effective.</p> <p>Short-term Measure of Progress By April 2019, we will have established a professional sharing exercise which will be positively evaluated by participants.</p>
<p>Priority 2 To involve young people in helping secure improvement in aspects of the BGE through their involvement in teams to help identify high quality practice within the SEIC.</p> <p>Outcome Measures. Feedback to indicate both use of young people in these activities and the impact of their observations and engagement. This will contribute to sustained improvement in outcome measures for all of the National Improvement Framework key priorities and for QIs 1.1 and 2.3 for schools.</p>	<p>We will develop an agreed, high quality training programme to support young people in identifying high quality practice (essentially, what they would view as very good experiences for children). By April 2019, the initial phase of the training programme will be undertaken and evaluated by staff and the young people themselves. The young people report that they are well-prepared to undertake these activities.</p> <p>Our Short-term Actions We will ensure that identified schools in all five authorities establish a team of children to undertake this work and a member of staff to oversee it. They will work to themes identified by the QI Workstream Group.</p> <p>Short-term Measure of Progress Planning and groundwork for this preparatory phase undertaken by December 2018.</p>
<p>Priority 3 To build leadership capacity in middle leaders across the SEIC by establishing planned opportunities for sharing, moderating and improving practice.</p>	<p>Our Short-term Actions We will establish a leadership steering group with representatives from each of the SEIC local authorities. The group will devise a project plan with clear aims, actions, timelines and success measures. This will be finalised and agreed by the SEIC QI Workstream Group.</p>

<p>Outcome Measures As a result of support and challenge through the SEIC, practitioners report that they are more empowered to make changes to help develop and improve their practice, resulting in better outcomes for learners. This will contribute to sustained improvement in outcome measures for all of the National Improvement Framework key priorities and for QIs 1.2, 1.3 and 3.2 for schools.</p>	<p>Short-term Measure of Progress By November 2018, the rationale and groundwork for this development will have been agreed and communicated more widely. By January 2019, middle leaders from across the five authorities will engage with colleagues on an agreed basis and in areas which they themselves identify as priority in terms of their professional development. Feedback from participants will be positive.</p>
<p>Priority 4 To build capacity for self-evaluation and relevant evaluative skills in an identified group of practitioners.</p> <p>Outcome Measures As a result of the work to be undertaken, colleagues will develop skills and confidence in this important aspect of leadership and evaluation. This will contribute to sustained improvement in outcome measures for all of the National Improvement Framework key priorities and for QIs 1.1, 1.2 and 1.3 for schools.</p>	<p>Our Short-term Actions We will develop activities designed to build capacity for evaluation across the five SEIC Authorities. We will also look to develop skills in evaluative writing. Approaches to improvement planning are another area where we will target our development and resource. We will agree on target audiences for these developments.</p> <p>Short-term Measure of Progress At this stage, and in the short term, we will want to be assured that we have identified areas that are obviously beneficial to colleagues across the SEIC. Measures of success will include that we have identified appropriate areas of development and that the initial response from both colleagues, and the Workstream Core Group, is positive.</p>

Workstream Overview: Data and Analysis

Our Strategic Priorities	Our Workstream Actions to Help Achieve These
<p>Priority 1 Improving the evidence base for strategic decision making by SEIC.</p> <p>Outcome Measures Effective identification of areas for improvement by SEIC leaders, contributing to sustained improvements in outcome measures for all National Improvement Framework key priorities and for QIs 3.1, 3.2 and 3.3 for SEIC schools.</p>	<p>We will further develop the Performance Pack used by SEIC Leadership groups, including feedback/survey evidence from key stakeholders (e.g. pupils, staff) and information on the relative performance of key cohorts.</p> <p>Short-term Measure of Progress. A comprehensive Performance Pack is available by June 2019.</p>
<p>Priority 2 Improving the use of available information (e.g. BGE Toolkit, Insight) to support school improvement</p>	<p>We will share training opportunities and materials, to ensure that schools have access to a wider range of support in the use of data and performance information.</p> <p>Short-term Measure of Progress. During 2018-19, information and materials will be shared between SEIC authorities and opportunities for joint training and materials will be scoped.</p>

<p>Outcome Measures Feedback showing improved staff confidence and understanding, contributing to sustained improvements in QI 1.1 for SEIC schools. CfE declarations data show a greater consistency across the SEIC region.</p>	<p>We will develop a joint approach to the quality assurance of CfE declarations to better support the moderation of teacher judgement across SEIC schools</p> <p>Short-term Measure of Progress. CFE declarations in June 2019 show a greater degree of consistency across SEIC schools, between SEIC authorities, and relative to national declarations.</p>
<p>Priority 3 Improving school level data and performance information to better support school improvement</p> <p>Outcome Measures Improved performance at course/subject level in High Schools, contributing to sustained improvements in QI1.1 and 3.2. Evidence of more effective collaborative working between schools across the SEIC region, contributing to a sustained improvement in QIs 1.2 and 3.2.</p>	<p>We will undertake a collaborative project, across the SEIC region, to develop improved subject/course level information in the senior phase of CfE.</p> <p>Short-term Measure of Progress. By June 2019, proof of concept measures will be available for numeracy/maths. By June 2020, pilot measures will be available for all major subject areas and courses.</p> <hr/> <p>We will develop improved “like-for-like” benchmarking information to support more effective collaborative working between schools across the SEIC region. This will include improved measures to identify, and monitor outcomes for, hidden and hard-to-reach social disadvantage (e.g. rural poverty, rurality and those facing multiple barriers to participation and learning)</p> <p>Short-term Measure of Progress. By June 2019, pilot benchmark information will be available to inform collaborative working across SEIC schools.</p>

Networks within SEIC

A number of key networks have been established within the SEIC. These networks have mostly been generated through staff wishing to collaborate on a given theme. The SEIC board are supportive of this approach and feel it gives permission for collaboration where it feels right. We would continue to encourage Networks to be established where appropriate.

Networks established to encourage collaboration		
Additional Support Needs	To work together to provide support and guidance that helps to ensure equality with a particular focus on identifying good inclusive practice.	Leads on ASN in each LA
Early Learning and Childcare	To work collaboratively where appropriate in order to ensure quality provision for ELC 1140 hours for 2020.	Leads on ELC in each LA
Community Learning and Development	This network has existed for some time but with a different membership. They have a focus on training staff with the delivery of the new CLD standards. Fife will now join the SEIC CLD group.	CLD rep from each LA

Educational Psychologists	To collaborate on areas of work relating to additional support needs, inclusion, research and professional development.	Principal Educational Psychologist from each LA
1 + 2 Languages	To collaborate on sharing and developing resources and practice across SEIC.	Leads on 1 + 2 in each LA
ICT / Digital Network	To collaborate on ensuring systems and platforms are designed to support the work of SEIC as well as each local authority.	Leads on ICT/Digital in each LA
Subject Networks (secondary)	Each local authority will open up its subject networks for secondary schools and develop a proposal for further collaboration in subject areas.	Subject Principal Teachers / Curriculum Leaders
Depute Headteachers	To ensure that we continue to strengthen the middle, this network would allow us to take information for this group on what support is required and for them to build a support network for each other.	Depute Headteachers from each Local Authority
QAMSOs	QAMSOs already exist and we would support a network as part of SEIC to develop moderation, particularly for mathematics initially.	QAMSOs as already identified in each Local Authority

Areas of interest available across SEIC

Practitioners in school told us through our survey and focus groups that they would appreciate knowing areas of work that would be available for them, to contact / visit. Each local authority has identified a number of areas that they feel may be of interest beyond their own local authority.

Area of interest	Local Authority	School/Team	Contact details
Digital School Awards	Scottish Borders	Kingsland PS	Susan.ward@scotborders.gov.uk
	Fife	Wormit PS	jennifer.cunningham-mo@fife.gov.uk
	Fife	Tulliallan PS and Blairhall PS	elspeth.gow@fife.gov.uk
	Fife	Torbain PS	torbainps.headteacher@fife.gov.uk
	East Lothian	Ormiston PS	hgardyne@ormiston.elcschool.org.uk
Digital Literacy	Midlothian	Newbattle HS Centre of Excellence	M.Davidson@mgfl.net
GTCS Excellence in Professional Learning Awards	Scottish Borders	Kelso HS	JLothian1@scotborders.gov.uk
	Fife	Education Manager	Angela.Logue@fife.gov.uk
	East Lothian	Dunbar PS	hgillanders@dunbarprimary.elcschool.org.uk

Professional Learning	East Lothian	Training and Development Officer	mcunningham@eastlothian.gov.uk
	Midlothian	Visible learning at Roslin	J.Wilson3@mgfl.net
	Midlothian	OTI	J.Taylor2@mgfl.net
One in Five Professional Learning	Edinburgh	Senior Manager	David.bruce2@edinburgh.gov.uk
LGBT Awards	Scottish Borders	Peebles HS	Pfagan2@scotborders.gov.uk
	Fife	Queen Anne HS	ruth.mcfarlane@fife.gov.uk
	Fife	Kirkcaldy HS	derek.allan@fife.gov.uk
Equity Framework	Edinburgh	Senior Manager	Maria.plant@edinburgh.gov.uk
Early Years (Forest Kindergarten)	Edinburgh	Early Years Team Cramond PS	Tracey.shaw@edinburgh.gov.uk Helen.donaldson@Cramond.edin.sch.uk
	Fife	Early Years Team	Clark.Graham@fife.gov.uk
	Midlothian	FROEBEL	S.Richardson2@mgfl.net
Early Years and Father Friendly Schools	East Lothian	Preston Pans PS	slaing@prestonpansinfant.elcschool.org.uk
Froebelian Practice	Edinburgh	Group of Early Years Headteachers	Catriona.Gill@greengables-nur.edin.sch.uk
Closing the Gap	Borders	Earlston Cluster	Justin.sinclair@scotborders.gov.uk
	Midlothian	Newbattle Learning Community	Heather.Ritchie@midlothian.gov.uk
	East Lothian	Musselburgh Grammar School	cgerrie@musselburghgrammar.elcschool.org.uk
Edinburgh Learns Framework for Raising Attainment	Edinburgh	Senior Manager	Lorna.sweeney@edinburgh.gov.uk
Gold Sports Award	Fife	Torbain PS	torbainps.headteacher@fife.gov.uk
	Fife	Inverkeithing PS	caroline.gardiner@fife.gov.uk
	Fife	Beath HS	stephen.ross@fife.gov.uk
	Fife	Queen Anne HS	Ruth.mcfarlane@fife.gov.uk
ECO Flags	Midlothian	Cornbank PS - 6 Eco flag	L.Cameron@mgfl.net
Employability Education Scotland Award	Fife	Caskiberran PS	Elaine.Smith@fife.gov.uk
	Fife	Dalgety Bay PS	laura.spence-bx@fife.gov.uk
Parental Engagement Strategy	East Lothian	Service Manager (Education)	rparker@eastlothian.gov.uk

Parent and Carers Framework	Edinburgh	Senior Manager	Maria.Plant@edinburgh.gov.uk
Thera pet	Midlothian	Sacred Heart PS	A.Chidgey@mgfl.net

A directory is to be developed from across schools to share what they have on offer directly with each other, leaving schools to take the lead for practitioner to practitioner contact. This will be made available early in 2019.

Planned leadership opportunities to develop collaborative culture across SEIC

To be able to successfully develop our collaborative approach across the SEIC it is important to invest in those that will lead our systems change work. A number of leadership opportunities are planned and led by Headteachers as well as Officers.

Through ensuring a clear focus on systems leadership and collaboration at Officer and Headteacher level will allow us to embed a collaborative culture at all levels of the SEIC.

<p>SEIC Collaborative Leadership Model (Columba 1400)</p> <p>One of the SEIC board members (headteacher) has developed a collaborative leadership programme with Columba 1400 that will be delivered early in 2019 over three cohorts to 48 headteachers and depute headteachers from our 5 local authorities.</p>
<p>SEIC Systems Leadership Development (SCEL / ADES / Staff College / Scottish Government)</p> <p>17 members of SEIC have attended the SCEL systems leadership sessions. SEIC is working with SCEL to look at how best to use this expertise in systems leadership and how to use the individual projects that participants have undertaken to benefit SEIC further.</p>
<p>Secondary Headteacher Collaboration Event</p> <p>A secondary headteacher engagement group met with SEIC lead and are now developing a session for all secondary headteachers across SEIC to come together before the end of 2018.</p>
<p>Cluster Headteacher Representative Collaboration Event</p> <p>A primary, nursery and special schools engagement group met with the SEIC lead and are now developing a session for a representative from each cluster across SEIC to come together before the end of 2018.</p>
<p>SEIC Board Development Session</p> <p>The SEIC board are discussing with SCEL any opportunities for support to consolidate and develop their collaborative work as a group. This SEIC Board is key to driving engagement and implementation of the SEIC plan.</p>

A Workforce and Resource Plan to Support Delivery

Quality improvement in school and early years settings

Workstream Title:		Quality Improvement Approaches	
Workstream Overview:		The work stream will: encourage and facilitate effective collaboration in the BGE (priority 1), ensure that young people are involved in improvement within the BGE (priority 2), build the capacity of middle leaders to support improvement (priority 3) and the capacity of practitioners to engage in effective self-evaluation and improvement (priority 4). For further details, see page 24	
Workstream Sponsor	Workstream Lead	Workstream Core Group	
Carrie Lindsay Executive Director for Education and Children’s Services (Fife)	Peter McNaughton Head of Education and Children’s Services (Fife)	Quality Improvement Manager (Edinburgh) Quality Improvement Manager (East Lothian) Senior Education Manager (Midlothian) Quality Improvement Manager (Borders) Depute Head Teachers from all 5 LAs.	
Additional ES resource requested	<ul style="list-style-type: none"> • ES Regional Advisor (SEIC) • ES core team members e.g. HMI or Senior Education Officer • Support from BGE from relevant ES colleagues 		
Additional resource for SEIC requested	Quality Improvement Officer		
Expected outcome for additional resource	Resource would facilitate planning and delivery to ensure a positive impact for practitioners across SEIC.		
Workstream Title:		Data and Analysis	
Workstream Overview:		The workstream will ensure that data and analysis have a greater impact on improvement by improving: the strategic evidence base for improvement (priority 1), the understanding and effective use of available data by practitioners (priority 2); the scope and coverage of data and performance information that is available at school level to support school improvement (priority 3). For further details, see page 25	
Workstream Sponsor	Workstream Lead	Workstream Core Group	
Carrie Lindsay Executive Director (Fife)	Stuart Booker Quality Improvement Officer – Strategy & Knowledge Management (Fife)	QI Education Manager / Data, Planning and Insight Officer (Edinburgh) Principal Officer (East Lothian) Senior Education Manager / Performance Group Leader (Midlothian) Business Services Officer (Borders)	

Additional ES resource requested	<ul style="list-style-type: none"> Analyst support for high level data relating to SEIC Support from Scottish Attainment Challenge (SAC) team 	
Additional resource for SEIC requested	Data analyst to be able to analyse data at cohort level and provide analysis of surveys, performance etc.	
Expected Outcomes for additional resource	Correct areas targeted for workstreams and networks informed by robust data.	
Workstream Title:	Professional Learning / Leadership	
Workstream Overview:	The workstream will strengthen the leadership of change within schools (priority 1), by improving the number and quality of opportunities for teachers to develop as leaders (priority 2), and building the leadership capacity of middle leaders (priority 3). For further details, see page 22	
Workstream Sponsor	Workstream Lead	Workstream Core Group
Maria Lloyd Head of Education (Midlothian)	Nicola McDowall School Group Manager (Midlothian)	Quality Improvement Manager (Edinburgh) Principal Officer (East Lothian) Education Manager (Fife) School Group Manager (Midlothian) Quality Improvement Officer (Borders)
Additional ES resource requested	<ul style="list-style-type: none"> SCEL support for leadership programmes delivery for middle leaders ES core team members e.g. HMI or Senior Education Officer 	
Additional resource for SEIC requested	<ul style="list-style-type: none"> Education Support Officer Quality Improvement Officer capacity building post to support/promote e-learning modules and distance learning for ITE 	
Expected outcome for additional resource	Applicants of DHT/HT posts increases and quality of middle leaders improves as well as teacher recruitment improving.	

Improving attainment and achievement, including closing the attainment gap

Workstream Title:	Equity: improving outcomes for children living in poverty	
Workstream Overview:	The workstream will help to improve outcomes for children living in poverty by: ensuring that clear strategic guidance is in place to support headteachers (priority 1), sharing effective strategies and improvement methodologies (priority 2), and defining and addressing barriers to cultural change (priority 3). For further details, see page 20	
Workstream Sponsor	Workstream Lead	Workstream Core Group
Andy Gray Head of Service (Edinburgh)	Lorna Sweeney Service Manager (Edinburgh)	Education Manager (Fife) Head Teacher (East Lothian)

		School Group Manager (Midlothian) Attainment Officer (Borders)
Additional ES resource requested	<ul style="list-style-type: none"> • Attainment Advisors linked to SEIC • ES lead on parental engagement to support workstream • ES CLO link person 	
Additional SG resource required	<ul style="list-style-type: none"> • Improvement Advisors linked to SEIC 	
Additional resource for SEIC requested	Funding for post to support schools in developing parental engagement – post holder would deliver training based on agreed SEIC guidance, support individual schools and clusters, develop ways to share work in this area across SEIC.	
Expected outcome for additional resource	To work with clusters and individual school staff and parents to ensure positive engagement with parents that impacts on closing the poverty related attainment gap.	
Workstream Title:	Mathematics and Numeracy	
Workstream Overview:	The workstream will help to improve attainment in numeracy for school leavers (priority 3) and close the attainment gap in numeracy, via: support for high quality staff development (priority 1), strengthening of assessment and moderation (priority 2), and sharing of effective, targeted strategies (priority 4). For further details, see page 18	
Workstream Sponsor	Workstream Lead	Workstream Core Group
Fiona Robertson Head of Education (East Lothian)	Karen Haspolat Quality Improvement Officer (East Lothian)	Quality Improvement Officer (Edinburgh) Quality Improvement Officer (Borders) To be Advised (Midlothian) Professional Learning Development Officer (Fife)
Additional ES resource requested	<ul style="list-style-type: none"> • Attainment Advisors linked to SEIC • NIF Education Officer • ES officer with responsibility for mathematics • ES officer with responsibility for numeracy 	
Additional resource for SEIC requested	<ul style="list-style-type: none"> • Education Support Officer (Mathematics & Numeracy) Post holder would: <ul style="list-style-type: none"> • Support the work on moderation across SEIC in BGE for numeracy • Lead and support strategies identified to raise attainment and address the poverty related attainment gap 	
Expected outcome for additional resource	<ul style="list-style-type: none"> • Improved confidence and greater consistency in the moderation of numeracy and mathematics. • Improved outcomes for targeted cohorts of learners to address the attainment gap. • Enhanced learning and teaching through the use of digital technologies • Informed practice around closing the poverty related attainment gap. 	

Budget Request outwith Workstreams

Purpose	Resource
To co-ordinate and drive engagement and implementation of the SEIC plan across all 5 local authorities with a focus on our 2 key priorities.	Establish seconded post of SEIC Co-ordinator at level of QIM (1 FTE)
To enhance and embed collaborative approaches to improvement in raising attainment. This resource would allow rural authorities/smaller authorities to have capacity to be full partners and increase the pace of implementation.	Second 5 QIO posts to be used across the 5 local authorities to drive collaboration across SEIC (5 x 1 FTE)
To ensure the smooth running of all SEIC events, meetings, publications and communications.	Establish Project Officer x (1 FTE)
To provide admin support for all SEIC authority.	Second 1.0 FTE admin support
To develop further our regional capacity for improvement events to ensure school leaders and practitioners have the opportunity to participate at local and regional events.	Costs of venue hire and associated costs for workstream events, workshops and larger scale events.
To ensure participation of practitioners in rural areas and from rural schools.	Travel and supply cover budget for teaching headteachers and to cover rural barriers to participation.
To promote the work of SEIC and ensure the message is communicated to school practitioners about where to go across support development opportunities and materials.	To communicate through a series of films to engage practitioners and forums to allow two-way exchange of information.
To allow full participation in workshops / events related to workstreams / priorities.	Cover budget for backfill of teachers attending events where backfill is required.
To work with schools and local authorities to deliver e-learning where possible.	Digital Support Officer
Virtual Forum to be developed to share specialist subject knowledge and teachers.	IT infrastructure to allow use of e-learning and to make use of Digital Centre of Excellence for all SEIC.
Evaluation support from Edinburgh University.	Support from Edinburgh University to work alongside SEIC to help evaluate impact at classroom level.

Risk Assessment

Risk Register for South East Improvement Collaborative

The South East Improvement Collaborative is developing its functions and will continue to work collaboratively when looking at risk. To be aware of the key challenges allows a focus on mitigation and therefore managing effectively any risks posed.

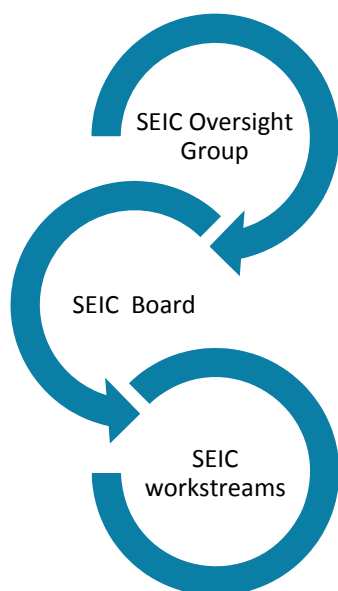
Key Risks	Mitigating Actions
<ul style="list-style-type: none"> Differing political views and understanding of SEIC at local level 	<ul style="list-style-type: none"> Ensuring effective communication Input locally and regionally for elected members
<ul style="list-style-type: none"> Sharing data sets 	<ul style="list-style-type: none"> Data sharing agreement Use of data already publicly available
<ul style="list-style-type: none"> Data on CfE still experimental 	<ul style="list-style-type: none"> Moderation exercises to have confidence in CfE declarations
<ul style="list-style-type: none"> Capacity of workforce across SEIC to deliver actions in SEIC Plan 	<ul style="list-style-type: none"> Agree equitable resource allocation relative to scale of local authority Ensure clarity of roles and responsibilities Effective use of SEIC budget
<ul style="list-style-type: none"> Trade Union agreements – LNCT/SNCT and working time agreements 	<ul style="list-style-type: none"> Develop an agreed way of working across SEIC through the professional associations group
<ul style="list-style-type: none"> Further legislative changes in future 	<ul style="list-style-type: none"> Flexibility in SEIC plan to allow for any required changes Clarity on communication regarding changes required
<ul style="list-style-type: none"> Accountability at local authority and SEIC levels 	<ul style="list-style-type: none"> Clear governance structures agreed for SEIC Clear reporting mechanisms in place at a local level

Implementing Our Improvement Plan

Managing the Implementation of the Plan

The governance arrangements for the SEIC Improvement Plan have been designed to support local democratic accountability whilst at the same time bringing together the key representatives involved in decision-making across the SEIC.

In order to achieve this, three groupings have been established to provide the relevant staff to drive improvement across the South East region and to provide accountability for the work of SEIC.



The **SEIC Oversight Group** is comprised of Education Conveners/portfolio holders, Vice Conveners/Vice Chairs, Chief Executive Officers and Directors of Education or Chief Education Officers for the five SEIC local authorities. The group oversees the work of SEIC and provides political accountability for the Collaborative's work.

The **SEIC Board** is formed of Directors of Education or Chief Education Officers from each of the five SEIC local authorities, a headteacher representative from each SEIC authority, Regional Adviser from Education Scotland, Edinburgh University and Skills Development Scotland. The SEIC Board meets at least quarterly and is chaired by the SEIC Lead. It develops the Improvement Plan and oversees the progress of the plan and its impact. It acts as the key officer leadership group, agreeing priority areas for collaboration, commissioning workstreams and receiving reports from workstream leads.

SEIC Workstreams accept commissions from the SEIC Board. Officers, headteachers and teachers collaborate to undertake specific tasks, with Heads of Service, senior officers or headteachers taking the lead as appropriate.

Evaluating the Impact of the Plan

The *Framework for Evaluating the Quality of Services and Organisations* is the basis for the models of self-evaluation and improvement used for education and children's services in Scotland.

SEIC recognises the importance of self-evaluation and the role played by the *Framework for Evaluating the Quality of Services and Organisations* in supporting effective self-evaluation at all levels of the school system. During the next phase of its improvement journey, SEIC will agree on an appropriate framework/approach for evaluating the impact of its work and the progress that is being made against the objectives of the Improvement Plan, including the impact that is being achieved at classroom level.

SEIC Group Members

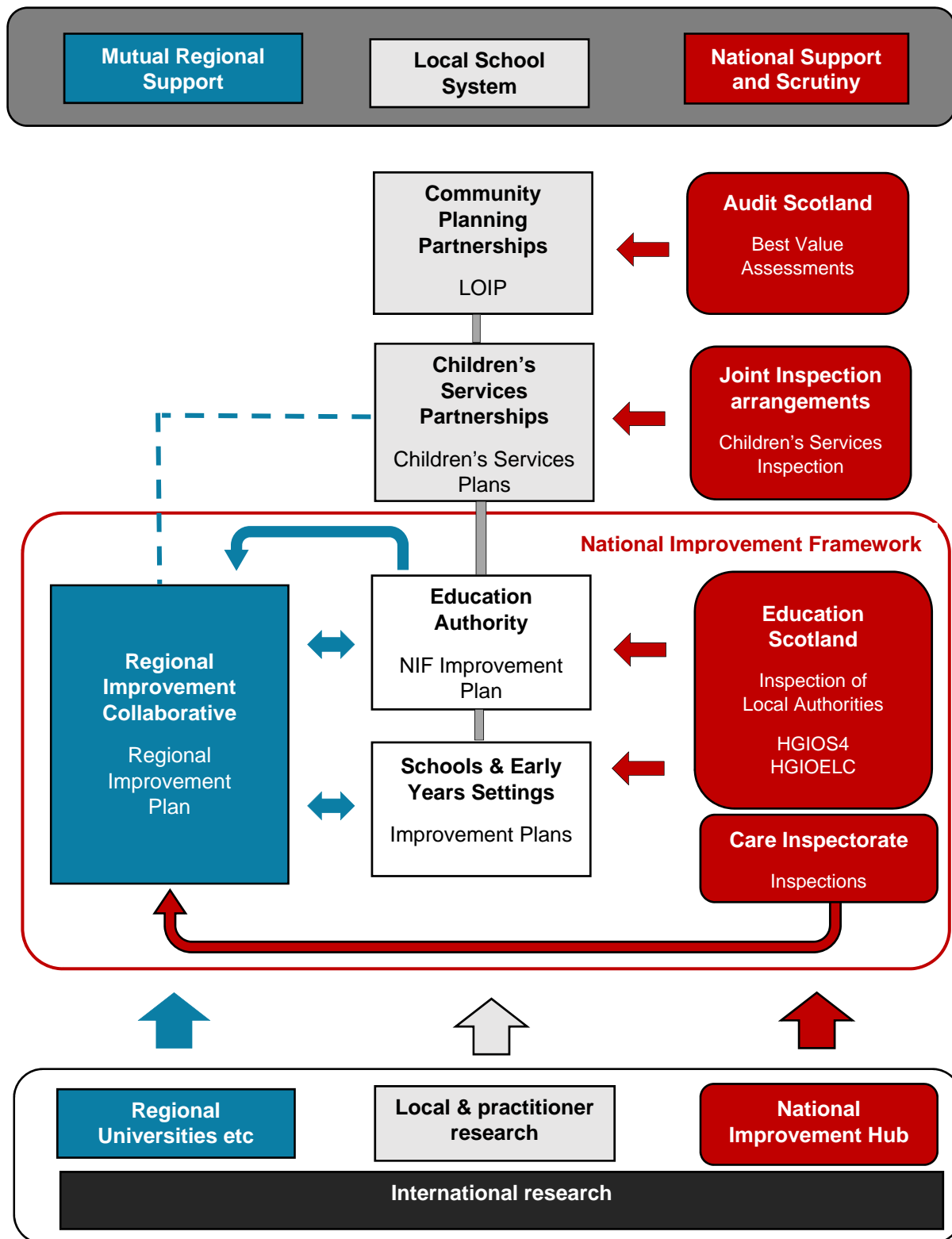
Group Title	Group Participants
SEIC Oversight Group	<p>Edinburgh: Chief Executive Head of Schools & Lifelong Learning Education Convener Education Vice Convener</p> <p>East Lothian: Chief Executive Head of Education Education Convener Education Vice Convener</p> <p>Fife: Chief Executive Executive Director of Education and Children’s Services Education Convener Education Vice Convener</p> <p>Midlothian: Chief Executive Head of Education Education Convener Education Vice Convener</p> <p>Borders: Chief Executive Chief Officer – Education Education Convener Education Vice Convener</p>
SEIC Board	<p>Edinburgh: Head of Schools & Lifelong Learning</p> <p>East Lothian: Head of Education</p> <p>Fife: Executive Director of Education and Children’s Services</p> <p>Midlothian: Head of Education</p> <p>Borders: Chief Officer – Education</p> <p>Education Scotland: Regional Adviser</p> <p>Skills Development Scotland: Area Manager</p> <p>University of Edinburgh: Head of Moray House School of Education</p> <p>5 Head Teachers from all 5 local authorities representing each sector</p>
Other Support	
SEIC Chief Executive Lead	Chief Executive, Fife Council
SEIC Regional Improvement Collaborative Lead	Executive Director of Education and Children’s Services, Fife Council
Project Support	Project Officer, Fife Council
Data and Analysis Support	Executive Support Officer, Fife Council
Education Scotland	Regional Adviser, Education Scotland

Engagement Groups

These are the current engagement / consultation groups that we have in place both to inform and support developments. We will review and add to these on a regular basis as we develop our model of delivery to add value across the SEIC.

Parent Group	A group of representative parents selected from the national parent forum reps to ensure a parent voice. The group meets with the SEIC lead.
Professional Associations	Representatives from EIS, NASUWT, AHDS, SLS, SSTA and UNISON have already met to ensure that the Professional Associations are engaged in the development of SEIC plan and its implementation.
Secondary HTs	10 Secondary Headteachers from across the 5 local authorities met to comment on and give their views on phase 2 of the plan.
Primary, Nursery and Special School HTs	12 Headteachers from the 5 local authorities met to comment on and give their views on phase 2 of the plan.
Officers	8 officers from across the 5 local authorities met to comment on and give their views on phase 2 of the SEIC plan.
Collaborative Staff Panels – Fife & Borders	Both Fife and Scottish Borders have established staff panels to help inform the work of SEIC and advice on communication routes at a local authority and regional level.
City Deal Skills Group	We have made links with the City Deal Skills Group and look to maximise these links over the coming months.
Children & Young People Group	20 young people came together with 2 members of the SEIC Board to give their views on phase 2 of the plan.

Appendix 1 – Systems of support for local authority and school improvement





SOUTH EAST IMPROVEMENT COLLABORATIVE
Working together, empowering all, improving outcomes

Education, Children & Families Committee

10am, Tuesday, 11 December 2018

Edinburgh Learns: Learning Together Framework for Parental Engagement and Involvement

Item number	7.9
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.

Headteachers need clear guidance and processes in place to ensure they can 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)
- Inclusion

Edinburgh Learns: Learning Together

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Approve the Edinburgh Learns Framework: Learning Together, contained in Appendix 1
 - 1.1.2 Ensure impact of this framework by requesting an annual update report from the Edinburgh Learns Strategic Group for 'Learning Together'

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.
- 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, makes explicit reference to gathering and acting on the views of all stakeholders. This Framework has been developed in partnership with schools, officers, partner organisations and parents.
- 2.5 It should also be noted that educational delivery is going through a significant period of transformational change, with the introduction of Regional Improvement Collaboratives and the proposed Headteachers' Charter.
- 2.6 Within this culture of change, The City of Edinburgh Council 'Edinburgh Learns' Frameworks have been devised to provide clear guidance for Headteachers and officers. These describe best practice in service delivery, governance, and accountability, 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 Parental Engagement as a key driver in improving outcomes for children.
- 3.2 The recent Scottish Government report, Learning Together, provides rich information and a series of actions designed to support schools and parents in working together.
- 3.3 The term ‘Learning Together’ summaries the twin definitions of Parental Involvement and Engagement, which are
 - 3.3.1 Parental Involvement - how parents can get involved in the life and work of their child’s school.
 - 3.3.2 Parental Engagement – how parents interact with their children’s learning.
- 3.4 The purpose of the Edinburgh Learns Framework is to ensure excellence and equity in parental involvement and engagement within our schools. It is written to ensure that all staff who work with children and young people see the importance of engaging and working with parents, and
 - that schools have the capacity and skills to support parental involvement;
 - that involvement is monitored and evaluated;
 - that effective communication is in place between home and school;
 - that parents can see how their involvement is influencing school improvement;
 - that all parents are provided with appropriate opportunities to be involved, whatever their ability, background, or interest, to participate in the design, delivery and evaluation of the services and facilities that impact on their children
- 3.5 All Edinburgh Learns Frameworks are based on research. Learning Together is most heavily influenced by the work of Dr Joyce Epstein, John Hopkins University, who has identified six types of involvement. None is better than any other: all are equally valid, and families are likely to engage in different ways at different points. These are
 - Parenting
 - Communicating
 - Volunteering
 - Learning at home
 - School decision-making
 - Collaborating with the community

- 3.6 In common with all other Edinburgh Learns frameworks, a strategic group has been convened which will oversee the implementation of this workstream. Members represent all stakeholders including parents, learners, and partners. The group will also consider new research, guidance, insight into effective practice, and the results from self-evaluation activities and audits on Learning Together.
- 3.7 The framework also provides School Improvement Planning templates. Once schools have completed an audit, SIP templates can be personalised for inclusion in School Improvement Plans.
- 3.8 While there is no mandate for schools to implement any or all of the guidance contained within the suite of Edinburgh Learns documents, schools will discuss the Learning Together guidance with their Parent Councils before the end of the school session. This will support the Improvement Planning cycle.

4. Measures of success

- 4.1 The Framework contains guidance on how schools should identify key performance indicators.
- 4.2 All schools and centres should create, and keep under review, a policy which details their approaches to support 'Learning Together.'
- 4.3 The Quality Improvement Officer with responsibility for Learning Together will support and/or signpost schools and centres that wish to develop provision around Learning Together.
- 4.4 Parent and Carer surveys which record levels of satisfaction will be scrutinised by the Learning Together strategic group and reported to the Education, Children and Families Committee annually.

5. Financial impact

- 5.1 The recommendations in this report have been assessed in relation to financial impact. No financial impact has been noted.

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](#)
10.3 [Learning Together](#)

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11. Appendices

- 11.1 Appendix 1 Edinburgh Learns: Learning Together

APPENDIX 1

EDINBURGH LEARNS

Learning Together: Parental Involvement and Engagement December 2018

Contents

Definition of parental involvement and engagement.....	3
Aims and rationale	3
Research and data.....	4
Framework	4
Roles, remits and responsibilities	5
Quality assurance and governance	6
Planning for parental involvement and engagement.....	6
Professional learning for parental involvement and engagement.....	8
Appendix 1: Local authority action plan.....	9
Appendix 2: Sample school/centre action plans.....	10

Definition of parental involvement and engagement

For the purposes of this document, the term 'parent' refers to parent/carer/adult responsible for the care of the young person and the term 'school' refers to early learning centre/nursery school/ primary school/secondary school/special school.

Parental involvement describes ways in which parents can get involved in the life and work of their child's school. Parental engagement is about parents' interaction with their children's learning. Schools and partners can play a vital role in supporting families to do this effectively by:

- enabling ongoing, two-way communications between home and school;
- supporting parents to contribute to school improvement and making decisions that affect the school;
- using the skills of parents to enrich the curriculum where appropriate; and
- providing opportunities for families to come together and engage with learning.

Aims & Rationale

The purpose of our strategy is to ensure excellence and equity in parental involvement and engagement within our schools. It will ensure:

- that we have the capacity and skills to support parental involvement;
- that involvement is monitored and evaluated;
- that effective communication is in place between home and school;
- that parents can see how their involvement is influencing school improvement;
- that we provide appropriate opportunities to involve all parents, whatever their ability, background or interest, to participate in the design, delivery and evaluation of the services and facilities that impact on their children
- that all staff who work with children and young people see the importance of engaging and working with parents.

Research and data

Research found that:

- 'parents need clear, specific and targeted information from schools.'
- 'parents valued the school, consulting them and respecting the views they expressed.'
- 'the impact of parental engagement programmes on children's literacy is greater than for any other curricular area.' **Goodall et al (2011)**

Research has also shown that 'parental involvement in children's education from an early age is associated with educational achievement. In addition, it has been found that the more intensely parents are involved, the more beneficial the achievement effects.' **[Growing Up In Scotland Study May 2012]**

Framework

Dr Joyce Epstein, John Hopkins University, has identified **six types of involvement** which encompass the many ways in which families may support their child's learning and engagement with school. None is better than any other: all are equally valid, and families are likely to engage in different ways at different points.

- **Parenting:** promote and foster parenting skills to develop home environments that support children as learners
- **Communicating:** establish regular and meaningful two-way communication between home and school
- **Volunteering:** welcome, value and recruit parental support and assistance in school activities
- **Learning at home:** support families/parents to play an integral role in assisting student learning
- **School decision-making:** include parents in school decisions and develop parent leaders and representatives
- **Collaborating with the community:** identify and use community resources and services to strengthen schools, families and student learning and development

Roles, remits and responsibilities

To support parental involvement and engagement, parents:

- support effective two-way communication with the school
- can feel confident that their views will be listened to
- can expect to be given every opportunity to be involved in their child's education and learning and engaged in school activities.

To support parental involvement and engagement, Parent Councils:

- promote effective dialogue and consultation between school staff and the parent body
- promote opportunities for equality and diversity in the Parent Council
- take an active role in decision making for school improvement.

To support parental involvement and engagement, Headteachers:

- ensure that all staff treat parents as partners in the education of their child
- ensure there is effective stakeholder engagement and consultation on school policy and development
- ensure parents have access to a specific named member of staff who has an overall view of their child's individual progress and can give information relevant to attainment, achievement and personal and social development.

To support parental involvement and engagement, the Chief Education Officer:

- provides advice and information to parents on national and local authority issues to ensure continuous improvement in the implementation of parental engagement
- ensures that senior managers respond to issues raised by parents timeously and ensures that parental consultation is enacted at all levels
- ensures that Parent Councils are supported by providing advice and appropriate finance.

Quality assurance and governance

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

- The Parental Engagement Strategic Group will meet each quarter to monitor progress, make recommendations for future actions, and report to the Chief Education Officer.
- This group, chaired by Senior Manager, Inclusion, comprises:
 - Headteachers from each sector
 - Quality Improvement Officer (Parental Engagement)
 - Family Learning representatives
 - Parent representatives
 - Parent Council representatives

The CEC Parental Engagement Strategic Group will report to the South East Alliance, Regional Improvement Collaborative on areas for improvement as detailed in the SEIC Annual Plan.

The CEC Parental Engagement Strategic Group will also share information with the Children's Partnership Group and Education Committee as appropriate.

Planning for parental involvement and engagement

To effectively ensure parental involvement and engagement, Headteachers will incorporate the following key features into Standards and Quality and Improvement Planning:

- use of Parental Involvement and Engagement advice to support short/medium/long-term targets in their Improvement Planning cycle; and
- views of all stakeholders to better inform actions.

Headteachers and senior leaders will complete the full self-evaluation of their school and use it, in conjunction with all other evidence, to plan for improvements in parental involvement and engagement. They will:

1. identify the desired **outcomes**;
2. identify appropriate **interventions**;
3. state how impact will be **measured**.

1. Identify outcomes:

Agree and define three key aspects...

Who is going to experience change – *Practitioners? Head Teachers? Learners? Parents/Carers?*

What is going to change in the short term? – *Motivation? Knowledge? Awareness? Understanding? Attitudes? Thinking? Perceptions? Opinions? Aspirations? Confidence?*

AND What is going to change in the medium or long term? – *Practice? Actions? Behaviour? Policies? Content? Processes? Provision? Decision-making? Partnerships? Attainment/Benchmarks?*

How 'the what' is going to change – *Increased? Decreased? More/less? Raised? Lowered? Improved? Enhanced? Higher quality?*

2. Identify interventions:

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

targeting groups of parents for specific interventions;

identifying and supporting parents to support other parents;

allocating funding for activities aimed at improving parental engagement;

identifying a member of staff with responsibility for parental engagement;

inviting parent representatives to be on all School Improvement Groups.

3. Identify how impact will be measured:

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

Examples:

Short term	Medium term	Long term
Increased practitioner knowledge/awareness/skills	Practice is more effective	Practice is highly effective
Parent surveys show that the majority of parents are satisfied with the level of involvement they have with the school.	Surveys show that most parents are satisfied with the level of involvement they have.	Surveys show that almost all parents are satisfied with the level of involvement they have with the school.
The views of the Parent Council are taken into account in school improvement planning.	All parents have an opportunity to provide feedback on school improvement planning priorities.	Parents are represented on all school improvement groups throughout the session.
A few parents attend school events other than Parents Evenings.	An increasing number of parents attend and volunteer to assist at school events.	The majority of parents take an active part in the life of the school.

Professional learning

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

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

Appendix 1: Local Authority Action Plan

Priority	Parental Involvement and Engagement	Overall Responsibility	City of Edinburgh	
Outcomes	To ensure excellence and equity in parental involvement and engagement within our schools.			
Tasks	By Whom	Resources	Impact/ Progress	Measure
The authority will promote the use of current local and national policies, frameworks & toolkits. The authority will report on progress to the Scottish Government.	Senior Education Managers Headteachers	Supporting Parents and Carers 2017-20 (CEC), Education Scotland Toolkit, Learning Together Action Plan (SG), Edinburgh Learns: Learning Together (CEC)	National requirements will be met. Local practice will be current and compliant.	<i>% schools using the guidance and recording an improvement in parental involvement and engagement</i>
Consult parents annually on their school involvement and engagement.	D Maguire	Parent survey	Parents are consulted on the nature of their involvement and engagement.	<i>% positive feedback from parents</i>
Convene locality meetings and CCwP	M Plant	Time and place to meet	Parents feel represented and consulted.	<i>% positive feedback from parents</i>
Parent representatives to sit on Education Committee and Parental Engagement Strategy Group	Parent Council representatives	Time and place to meet	Parents' views are heard. Parents contribute to decision making at authority level.	<i>% parents who report that their views have been heard</i>
Authority policies and documents are parent-friendly. Authority website is current and informative.	Parental Engagement Strategy Group Comms team	CEC website Meeting times Dedicated officer time	Policies and documents are accessible.	<i>Positive feedback from parents Decline in parental enquiries</i>
Ensure effective arrangements for dealing with parental complaints.	Children and Families Advice and Complaints	School staff and officer time	Parental complaints are dealt with appropriately and timeously.	<i>Reduction in number of parental complaints</i>
The authority recognises and celebrates the support of parents.	Parental Engagement Strategy Group	Council website	Parents feel their time and effort is recognised.	<i>Positive feedback from parents</i>
Parents will be involved in the recruitment of HTs and senior officers.	Senior Education Managers	HT policies and protocols	Parents are involved in key appointments.	<i>Evaluation of parental involvement in recruitment</i>
Ensure that parental involvement and engagement is embedded in school improvement planning.	Senior Education Managers	Guidance on School improvement planning SQIPs	Schools are working to improve parental involvement and engagement.	<i>% SQIPs with parental involvement and engagement activities planned</i>



<p>The authority will continue to work with local and national partners to promote and share practice and to identify opportunities for collaboration.</p>	<p>Senior Education Managers</p>	<p>RIC Connect Education Scotland Scottish Government</p>	<p>Parental involvement and engagement continues to improve through current and innovative practice.</p>	<p><i>% schools indicating improvements in parental involvement and engagement</i></p>
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Appendix 2: Sample school action pages

Priority	Parenting	Overall Responsibility		
Outcomes	To promote and foster parenting skills to develop home environments that support children as students.			
Tasks	By Whom	Resources	Impact/ Progress	Measure
Develop a skilled and welcoming workforce that builds strong, respectful relationships with all parents and carers.	Families Headteacher Staff Partners Members of the community	CLPL Training opportunities School environment	Parents feel welcomed and confident in participating in activities in school or in the community.	<i>% families providing positive feedback</i>
Provide opportunities for families to come together and engage with their children's health and wellbeing, play, learning and community.	Families Headteacher Staff Partners Members of the community	Learning and activity programmes Community facilities Clubs PEF funded activities	Families engage in and benefit from a range of opportunities to come together. Families understand the value of engaging in their child's play and learning.	<i>% families engaging in activities offered % positive feedback from those involved Reduction in barriers to participation</i>
Help parents and carers feel confident in their ability and skills to meet the daily demands of their parenting role.	Parents and carers Staff Partners Members of the community	Parenting programmes and courses	Staff understand and share information with families on the range and benefits of support available.	<i>% parents accessing programmes and courses % parents indicating confidence in their parenting skills</i>
Ensure professional support and help is available for families where there are wellbeing concerns or additional support needs.	Staff Partners Members of the community	Early engagement 1:1 work Parenting programmes and courses	Families are supported to access services appropriate to their needs	<i>% families accessing services, programmes and courses % positive feedback from those involved</i>
Support parents and carers to access study, work and community life.	Families Staff Partners Members of the community	Information about employment, studying, local activities	Families are supported to access information about housing, benefits, and welfare issues.	<i>% families accessing services, programmes, and courses % families providing positive feedback about the information available</i>



Priority	Communicating	Overall Responsibility		
Outcomes	To establish regular and meaningful two-way communication between home and school.			
Tasks	By Whom	Resources	Impact/ Progress	Measure
Provide a welcome and supportive environment in school for parents.	Headteacher Staff Business manager	School fund	Parents feel welcomed and confident to come into school.	<i>% parents providing positive feedback</i>
Ensure all school communications are in parent-friendly language, and are available in parents' own languages where possible. Communicate to parents in a variety of ways, including social media, school website.	Headteacher Staff Business manager	Administrative procedures Social media accounts School website Interpretation service	Communication is clear, effective and easily accessible.	<i>% parents accessing information through different means % positive feedback from website users</i>
Contact parents regularly about their child's progress.	Staff	Reports Positive postcards Phone calls	Parents and young people are aware of progress in learning and in all aspects of school life.	<i>% parents providing positive feedback</i>
Provide a range of opportunities for parents to share their questions, views and knowledge. Respond to parents' concerns promptly.	HT Staff	Questionnaires Website Comments box Feedback slips Focus groups Parent Council	Parents questions, views and knowledge are gathered and responded to appropriately.	<i>% parents who report that their voice is heard</i>

Priority	Volunteering	Overall Responsibility		
Outcomes	To welcome, value and recruit parental support and assistance in school activities.			
Tasks	By Whom	Resources	Impact/ Progress	Measure
Encourage parents to help out at school events, clubs, activities. Identify interests, talents and availability of volunteers. Identify barriers to participation.	Parent Association Staff Business manager Year Heads	School fund Extra curricular programme Surveys to parents Safeguarding procedures	Enhanced relationship between school and parents. Wider range of clubs and activities offered.	<i>% parents assisting at events, clubs, activities</i>
Invite parents to assist as mentors, coaches, reading buddies, etc.	Staff Business manager Volunteer parents	Safeguarding procedures Training as appropriate	Parents feel involved in their child's learning. Parents work in partnership with the school.	<i>% parents assisting in school with learning</i>
Invite parents to provide information and support on employment based on their own experience, knowledge and skills.	Volunteer parents DYW staff Parent council	Parent body Time allocated within timetable ES toolkit	Increase in young people's understanding of the world of work. Parents are valued as part of the school community.	<i>% parents providing employment-related support</i>
Celebrate parental involvement and engagement in school.	HT Parent Council	Personal letters Newsletters Annual events	A culture of participation in the school community is fostered.	

Priority	Learning at home		Overall Responsibility	
Outcomes	To support families/parents to play an integral role in assisting student learning.			
Tasks	By Whom	Resources	Impact/ Progress	Measure
Promote the relevance and importance of real life learning at home to parents and staff.	Headteacher Staff Parents	ES toolkit CEC Supporting Parents and Carers School website	Parents feel confident in supporting their children with home-based learning. Staff feel confident to set varied styles of homework tasks.	<i>% parents actively involved in supporting their child with learning at home</i>
Create opportunities for parents to learn alongside their children.	Headteacher Staff Parents	ES toolkit CEC Supporting Parents and Carers School website In school events and training	Parents feel valued as partners in their child's education.	<i>% parents accessing and attending learning events</i>
Encourage creativity in learning at home eg: use of videos and photos as evidence of work.	HT Staff Parents	School communications Groupcall Social media	Parents feel confident in supporting their children with home -based learning	<i>% parents accessing home-based learning opportunities</i>
Ensure that support and training is in place for parents to learn about the curriculum.	HT Staff Parents	In school events and training Information leaflets School website	Parents have an increased knowledge of their child's education.	<i>% parents attending in school events and training</i>

Priority	School decision making	Overall Responsibility		
Outcomes	To include parents in school decisions and develop parent leaders and representatives.			
Tasks	By Whom	Resources	Impact/ Progress	Measure
Promote the role and function of the Parent Council.	CEC HTs Parent Councils	CPGs Connect (SPTC) ES Toolkit Section 4	Parents feel confident that they can take their views to the Parent Council and that their views will be fairly represented.	<i>% parents whose views are taken to Parent Council.</i>
Ensure that support and training is in place to enable parents to carry out their Parent Council roles effectively.	CEC HTs Parent Councils	Recruitment training. CPGs Connect Other training as appropriate	Parent Council members are confident in taking an active part in school decision making processes and in representing the views of the wider parent body.	<i>Feedback from Parent Council members</i>
Involve parents in annual school improvement planning.	HTs	SQIP planning meetings. Parent summary document. Suggestions box..	The SQIP takes account of the views of parents and all stakeholders.	<i>% parents taking part in improvement planning in different ways</i>
Seek the views of parents on all aspects of school life, including learning and teaching.	CEC HTs	Authority's biannual parent survey. HMI surveys. School/year group surveys. Feedback slips on SQIP summaries, reports, newsletters, focus groups.	The views of the wider parent body are gathered and analysed annually and are acted upon as appropriate.	<i>% parents providing positive feedback</i>
Encourage adequate representation of parents from across the diversity of the school community in decision making processes. Involve parents in policy development, working groups and allocation of PEF.	Parent Councils HTs Classroom teachers		Parents feel included in the decision making processes in the school.	<i>% parents represented on School Improvement Groups, Parent Focus Groups, School Committees, recruitment panels.</i>

Priority	Collaborating with the community	Overall Responsibility		
Outcomes	To identify and use community resources and services to strengthen schools, families and student learning and development.			
Tasks	By Whom	Resources	Impact/ Progress	Measure
Identify resources within the community for potential collaboration eg: local library, residential homes, retailers.	Headteacher Staff Parent Council and wider parent body Pupil Council	Parental feedback Community facilities and services	Parents are included in the process of exploring potential resources within the local community.	<i>% parents involved in consultation</i>
Draw up guidelines for working with community partners.	Headteacher Staff Business manager Parent Council	PVG Disclosure Scotland forms Service level agreements as required	There are clear guidelines for establishing, planning and evaluating collaborative working.	<i>Number and range of collaborative opportunities</i>
Publicise opportunities for partnership working in school and in the community. Meet with potential community partners. Construct database.	HT Staff Parent Council Partners	School website Posters/leaflets Presentation at school events School funds	Wider community is welcomed into school in a meaningful way.	<i>Number and range of collaborative opportunities</i>
Identify and plan collaborative projects. Evaluate impact as part of planning cycle. Showcase successful collaborative initiatives.	HT Staff Parent Council Wider parent body Community partners Pupils	Time and space to meet Location for showcase event PEF funding if appropriate	Productive, meaningful partnerships established in the community. Development of cooperative skills. Opportunity to share and celebrate success.	<i>Number of parents and partners involved in collaborative projects, and feedback</i>



Education, Children and Families Committee

10.00, Tuesday, 11 December 2018

Primary and Special Schools Letting Update

Item number 7.10
Report number
Executive/routine
Wards
Council Commitments [35](#)

Executive Summary

The administration of Primary and Special School lets has faced some challenges this year, and some of these challenges have resulted in some reduction in the quality of service given to those requesting a booking.

This report is following on from a question by Councillor McLellan for answer by the Convener of the Education, Children and Families Committee at a meeting of the Council on 20 September 2018 and highlights the key challenges and the developments undertaken by The School Lets Team to improve the service on offer.

Primary and Special Schools Letting Update

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the challenges faced by the School Lets Team.
 - 1.1.2 Note the actions taken to address these challenges and improve the service provided by The School Lets Team.
 - 1.1.3 Note that Council officers from across several service areas are working together to support community access to primary and special schools.

2. Background

- 2.1 The School Lets Team provide the administration for booking accommodation in over 100 Primary and Special Schools. This service supports anyone wishing to book a facilities including schools, Parent Councils, Parent Teacher Associations, After School Care Providers, Active Schools and a variety of community and business bookings.
- 2.2 The administrative support for Primary and Special School Lets is currently part of Business Support Services within Customer and Digital Services. To ensure more effective end to end processing of schools lets and to ensure that the administration tasks are managed by the accountable officers within Communities Families, this function is proposed to be transferred back to Communities and Families from the Resources Directorate. Discussions in respect of this transfer are continuing between the Head of Schools and Lifelong Learning and the Head of Customer and Digital Services. In the interim, Business Support has been developing a detailed service level agreement (SLA) for all its activities across a number of areas, including Schools and Lifelong Learning. Until the transfer of the staff back to Communities and Families has taken place, the SLA will ensure respective responsibilities and performance requirements can be managed effectively.
- 2.3 Primary and Special Schools are closed in the evenings and weekends with few exceptions. Schools must be specially opened to allow a booking request to go ahead. This is done by offering optional overtime hours to Facilities Technician (janitorial) staff. This way of working has not changed in over ten years.
- 2.4 The summer of 2018 saw the start of a significant increase to the Council's annual Asset Management Works (AMW) programme, following a doubling of AMW

budgets in the Council's budget set in February 2018. Budgets were increased to £18m for this year and £30m next year across the estate, with schools being the first beneficiaries of this uplift. As part of this overall programme, projects at 28 primary schools commenced this year, many of which will take two years to complete. Next year, work will commence on a further 29 schools. Evenings, weekends, and school holidays are key opportunities to allow work to go ahead which can lead to schools being unavailable for bookings. It is a new key task of the School Lets Team to arrange and communicate alternative arrangements to affected customers.

- 2.5 At the start of the summer holidays, the software used by the School Lets Team failed. A very basic system was created to replace it but that required the re-inputting of all customer details including their bookings which amounted to over 1200 lines of information. This resulted in some delays and communication issues with customers.

3. Main report

- 3.1 It was recognised that a range of solutions were required to minimise the impact on booking requests by the events described in 2.2, 2.3 and 2.4 above. A full-time member of staff from the those seeking redeployment was sourced to help design and implement these solutions by working across Council departments, especially Business Support Services and Facilities Management
- 3.2 Fortnightly meetings are held with Asset Management Works project team to share details of the school improvement programme. The aim of this is to give as much notice to the School Lets Team about which buildings are available / not available. The result is customers will also have improved notice of any changes and the solutions being offered by the School Lets Team.
- 3.3 Weekly meetings are held with senior Facilities Management and Business Support colleagues to ensure the respective teams work collaboratively and maximise the opportunities that may arise from joint working.
- 3.4 Business Support Services, Facilities Management, and our ICT Department are working together to look at using available technology to create online applications and new booking software. This joint working will develop a much quicker application and confirmation system for customers and replace the lost software for the School Lets Team.
- 3.5 Business Support Services have deployed extra staff temporarily to support the School Lets Team with responding to the challenges faced this academic year.

4. Measures of success

- 4.1 E-mails and phone calls are responded to within 48 hours.

- 4.2 Booking requests are being resolved within the target turnaround period of two weeks.
- 4.3 All complaints are responded to within the City of Edinburgh Council Complaints procedure targets.
- 4.4 All activities requiring a let have sent an application to School Lets.
- 4.5 A school lets handbook has been issued to all let holders providing comprehensive information about applying for and using schools.
- 4.6 The second wave of schools are about to be confirmed and affected customers will be given at as much notice as possible to discuss alternative accommodation.
- 4.7 Where school works are close to completing, previous let holders advised they can start using the schools again.

5. Financial impact

- 5.1 There will be costs for developing the technology to support the letting system. These costs have still to be quantified.

6. Risk, policy, compliance and governance impact

- 6.1 The work outlined will reduce reputational risk to the Council by improved customer service. There will be improved governance around all aspects of Primary and Special School Bookings.

7. Equalities impact

- 7.1 No impact

8. Sustainability impact

- 8.1 No impact

9. Consultation and engagement

- 9.1 Facilities Management, Asset Management Works, Business Support Services, Early Years, Communities and Families.

10. Background reading/external references

- 10.1 Not applicable

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11. Appendices

None.

Education, Children and Families Committee

10.00, Tuesday, 11 December 2018

Education Standards and Quality Report

Item number	7.11
Report number	
Executive/routine	
Wards	
Council Commitments	

Executive Summary

The standard of education across the City of Edinburgh schools detailed in this report is in line with the requirements of the National Improvement Framework. It focuses on the four themes concerned with raising attainment in literacy and numeracy, improving outcomes for children in poverty, improving health and wellbeing, and improvements in employability skills and sustained, positive school leaver destinations for all young people. Other reports, previously considered or under consideration by the Education, Children and Families Committee provide more detailed information. This report should be regarded as an overall summary.

The report has been informed through evidence from a range of external and internal sources, but the culture of the self-improving system, regarded as the most impactful to raise attainment, continues to be the main focus of the Schools and Lifelong Service.

Education Standards and Quality Report

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Approve the Education Standards and Quality Report contained in (Appendix 1).

2. Background

- 2.1 The Education (2016) Act placed a duty on local authorities to plan and report on the outcomes set out in the Delivery Plan for Scottish Education.
- 2.2 The Standards in Scotland's Schools Act places a duty on education authorities to report and publish on progress towards improvements in provision.
- 2.3 The newly configured strategic groups for Edinburgh Learns, our framework to raise attainment and achievement for all, will each provide a separate report on the main drivers for improvement. These will be reported to the Education, Children and Families Committee at various points over the coming school session.

3. Main report

- 3.1 The Standards in Scotland's Schools (2000) Act places a duty on local authorities to produce a plan and report on the delivery of education, particularly with regard to raising attainment. The Education Act (2016) further details the content of the plan, which includes steps to reduce inequalities of income and address the four national improvement priorities.
- 3.2 Officers from the Quality Improvement and Curriculum Teams have undertaken a self-evaluation exercise which has informed the draft report and actions contained within the National Improvement Plan. The report highlights the good and improving standards and practice achieved by the education service, its schools and services, and is offered as a public record of some of the activities which have taken place and their impact on stakeholders.
- 3.3 Evidence to inform the report was drawn from the following sources:
 - Attainment and achievement data;
 - Reports on schools and nurseries from Education Scotland;

- Schools' Standards and Quality Reports;
- Data from stakeholder questionnaires
- Meetings with staff including head teachers
- Information gathered on visits to schools and centres by central staff;

3.4 Several strengths and next steps were identified within the report and are reflected as targets in the associated Education Improvement Plan.

4. Measures of success

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

5. Financial impact

- 5.1 The recommendations in this report have been assessed in relation to finance and no negative impacts have been found.

6. Risk, policy, compliance and governance impact

- 6.1 The recommendations in this report have been assessed in relation to risk, policy and compliance and no negative impacts have been found.

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 No negative impacts have been found.

9. Consultation and engagement

- 9.1 Ongoing consultation and engagement is in place to gather views of parents and carers in completion of this report. The current mechanism is via the locality Parent Council Forum networks

10. Background reading/external references

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

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11. Appendices

- 11.1 Appendix 1 - Education Standards and Quality Report

Appendix 1

Foreword

This Standards and Quality Report has been written to show the progress and impact towards outcomes detailed in the Education Improvement Plan for Session 2017-18. Evidence for the report is gathered by the Quality Improvement and Curriculum Service, which support schools and services to raise attainment. External evaluation is carried out by Education Scotland and the Care Inspectorate.

This Standards and Quality Report also describes some of the significant achievements of City of Edinburgh Council's Schools and Lifelong Learning Service, the progress made in the implementation of Curriculum for Excellence and the aims of the National Improvement Framework in session 2017-18.

Background

In 2017-18, City of Edinburgh Schools and Lifelong Learning Service provided education through 23 secondary schools, 88 primary schools, of which XX have nursery classes, XX family centres and 9 special schools for children with additional support needs.

About the Standards & Quality Report

The Standards and Quality Report describes the progress towards achieving the outcomes and impact set out in the S&LL Service's Improvement Plan 2017-18. The Education Improvement Plan is organised under the National Improvement Framework outcomes and has a clear focus on outcomes and impact on learners, parents and carers, staff and the community.

Evidence for the Standards and Quality Report is gathered through:

- Education Scotland reports on schools and services
- Follow through reviews from Education Scotland inspections
- Audits carried out by the Quality Improvement Team
- Attainment and questionnaire data
- Schools' Standards and Quality Reports.

The results of this self-evaluation have been used to plan the next steps, which have been incorporated into the Education Improvement Plan and Lifelong Learning Improvement Plan.

National Improvement Framework Key Priorities

Improvements in performance

Overall, this is evaluated as satisfactory with a good level of confidence. Whilst there is an improving trend in most areas, there are significant areas to address in terms of attainment in the Senior Phase.

Data includes: Broad General Education and SQA attainment data; the Insight analysis tool; Education Scotland's Statistical Summary Report for City of Edinburgh; inspection findings (four primary schools and two secondaries in session 2017-18); and supported self-evaluation.

Broad General Education – attainment in literacy and numeracy

Attainment in literacy and numeracy in the BGE is good. Based on teacher judgement, there has been an increase in the percentage of learners achieving expected levels in literacy and numeracy for the last 3 years at all stages with the exception of P7 literacy, where progress was maintained in 2017-18, and P1 numeracy, where there was a slight fall of 1 percentage point.

More learners are achieving their expected levels in reading and in talking and listening, than in writing. Some primary and all secondary schools are reporting that a percentage of learners are exceeding their expected CfE levels in numeracy, and in each mode in literacy.

Literacy – Achievement of a Level (% achieved)

	2015-16	2016-17	2017-18
P1	82	83	84
P4	76	80	82
P7	76	81	81
S3 (3rd level or better)	86	88	91

Numeracy – Achievement of a Level (% achieved)

	2015-16	2016-17	2017-18
P1	87	87	86
P4	75	79	81
P7	73	76	78
S3 (3rd level or better)	87	91	92

Almost all primary schools have a completion rate for the literacy SNSA assessments of above 95% with many completing 100% of their testing this year. Most secondary schools have a completion rate for the literacy SNSA assessments of above 88%.

Senior Phase

Attainment in literacy and numeracy

Attainment in literacy and numeracy in the senior phase is satisfactory. In terms of SQA data, when comparing performance of leavers in 2017 with performance in 2016, the following strengths are notable:

- Percentage point improvement in literacy and numeracy at level 5: there has been a 3 percentage point rise in attainment at this level.
- There is a clear pattern of improvement of overall combined literacy and numeracy at Level 4 and 5: attainment has risen each year since 2011.

Despite these positive gains, the Edinburgh figures remain below the corresponding national figures and those of the Virtual Comparator.

Improving attainment for all

The table below shows the average complementary tariff score for leavers in 2017, broken down to show the figures for the highest-attaining 20%, middle 60% and lowest 20% of leavers (taken from Insight).

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

The performance of the highest-attaining 20% is above the national and VC figures.

The performance of the middle-attaining 60% is above the national figure but significantly below the VC – this is a three-year pattern and is of concern.

The performance of the lowest-attaining 20% is below the national figure and significantly below the VC – this is a three-year pattern and is of concern.

HMIE inspections and school self-evaluation

Education Scotland Evaluations of QI 3.2 (Raising Attainment and Achievement) published in the academic year 2017-18 suggested an overall average of 3.8 in the 6-point scale. In almost all cases, inspectors agreed with the school's self-evaluation.

Features of schools being inspected as good or better for QI 3.2 included:

- Children are given good opportunities in other areas of the curriculum to apply and extend their literacy skills when writing in contexts, and during listening and talking activities. Good examples of this were observed in science and numeracy, particularly at the upper stages. Children also understand and are able to articulate the relevance and importance of literacy skills, in aspects of developing their skills for life, learning and work.
- Tracking of children's progress has been reviewed to focus on increased expectations of pace and challenge in literacy and numeracy. Where there is a risk of attainment slipping, staff take appropriate and prompt action.
- Children benefit from clear progressive pathways in literacy, numeracy, health and wellbeing based on the experiences and outcomes of Curriculum for Excellence.
- Staff use a well-considered broad range of tools to assess and diagnose children with barriers to their learning.

What are we going to do now?

- We are going to support schools to consider their curriculum offer in the Senior Phase. This will ensure that it is fit for purpose and meets the needs of all learners, thereby ensuring improvements in attainment for all. We will support schools to improve tracking and monitoring at all stages, so that learners' progress is checked and those young people in danger of leaving school with no or few qualifications are identified earlier and given appropriate support.

- We will also pilot the City of Edinburgh Council Raising Attainment in Writing Strategy with two secondary schools and eight primary schools in 2018-19. This pilot study is underpinned by a high quality professional learning offer which includes training and ongoing support from central and school staff.
- We will produce and pilot the City of Edinburgh Council Raising Attainment in Mathematics Strategy with a Scottish Attainment Challenge cluster in 2018-19.
- We will continue to ensure effective approaches to assessment and moderation are in place at all levels to enable staff to make reliable, professional judgements of progress through CfE levels and report these confidently to parents. Cluster working across stages will be strengthened and supported by QASMSOs and QIEOs from across the authority. SCHOLAR will continue to provide training in 2018-19 designed to further develop teacher confidence in the analysis of SNSA data.
- We will continue to improve attainment for all in literacy and numeracy in S4, S5 and S6 by providing moderation and sharing of standards opportunities for Curriculum Leaders and teachers.
- We will increase the number of leavers gaining level 5 qualifications in literacy by exploring a full range of pathways to accreditation at SCQF level 5, including increasing the number of centres offering National 4 and 5 ESOL qualifications in 2018-19.
- In common with colleagues across the South East Improvement Collaborative we will also increase the number of leavers gaining level 5 qualifications in numeracy by exploring a full range of pathways to accreditation at SCQF level 5.

Improvements in Health and Wellbeing

The strategy and quality assurance of our health and wellbeing programme is strong and continuing to develop well. It is referenced in several key planning documents and features in Council Commitments: there is very clear strategic commitment across all services to deliver the entitlements. Education has a strong presence in all groups and coordinates work with the other service areas.

Mental wellbeing/resilience

A range of training opportunities have been provided for staff, pupils and families to support their understanding and development of mental health, emotional wellbeing and resilience through Growing Confidence programmes. The Building Resilience whole school progressive learning and teaching programme has been piloted then rolled out in over 80 primary and some special schools across the city. Evaluation of the programme has found positive impact on a range of factors including, normalisation of setbacks, positive relationships, improved parental engagement and family learning and a shared common language across the whole school community. Work has begun on developing a secondary resource/support to help provide progression in this area.

1 in 5 Raising Awareness of Child Poverty work is also being rolled out across the city with over 80 schools having taken part in the training. Evaluations demonstrate a positive impact

on reducing stigma, improving attitudes and changes to practice all of which benefit families living in poverty.

Turn Your Life Around project has worked with over 1000 pupils and staff in 10 different schools to raise awareness on adverse childhood experiences and the research on resilience which shows that cycles can be broken and life turned around. Research has shown positive impact of this work on pupils, teachers and parents.

The Emotional Wellbeing Academy pathfinder project has trained Pupil Support Officers across 14 different schools. A small number of early evaluation measures have shown the positive impact of the low intensity anxiety management work with young people. Initial qualitative feedback indicates that schools are seeing positive outcomes for young people as a result of the work of the Pupil Support Officers.

Almost all schools provide two hours/periods of weekly **physical education**. The few schools who do not reach this target are monitored by the authority's PE lead officer who is working creatively to support them to meet the required provision. PEPAS cluster forums across all clusters and special schools provide a robust mechanism for collegiate working. An increase in cycle training means that most primary schools now provide this opportunity with over 2500 children benefiting from this provision. An increasing number of pupils benefit from the Active Schools programme with it now reaching 38% of pupils across the city. The majority of primary schools have engaged with a 'daily mile' activity, however, less than half of secondary schools are involved with this form of physical activity.

Our work with third sector organisations, funded by City of Edinburgh to support **substance misuse** education in schools is developing well. As a result of recent government research, a cross sector group has met to develop a framework to support schools and partners to work collaboratively to ensure evidence based practice is used when tackling these issues in schools. In addition, City of Edinburgh is working with NHS Lothian and ASH Scotland on the NHS Tobacco Prevention programme. The development of a new progressive substance misuse framework for use in early years and primary establishments is currently being planned.

Impact of work done to promote nutrition

The newly appointed Food and Health Development officer will lead on developing a policy framework to provide clarity around the expectations in relation to food within educational establishments. In addition, they will promote and support Better Eating Better Learning and provide guidance and support to schools and early learning settings to develop a holistic approach to food. They will support both breakfast clubs and holiday hunger programmes and the further roll out of Discover! to other holiday periods

Three CPD opportunities for staff to develop skills and confidence in teaching food and health in the primary classroom

A wide range of CPD opportunities are available to staff throughout the year to support staff ensure the children and young people in their care are **safe**. This includes the mandatory child protection training as well as a range of other opportunities on topics such as neglect, internet safety and child sexual exploitation. The 'Keeping Myself Safe' programme in primary schools is widely used across establishments. The Pupil Support Leaders Network provides a range of inputs on topics which help schools to access services to support young people both to assess and manage risk as well as upskilling staff on how best to support teenagers to keep themselves safe. Initial meetings have taken place in the authority to

develop a strategic approach to prevention and early intervention with a range of risk taking behaviours

Improvement in Employability Skills and sustained, positive school leaver destinations for all young people

- The Annual Participation Measure, published 28 August 2018, identifies Edinburgh City as sitting at 92.1% participation for 16-19 years old. This is a 1.3% increase on last year and above the national average of 91.8%.
- The JET programme continues to deliver high quality provision for many young people including targeted and universal offers. There are currently 212 young people on JET and 32 Young people on JET + (S5 Winter Leaver programme). JET Training Academies have been developed in sectors where there are not many placement opportunities and also growth employment areas: RUTS: Mechanics; Academy of Music and Sound: Employment in Creative sector and events; Screen Education Edinburgh: Film-making course; Introduction to childhood practice with Edinburgh college; Introduction to Health and Social Care with Edinburgh college; Give it a Go: for young people disengaging from JET (offering personal, social development and confidence building).
- Our strategic plan has identified high level improvements for developing the young workforce. The DYW strategic group has now been convened with a range of partners who will support the integrated strategy in line with the vision for Edinburgh 2050. A Pathways for Learning Framework is being developed in collaboration with a range of partners. Guidance will support schools to ensure flexible pathways for all learners are available, with enhanced support for young people within equity cohorts.
- The implementation of our DYW Action Plan has been enhanced through improved collaboration with partners. This partnership model has resulted in better interaction between schools (DHT 16+ Network), SDS, DYW (Edinburgh, Midlothian & East Lothian) and Education Scotland. There is improved use of Labour Market Intelligence and a greater focus on the Career Education Standard and Workplace Standard.
- To increase the range and uptake of vocational qualifications available we are reviewing our School-College partnership agreement. In particular our current model for delivery of Foundation Apprenticeship is under review to ensure high quality and best value for our young people.
- A number of our senior pupils continue to participate in the Career-Ready Mentoring Programme.
- Many schools offer a variety of wider experiences through employer and third sector partners which develop employability skills in their young people, particularly those who might be at risk of underachieving. Schools are beginning to improve their engagement with Marketplace via My World of Work.

- There are an increasing number of schools with My World of Work Ambassadors. In partnership with SDS the number of young people with a MWOW Login has increased.

National Improvement Framework Drivers

School Improvement

Schools inspected by HMI in session 17/18 were graded as follows:

School	1.1	1.3	2.3	3.1	3.2
Hermitage Park PS		5	4	4	4
Hermitage Park NS		4	4	4	4
Victoria PS	3				3
Corstorphine PS		4	3	4	4
Corstorphine NS		5	4	4	5
Dalry PS	4				4
Dalry NS	4				4
Ratho PS		4	4	3	4
Ratho NS		4	3	4	4
Bonaly PS		4	4	4	5
Bonaly NS		2	3	3	4
Tynecastle HS		4	3	4	3
Leith Academy		3	3	4	2
Prospect Bank	3				3
Averages	3.5	3.9	3.5	3.8	3.8

School Improvement Planning

Almost all schools have rigorous procedures in place to ensure all stakeholders collaborate and contribute effectively to the school planning process. Parent councils have a specific role in this and almost all of those sampled during locality discussions could describe their school's areas for improvement.

All schools have ensured that their targets for school improvement planning are reflective of the NIF, in terms of the 4 key priorities but have latitude to plan to meet the needs of the school community by setting over a three-yearly rather than annual basis. Support to plan using specific, timed and numeric measures of success was a feature of the support offered to senior leaders. This was supported by the Improvement Advisor and Attainment Advisor. Those schools involved in Scottish Attainment Challenge have had considerable support and coaching linked to setting SMART targets. This has ensured that meaningful measure are now embedded. Through engaging in this process we feel more confident that the key learning from SAC can now be extended to the wider cohort of schools. This will continue to be an area of focus for all schools.

School Leadership

Q1 1.3 Leadership of change

Almost 80% of schools evaluated leadership of change as good or better. Information from our recent moderation meetings suggest that most aspects of the Standards and Quality & Improvement planning process are developing well. Revised guidance has supported Headteachers to focus on how key national priorities are being delivered in schools. Actions

around closing the poverty related attainment gap are developing well. Two seminars have taken place to support staff with both operational planning, and writing detailed plans to ensure outcomes are focused. These were evaluated positively. As part of their role, QIOs have provided follow-up support and challenge to ensure that self-evaluation processes result in accurate, evaluative comments. Ensuring that we provide flexible, targeted, moderated support will be an area of improvement for the QI team.

Assessment of Children's Progress

SNSA

All SNSA training was well attended and almost all fed back positively about the experience. All schools completed the SNSA Assessments during a short window during April and May. Feedback was largely positive from P4-S3 teachers. The majority of P7 and S3 teachers felt the children performed better in these assessments than previous standardised assessments. P1 delivery was more challenging, mainly due to question style and delivery. Almost all leaders have found the 'low medium high' banding less helpful than previous specific assessment grades. We continue to work closely with all relevant colleagues to ensure our assessment approaches are appropriate.

Assessment and Moderation – Quality Assurance Moderation Support Officers

This session staff developed their skills in various aspects of the Moderation process. In June 2018, staff from Edinburgh schools identified writing as their key area for assessment and moderation activities. Using benchmarks and progression pathways to make confident judgements of a level and time to collegiately plan learning were other areas they had identified for further training and development.

Analysis of CfE levels for session 2017-2018 reflects an improvement in the overall achievement of a level from Early to Third in all assessed curricular areas. Growing confidence in teacher judgement has contributed to this increase. School inspection findings reference the work each school has participated in so far and recommend all schools to continue assessing and moderating the quality of learning and teaching consistently and effectively.

What are we going to do now?

- The authority will consider all national advice for the continued implementation of SNSAs and in discussion with professional associations and the Edinburgh Learns Teaching and Learning Strategic Group, guidance will be produced for staff.
- The approaches introduced by the QAMSOs will be revised and refined to better meet the needs of the city's teachers. This will increase the confidence of more staff in Achievement of a Level of the core curricular areas.
- Use will be made of the BGE Toolkit as another source of data in the suite of assessment information
- Electronic tracking will be introduced in all secondary schools with the Primary model coming online as the session progresses

Assessment of Children's Progress

Q1 2.3 Learning, teaching and assessment

HMI Inspections of schools noted approximately 74% of schools where learning, teaching and assessment was evaluated as good or better.

In the best examples we noted schools where:

- Relationships between staff and children which were positive and nurturing and an appropriate focus on children's rights and responsibilities
- Tasks and activities were differentiated well and matched to the needs of most learners.
- A variety of teaching approaches including active learning, whole class lessons, group and paired work
- Motivated teachers who provide clear, helpful instructions to their classes and use a variety of teaching techniques including direct teaching and self-and peer-assessment.
- Teachers shared learning intentions and as a result, children were clear on the purpose of their learning
- Most teachers used questioning to good effect to check understanding and build on prior learning and children are provided with a range of oral and written feedback.
- Staff use assessment for learning strategies well which helps children understand what they are trying to learn and what is expected of them.

Areas for improvement for schools inspected as satisfactory for Q1 2.3 included:

- Opportunities for young people to lead aspects of learning across the school and opportunities for staff to plan contexts for learning which are underpinned by skills for learning, life and work will help enhance the profile and importance of the overall development of skills.
- The consistent use of high quality feedback to learners should continue to be developed and teachers should increase their use of effective questions to encourage higher-order individual and collaborative thinking.
- Teachers are not yet fully using the information from assessments to inform practice and support appropriate differentiation
- Further develop moderation and a shared understanding of the National Benchmarks

Professional Learning

Primary Professional Learning Partnerships and Secondary DHT Learning and Teaching networks provided opportunities for colleagues to engage in professional dialogue, share practice and provide support for the self-evaluation of 2.3 *Learning, teaching and assessment*. There is now a need to share these approaches across

sectors and provide professional learning opportunities with a particular focus on the key strategic actions identified in *Edinburgh Learns: Learning and Teaching*: formative assessment for learning, differentiation, skills and leadership of learning.

Teacher Professionalism

Throughout 2017/18 we offered a range of professional learning. We offered Masters Level learning in partnership with the University of Edinburgh Teacher Education Partnership and leadership development with Scottish College for Educational Leadership (SCEL)

Initial Teacher Education

In 2017/18, figures in the Student Placement System (SPS) indicate that schools in Edinburgh hosted student placements from Scottish universities. The placement breakdown is as follows:

Nursery – 85

Primary – 597

Secondary – 378

We devised and offered, with our partners a course: “Supporting Teacher Learning in and through Practice”, enabling teachers to enhance their knowledge of the theories of pedagogical practice and how to best support students with this as part of their mentoring and coaching role.

Teacher Leadership

Teacher Leadership Scottish College for Educational Leadership has a focus on leadership of learning with Practitioner Enquiry. In 2018 14 teachers were recruited to the programme by SCEL. There are eight primary teachers and six secondary teachers. In total 35 teachers have been recruited to this programme since it was launched.

Supporting Teacher Leadership Scottish College for Educational Leadership: Three City of Edinburgh teachers were recruited to this programme in 2018.

Certificate in Leadership of Learning: Core Processes is a 60 credit masters certificate delivered by Edinburgh University. In 2018 six teachers (five secondary and 1 primary) were recruited to this programme. In total 13 teachers have been recruited to this programme.

Career-Long Professional Learning

A CPD Directory of opportunities is available to all staff and includes learning and development opportunities covering areas of the curriculum, learning and teaching, health and wellbeing and other relevant topics.

The Additional Support for Learning Service facilitate professional learning opportunities for school-based staff within the Directory.

A CPD Update is sent out by email to all staff regularly to advertise internal and external professional learning and development opportunities.

Middle Leadership

1. The Aspiring Head Teachers Group was created to address and support the experiential management and leadership needs of primary middle leaders. This is the third year of the course. This session an average of 16 people attended each event. Each meeting was designed using feedback from practitioners. One of the most significant improvements made to the programme was inviting current Head Teachers to host and speak to the group about their leadership journey and their philosophies on leadership. Each presentation has been different and enlightening and universally acclaimed. This session, we have covered 5 different themes –

staffing, business support, self evaluation, dealing with complaints and interview skills. From feedback, colleagues found the sessions very informative and enjoyed the opportunity to engage in professional dialogue. 3 of our group have been successful in acquiring Head Teacher posts. Most confirmed they would like to attend next session.

2. The Secondary Literacy Coordinators' Network is led by the Literacy Lead Teacher(s) and has met 3 times during 2017-18. The group comprised of school librarians and teachers working in partnership to broaden the cultural and social experience of reading and literacy, has focused on the creation of a reading culture in school.
3. The well-attended English Subject Leaders' Network is led by the Lead Teacher for English and has met 3 times during 2017-18. This group of English Curricular Leaders has engaged in professional discussion about the changes to the National Qualifications, shared practice in the delivery of SNSAs and BGE assessment and moderation, explored Literacy and English attainment in both their own settings and across the local authority.
4. 5 staff from SAC secondary schools have completed a Masters Level module in Practitioner Enquiry, funded by SAC. All have passed and have been recommended for GTCS professional recognition for their learning; 3 of the staff have submitted a written rationale which will accredit them with 20 Masters level APL credits

Parental Engagement

Attainment Challenge Schools

The impact of the Scottish Attainment Challenge (SAC) on parental engagement in the primary and secondary schools involved is significant. These schools are focusing on involving parents and carers more fully in improving the life and work of the school: they started off their SAC work with a major consultation with parents and have continued to involve them through evaluations and regular opportunities to contribute to school planning and development, for example through surveys, focus groups, open days, anonymous suggestions boards, and parent council.

All SAC schools have engaged in a creative range of activities aimed at reducing the potential barriers to parental engagement. The schools which are most responsive to family circumstances are those with family link/support workers. All schools have used a range of formal and informal settings to build improved relationships with parents. These include curriculum information sessions, social media, coffee mornings; regular meet the learning sessions and family social events. Most schools have targeted specific groups of parents to support. One school (HRHS) has run a particularly successful series of workshops over six-week blocks covering aspects of literacy, numeracy and health and wellbeing. The impact on the young people's participation in learning has been significant.

All schools are increasingly working with parents and other agencies in creative ways to help minimise the effect of poverty on children. Breakfast clubs, after school clubs, residential experiences and cultural experiences are offered free of charge to identified young people. Parents in one school (Canal View) identified the issue of hardship through the holidays and so the school used PEF to run holiday clubs providing food and high-quality arts experiences.

Evaluations from the SAC schools have identified the following features as key drivers behind the positive impact on parental involvement: additional finance, greater understanding among all staff about the impacts of poverty, the freedom to be creative, the support and challenge provided by the Attainment Adviser, being part of the overall group of SAC HTs, and attending ES conferences that showcase ideas nationally.

HMI reports

Almost all parents who responded to pre-inspection questionnaires in the 2 secondary, 5 primary and 2 special schools inspected in 2017-18 (i.e. reports published) were confident that the school kept them well informed about their child's progress and were happy with the school. In all of the inspected schools, the Parent Council is active in enhancing the profile of the school through dedicated events and evenings and in organising events to raise funds to help families who may be facing financial difficulties. However, in the primary and secondary schools inspected, the number of parents on the Parent Council is small and does not fully reflect the diverse nature of the parent body. Inspectors found that schools are continuing to develop ways to increase the role of parents in school improvement for example by inviting them to become members of school working groups. In one school (Corstorphine PS), they noted that good use was made of the expertise and skills of parents to help young people to develop a better understanding of the world of work. All schools inspected offer workshop sessions on the curriculum which give parents the added knowledge to better support their children at home. However, parents would welcome further opportunities to support homework and learning.

Parent/carer survey

Schools across the city were asked to invite a sample of parents/carers to complete a survey, based on the Education Scotland pre-inspection survey, by March 2018. Those schools which were the subject of an inspection were not asked to complete the survey. In total, 5,386 responses were received, an increase of 13% on the 2016 survey. The response from parents/carers is positive across the seventeen statements, with almost 90% of respondents agreeing that their child feels safe at school, enjoys learning at school and has the opportunity to take part in clubs and activities provided outside the classroom. A majority of parents/carers agree with all of the statements. The main issues where parents/carers appear less positive are on the resources available to the school, parental engagement, and support to overcome barriers to participation and achievement (although 29% of respondents ticked 'neither agree nor disagree' rather than disagree for this statement). 28% of parents/carers disagree that the school has the resources it needs, 24% disagree that the school keeps them well informed about their child's progress and 19% disagree that their views are asked for and that they are taken into account. Compared to the last survey of parents and carers, carried out in 2015/16, all of the responses are down. For the fifteen statements that are the same as last time (two new ones were added this year), eight have gone down by less than 5 percentage points and seven have gone down by 5 percentage points or more.

Improvement Planning

Primary schools

All schools are working hard to improve parental engagement and involvement. They are proactive in engaging parents to ensure their views are sought & listened to and to ensure

that a variety of engagement opportunities are available to parents - coffee afternoons, Foodie Fridays, volunteering opportunities. In most cases, this has led to positive engagement from more parents and from a wider range of parents. In one school (Castleview) there is a tracking tool in place to monitor and improve parental engagement. Primary schools report that, in the nursery, creative approaches are used to engage families: sharing their skills in art, storytelling, baking and gardening activities, sharing religious festivals, floorbooks incorporating parent voice, post-its on children's work to voice opinions, parents 1-1 on trips and a parents' box to voice opinions. A soft start each morning encourages families to stay and play with their child.

Many schools report that parents are beginning to develop their understanding of the curriculum and how they can support their child's learning. Successful world of work events have taken place. In one school (Cramond) a STEM event was held with parents running workshops and the secondary science department working in partnership.

Opportunities to participate in school events are offered in all schools. Examples of this are (Ferryhill) where parents have been invited to join the Daily Mile, (Liberton PS) where P1 pupils had the opportunity to experience Forest Schools with parent volunteers.

Primary schools are very well supported by active Parent Councils and often also by Parent Teacher Associations. However, almost all indicate that many families continue to be under represented in parent groups such as the Parent Council.

Secondary schools

According to schools' own self evaluations, parent feedback clearly indicates that communication between home and school has improved. In most secondary schools, parents are becoming more actively involved in defining and reviewing provision. In a few schools, parents engage in an annual improvement exercise which allows them to feed in to the school's improvement evaluation and planning. In one school (Drummond), parents are also involved in the work and evaluation of school improvement groups (SIGs).

In all schools, staff have led information sessions with parents for example on literacy, numeracy, aspects of health and wellbeing. A range of after school and holiday programmes are offered where parents and pupils can learn new skills together.

Use of Pupil Equity Funding (PEF)

In many primary and secondary schools, the recruitment of a family learning champion has enabled families who are vulnerable to feel comfortable coming into school with access to universal and targeted supports and interventions. There is a growing confidence amongst families in supporting their child at home as well as in their own abilities to do so. Feedback from the families who have received this support is overwhelmingly positive. They feel listened to, welcomed and are growing in confidence. The family learning programme in these schools has been a platform for positive parental/carer engagement. Teacher feedback has suggested that there is increased participation and engagement from the learners who are involved in this programme. In some cases, the family learning champion has worked individually with families on issues such as supporting children's attainment in maths and literacy and developing strategies for managing distressed behaviours at home. A number of secondary schools report that attendance has improved and exclusion rates have reduced.

A range of projects have been developed to encourage family participation including nurture projects which support young people and their families to explore healthy eating and 'eating together', homework projects, family art and drama clubs. These have all been evaluated positively by those who took part.

Of particular note is the work at Forthview. A group of parents worked with the Place 2 Be manager and family support teacher to write and publish a book for children about how to manage anxiety. This promoted lifelong learning for parents who had a very positive sense of achievement. The success of publication was celebrated when the book was launched in

February 2018 at the National Library of Scotland with distinguished guests including the Deputy First Minister. It increased the aspirations of the parents who participated. In a few schools, parents/carers are supported to complete applications for free school meals and school uniform grants.

What are we going to do now?

The authority will:

- Finalise and distribute the CEC Parental Engagement Strategy as part of the Edinburgh Learns Framework. This will be supported by a suite of professional learning opportunities.
- Continue to work in partnerships for example with Connect.
- Continue to focus on parental engagement in Supported Self Evaluation visits to schools.
- Organise a Learning Event which will take place in November 2018 as part of a sub group of the South East Improvement Collaborative, chaired by Lorna Sweeny SEM Edinburgh. The focus of the event will be to inspire, provoke, and challenge mindset and bias around parental engagement in schools, bringing the attention sharply back to the young person at the centre.

Schools will:

- Ensure that there are more opportunities for parents and carers and grandparents to be involved in their children's learning.
- Put in place strategies to engage families in learning and target groups of parents to be invited to workshops.
- Involve parents more actively in working on and engaging with priorities within the SIP.
- Evaluate support to parents and carers using the CEC Parental Engagement Framework and the CEC How Good is our Support to Parents and Carers toolkit.
- Implement further strategies to support 1 in 5 poverty awareness with a view to reducing the cost of the school day.
- More fully engage parents and pupils in the evaluation of learning and teaching and further develop opportunities to engage parents in the life and work of the school.
- Increase parental knowledge of parenting support programmes and ensure parents are aware of how to express their views and how their views are taken into account.
- Create opportunities for parents/carers and children to learn together and create a culture of learning within the family.
- Continue to develop parental engagement through providing family learning courses, funded by PEF money.

Glossary

SNSA:	Scottish National Standardised Assessment
QAMSO:	Quality Assurance Moderation Support Officer
BGE:	Broad General Education
QIEO:	Quality Improvement Education Officer
CPD:	Continuous Professional Development
SMART:	Specific, Measurable, Attainable, Relevant, Timed
DJHT:	Deputy Headteacher
JET:	Job, Education, Training
DYW:	Developing Young Workforce
QI:	Quality Improvement
STEM:	Science, Technology, Engineering, Mathematics

Education Children and Families Committee

10am, Tuesday, 11 December 2018

Strategic Management of School Places

Item number	7.12
Report number	
Executive/routine	
Wards	
Council Commitment	

Executive Summary

This report provides an update on the P1 and S1 admissions August 2018 and includes data relating to the number of out of catchment requests; the number of appeals lodged, the number of cases granted and individual cases won on appeal.

Strategic Management of School Places

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the content of the report.
 - 1.1.2 Request an Admissions and Appeals update report in December 2019.

2. Background

- 2.1 As part of the annual P1 and S1 intake process a working group of senior officers meet to address the demand for places across the city and to agree proposed class organisations for primary schools in January each year.
- 2.2 In February the Pupil and Student Support Committee meet to review selected placing requests and to decide the priority order for placement on the waiting list.
- 2.3 Primary Head Teachers organise a special Parent Council meeting in February to share classroom organisation and local ward members are encouraged to attend.
- 2.4 Schools are aware that class organisations can change sometimes on a daily basis, as a result of parents making late registrations often requiring changes to class organisations.
- 2.5 Admissions for P1 and S1 in August are managed by the placements team. Headteachers are then responsible for all admissions after the start of term in August.
- 2.6 This year Primary schools across the city held their Open Day in October to promote local schools for local children.

3. Main report

Management of School Places

- 3.1 In the current financial climate achieving efficiencies in terms of the number of classes formed, staff allocated and accommodation remains critical. We endeavour to respect parental choice wherever it can be achieved without additional cost.

- 3.2 The admissions and appeals process is a routine high-profile area for Communities and Families. It is vital that this process operates as efficiently and effectively to ensure a consistent, transparent, and fair application of procedures. Head Teachers are involved throughout the process
- 3.3 As in previous years, the allocation of a school place for baptised Roman Catholic (RC) pupils at certain RC schools was a priority. Thereafter the allocation of places was based on:
- Catchment non-baptised - prioritised by sibling then distance
 - Exceptional cases
 - Non-catchment -prioritised by sibling then distance
- 3.4 The strategic growth plan for Gaelic Medium Education was approved by the Education, Children Families Committee in October 2018. While the demand for places in P1 at Bun-sgoil Taobh na Pàirce were accommodated this session 2017/18 in future years additional capacity will be required to be created. This could be achieved through internal reconfiguration.
- 3.5 Gaelic Medium Education secondary is provided at James Gillespie’s High School. A project to deliver temporary accommodation on the main school site for August 2019 is being progressed.

Reserved Places

- 3.6 We believe that it is important for children and young people to be able to attend their local catchment school. The Education (Scotland) Act 1980 allows the Education Authority to reserve places in schools for catchment children that move into the catchment area.
- 3.7 For pupils moving into a school catchment in primary one place per class is reserved and two places reserved for each team teaching class where possible.
- 3.8 One place per 60 pupils is reserved for incoming catchment pupils to S1 after the start of the session where it was possible to do so.

Admissions and appeals processes

- 3.9 The number of final applications for out with catchment places is as follows:

Primary 1		Secondary 1	
2018	TBC	2018	TBC
2017	894	2017	699
2016	962	2016	723
2015	995	2015	787
2014	1141	2014	777

- 3.10 The number of appeals and the outcomes for the past 4 years is detailed below:

Primary

Appeals	2015	2016	2017	2018
Number Lodged	237	268	283	254
Placed prior to hearing/ withdrawn	57	114	111	120
Heard by Appeal Committee	180	154	172	130
Refused	98	107	114	69
Granted	81	47	58	61

Secondary

Appeals	2015	2016	2017	2018
Number Lodged	53	74	109	88
Placed prior to hearing / withdrawn	2	24	25	11
Heard by Appeal Committee	51	50	84	77
Refused	41	43	68	48
Granted	10	7	16	29

- 3.11 It is estimated that the overall primary school roll will continue to grow while the secondary school roll is projected to rise sharply. This will result in accommodation issues at a number of schools. and indicate how these will be addressed.
- 3.12 While there are solutions to the accommodation concerns any changes to enrolment procedures would need to be considered next year at the earliest for implementation session 2020/21.

4. Measures of success

- 4.1 There is a consistent and equitable approach to allocating places across the school estate.

5. Financial impact

- 5.1 All work identified in this area is delivered within existing budgets.

6. Risk, policy, compliance, and governance impact

- 6.1 There are no risks, policy compliance or governance issues.

7. Equalities impact

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

8. Sustainability impact

8.1 There are no sustainable issues.

9. Consultation and engagement

9.1 This will be shared through the head teacher executive and parents will be engaged through locality and Consultative Committee with Parents arrangements.

10. Background reading/external references

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

10.2 <http://www.gov.scot/Topics/Statistics/Browse/School-Education/PupilProjectionsDataset/PupilProjections2014>

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11. Appendices

None.

Education, Children and Families

10am, Tuesday, 11 December 2018

Early Years 1140 Expansion: Progress and Risk Update

Item number	7.13
Report number	
Executive/routine	
Wards	All
Council Commitments	32, 33

Executive Summary

At present the Council is responding well to the challenge of expanding Early Years provision by 2020 and has already implemented extended services in several locations. However, due to the scale of the programme there are some high-level risks associated with delivery of the Council's Early Years 1140 expansion plan which need to be well managed by all those involved. These risks relate principally to the Council's ability to recruit the necessary staff and construct the level of infrastructure require on time to support the delivery of the expansion plan.

This report highlights the significant level of work which is being progressed to avoid these risks materialising but also outlines mitigation measures which are being considered should any of the risks begin to emerge as the programme progresses.

Early Years 1140 Expansion: Progress and Risk Update

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 Blueprint for 2020: The Expansion of Early Learning and Childcare (ELC) in Scotland - ELC Expansion Planning Guidance for Local Authorities' issued in March 2017 by the Scottish Government set out local authorities' responsibility for the implementation and delivery of an expanded entitlement of 1140 hours of free ELC in their area. The vision for expansion is underpinned by the principles of Quality, Flexibility, Accessibility and Affordability. The City of Edinburgh Council's Commitments 32 and 33 for this administration reflect the vision in the Blueprint:
 - 32. Double free early learning and child care provision, providing 1140 hours a year for all 3 and 4 year olds and vulnerable 2 year olds by 2020*
 - 33. Make early years' provision more flexible to fit families' needs and provide additional resources to families in difficulty so that no children are educationally disadvantaged when they start formal schooling*
- 2.2 An implementation plan to allow the Council to meet these commitments was approved by the Education, Children and Families Committee in August 2018 as part of the "[Expansion of Early Learning and Childcare from 600-1140 hours by 2020](#)" report. As part of the approval of this report it was requested that a further report expanding on the key risks associated with delivering the programme be returned to Committee in December 2018.

3. Main report

- 3.1 The expansion plan approved as part of the report considered and approved by the Education, Children and Families Committee in August 2018 has been designed by Early Years and School Estate Planning officers to provide sufficient places and also offer parents flexible access to Early Years services.
- 3.2 The proposals represent a significant change programme for the Council requiring a redesign of one of the Council's largest and most high profile services and the

delivery of a significant supporting infrastructure programme. Individual risk registers are maintained for live capital projects within the Early Years 1140 programme. However, the most significant risks relate to the Council's ability to recruit the staff necessary to deliver 1140 hours of ELC and the delivery of the infrastructure set out in the expansion strategy. These high-level risks associated with this project are set out in Appendix 1. The sections that follow frame these risks within four questions and answers that provide details of the implications of not delivering on aspects of this project and the progress being made to deliver on the Council commitments.

Staffing

Can the Council deliver 1140 hours from August 2020 without recruiting additional staff?

- 3.3 No. The majority of 600 hour ELC places in council settings are less than four hours per session. Guidance from the Care Inspectorate states where children aged 3 and over attend settings for less than four hours in any one day the adult: child ratio can be 1 adult to 10 children. Children receiving 1,140 hours of early learning and childcare will attend settings for between four to ten hours per session and the adult: child ratio is required to be 1 adult to 8 children. Reducing the adult: child ratios without additional staffing, would have an implication on the number of 1,140 places available for children as settings would need to operate below the registered capacity.
- 3.4 There is no requirement to provide lunch for children attending settings for less than four hours in one day. Children attending for between four to ten hours are entitled to a meal, which will require additional staffing to support the delivery of lunches and cover for staff breaks.

Can the Council recruit the staff required to allow delivery of 1140 hour for August 2020?

- 3.5 Yes. Approximately 650 additional staff will be required to deliver 1,140 hours by August 2020. Since August 2018, over one hundred and forty full time equivalent staff have been recruited to the Early Years service to support the delivery of 1,140 hours. National and local campaigns to raise the profile of a career in early learning and childcare have led to an increase in applications to join the service. Recruitment for Edinburgh's, Early Learning and Childcare Academy (EELCA) Modern Apprentice and Trainee programme attracted over five hundred applications for the ninety posts available. Our recruitment requirements for August 2019 will be supported by the next phase of national activity which will include a focus on over 25 year olds, career changers/returners to work and those from under-represented groups.

Infrastructure

Can the Council deliver 1140 hours from August 2020 without delivering any new infrastructure?

- 3.6 In theory yes. However, there would be significant implications in terms of providing the necessary flexibility and choice of Early Years services for families. Under the expansion plan, 41 of our Early Years facilities (existing and new) would operate from 8am to 6pm 50 weeks of the year offering flexible places – allowing parents to choose between a 38 or 50-week model. If we could not deliver any of the infrastructure in the expansion plan, then only 17 of our Early Years facilities would offer flexible places the rest would offer 50 weeks only.
- 3.7 In a “no new infrastructure” scenario, the Council would not be in a position to fulfil its commitment (and the commitment of the Scottish Government) to offer parents flexibility and choice in the Early Years services they can access from August 2020. Parents would not be able to access hours to suit their needs at a facility conveniently located for them. Accordingly, parents may need to travel further and the hours available to them may not suit working patterns. There is also a potential environmental impact which would be contrary to Council commitments to Active Travel and the lack of flexibility would be contrary to Council commitments to encourage parents into work.
- 3.8 Most of the Council’s Early Years establishments currently offer places in the morning or afternoon but the increase to 1140 hours will mean a requirement to offer lunches and, in some cases, spaces for sleep. Many existing Council establishments are not easily adapted or have the space to offer these facilities.
- 3.9 Additional time required (for example opening the building outside of term time) would represent additional revenue costs which are not accounted for within the financial package received from the Scottish Government. The impact of this will depend on the extent of delays in the delivery of individual infrastructure projects and are yet to be quantified.

Can the Council deliver all the infrastructure in its expansion strategy for August 2020?

- 3.10 No. The Council will offer all children 1140 hours of care from August 2020 but the transition to a service that also offers optimum flexibility within each Council locality will be delivered in phases. New standalone nursery buildings within the boundaries of Craigentenny, Echline, Granton, Nether Currie, St Mark’s RC and St John Vianney RC Primary Schools are on target for delivery before August 2020. Refurbishment works at 12 Early Years establishments have been completed or are programmed to be complete by August 2020. The Communities and Families Service is also working with colleagues within the Council’s Parks service as well as private landowners to establish additional Forest Kindergarten settings by August 2020.
- 3.11 Proposals for new nurseries on the Kirkliston Leisure Centre site, Carrick Knowe Primary School and Ratho Primary School are all also being developed. These could be available within the 2020/21 academic year. However, these sites have additional complexities which mean that their programmed delivery will be subject

to technical assessment of their viability and/or consultation with the communities concerned about the services offered from these sites.

- 3.12 In September 2018, Finance and Resources Committee approved that all new capital investment projects, through a Service Design approach, should identify how co-located community facilities can be delivered as an integral feature of each project. The delivery of five further Early Years infrastructure projects will adopt this approach (Calderglen Nursery, The Royal High Primary School, Gilmerton Primary School and in the Gracemount and Craigmount High School cluster areas). These projects will incorporate new Early Years provision alongside other service provision through a process of service redesign, integration, and co-location to offer the Council improved service delivery and longer-term cost savings through the efficient use of its assets. It will provide potential opportunities to collocate Early Years services within a community hub offering greater partnership working with other Council services and partners such as the NHS. A programme for the necessary consultation and delivery of this process is currently in development, with consultation on these opportunities being expected between January and May 2019.
- 3.13 The Communities and Families service is also working with colleagues in the Council's Housing service to identify potential developments offering opportunities to deliver integrated and intergenerational facilities. The development of the Waste Transfer and bowling green sites at Powderhall presents such an opportunity and, following significant consultation this project has progressed to the production of a Strategic Planning brief which will be considered by the Planning Committee on 12 December 2018. Detailed design and cost analysis will take place once the public consultation has concluded in the first half of 2019. Accordingly, should development of a new Early Years facility on this site progress, it is likely to be operational around Easter 2021.
- 3.14 As part of the ongoing Council led regeneration of Pennywell and Muirhouse, the potential to co-locate an Early Years facility alongside the library to create a new learning hub at the heart of the new town centre is being explored. This project is in feasibility stages with an overall cost estimated of around £3.5m. There is currently £2.65m budget available for expansion of Early Years services in this area and £0.65m external funding secured to support place making. These two budgets will be combined to help meet costs of replacing the existing library with a new hub at the heart of the new civic square. There is currently an estimated £0.2m funding shortfall for delivery of this integrated project and the intention is that this will be addressed through the Service Design approach now being progressed for this type of project
- 3.15 Finally, in some areas of the city, most notably in Leith, it has not been possible to identify an appropriate site for a nursery and work here to consider the options that may be available is ongoing. This will include closer working with partners in this area and will require that demand be met by existing facilities.

4. Measures of success

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

5. Financial impact

- 5.1 Edinburgh currently has a baseline revenue budget of £30,000,000 to deliver 600 hours of Early Learning and Childcare. The Scottish Government has allocated £5,420,242 revenue funding to Edinburgh for 2018/19 to meet the cost of delivering the next phase of the expansion.
- 5.2 Following the agreement of the multi-year funding package, Edinburgh has been allocated a total recurring revenue of £48,025,000 by 2021-22. This will be issued as a specific grant annually as follows:

Table 1: Edinburgh's revenue funding package

Financial Year	Revenue Funding
2019-20	£26,019,000
2020-21	£17,035,000
2021-22	£4,971,000.

- 5.3 Edinburgh has been allocated a total capital funding of £39,480,000 to support the expansion.

Table 2: Edinburgh's capital funding package

Financial Year	Capital Funding
2017-18	£2,580,000
2018-19	£12,400,000
2019-20	£14,500,000

2020-21	£10,000,000
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Capital Costs

- 5.4 The Scottish Government capital funding for Early Years expansion is based on a m² metric. To remain within this metric the reference designs prepared by the Scottish Futures Trust (SFT) make provision for standalone facilities that, compared to the five new nurseries Edinburgh delivered in August 2018, have a relatively low build specification.
- 5.5 The SFT metric is based on delivering new buildings on sites that do not require to be purchased, are flat and already serviced by utilities. According, there is no allowance for site complexities and individual differences between sites (“abnormals”). The SFT metric also does not allow for the delivery of some items that City of Edinburgh Council regard as technically necessary to provide operational efficiencies within its estate, provide user comfort or for the delivery of a quality Early Years’ service. This includes items such as CCTV, access controls, Building Management Systems (BMS), folding partitions, acoustic treatments, wireless connectivity and lighting controls.
- 5.6 The approach taken by Edinburgh’s Early Years 1140 project has been to protect the quality of the learning and teaching environment and reduce costs by developing a standard design for one and two playroom nurseries, driving efficiencies in the construction process and the supply of parts, fittings and equipment. Furthermore, the Council’s appointed architects also designed the SFT reference model and are able to take the learning from that and apply it to the Edinburgh model.
- 5.7 However, the inclusion of these necessary enhancements to the SFT model and the “abnormals” associated with each of the individual sites mean that individual projects within Edinburgh’s expansion programme are likely to exceed the budget they have been allocated within the Scottish Government grant. Accordingly, the delivery of the 6 new nurseries at Craigentenny, Echline, Granton, Nether Currie, St Mark’s RC and St John Vianney RC Primary Schools is currently estimated to be £11.8m compared to a budget within the Scottish Government grant of £11.6m. This shortfall will be funded from other parts of the Scottish Government grant.
- 5.8 The impact of using funding from other parts of the Scottish Government grant will be on the delivery of items in later phases of the programme. This will be assessed as further details of the costs associated with later phases of the programme become clearer. The costs of these later phases will largely depend on the costs arising from the bespoke nursery designs and solutions which will arise from the wider Service Review being undertaken by Strategic Asset Management and the projects being progressed with Housing. It is expected that an integrated approach, partnering Early Years services with other service providers will offer efficiencies in terms of building running costs and may also reduce capital expenditure as the costs for the shell of the building will be shared.

Revenue

- 5.9 The revenue funding for the increase in funded early learning and childcare hours is based on the estimated cost of delivery submitted to the Scottish Government in March 2018. Key information gathered to derive the estimated revenue cost included workforce requirements, population projections, the uptake of places for eligible 2 year olds and the rate paid to providers in partnership with the local authority to deliver early learning and childcare. The additional costs associated with the physical running and maintenance of settings and other expected central costs were also included. The cost of running the additional floor space is expected to be £211,00 per annum which is expected to be covered by the additional revenue grant. This excludes non-domestic rates as the facilities will be exempt, however this new exemption is subject to review in three years' time.
- 5.10 Any factors that delay or prevent the physical expansion of the early years estate will not lead to a reduction in the revenue required for workforce.
- 5.11 The estimated cost of the hourly rate to be paid to providers in partnership with the council is based on the Scottish Government's assumption that £5.31 per hour is a sustainable rate for funded providers to pay the living wage.

6. Risk, policy, compliance and governance impact

- 6.1 This report sets out the risks associated with the delivery of Edinburgh's Early Years 1140 expansion plan. Principally these risks relate to the commitments made by the Council and the Scottish Government to deliver 1140 hours of free Early Learning and Childcare and to ensure that the new provision made is accessible and flexible to meet the needs of Edinburgh's families.
- 6.2 Conditions within the construction industry may also present a risk to the delivery of the Council's proposed infrastructure strategy. There is high demand nationally for contractors to deliver new nursery facilities both within the private and public sectors to meet the demands of expansion to 1140 hours. Edinburgh has sought to mitigate this risk by working swiftly to develop a clear strategy to allow this expansion; by using its recent experience of delivering new nurseries and by appointing a design team also experienced in the delivery of new nurseries to develop standardised designs for a new generation of facilities. The first of these new nurseries have been submitted for planning and it is anticipated that by putting this first package of nurseries out to tender quickly, Edinburgh will be one of the first authorities to take such a package to the market. There is however a risk of market saturation for contractors already being reached with other large scale projects on-going in the city. The Council is already experiencing high tender returns on other capital projects.

7. Equalities impact

- 7.1 The Council's Early Years 1140 expansion plan is designed to provide all families in Edinburgh with choice and flexibility in the ELC they can access. The degree to which this can be offered will depend upon the availability of the staff and the infrastructure to support it. The impact on equalities groups of not delivering on this programme will relate to the restrictions some parents may face in the hours they can be offered and the locations where these can be provided. This may impact most on some working parents and would be counter to Council and Government policy to support parents returning to work.

8. Sustainability impact

- 8.1 This report outlines some of the risks associated with delivery of the Council's Early Years 1140 expansion plan. The plan offers parents choice and flexibility in the ELC they can access. If the service parents wanted to access was not available in a particular area then this may lead to parents travelling further to access places that better suit their needs. This may increase the journeys parents take, impacting on emissions arising from an increase in traffic and discouraging active travel.
- 8.2 In regard to the impact new infrastructure may have on carbon outputs and sustainability, these will be considered as part of planning, design and of each phase of the expansion of the provision.

9. Consultation and engagement

- 9.1 Necessary consultation has been undertaken with key stakeholders in the development and delivery of the expansion. This includes an authority wide consultation with parents/carers, local authority and partner provider ELC settings and childminders.
- 9.2 Consultation will continue throughout the expansion programme.

10. Background reading/external references

- 10.1 ["Expansion of Early Learning and Childcare from 600-1140 hours by 2020"](#), Education, Children and Families Committee, 14 August 2018
- 10.2 ["A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland"](#)

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11. Appendices

11.1 Appendix 1 Early Years 1140 Project Risk Register

APPENDIX 1: Early Years 1140 Project Risk Register

Communities and Families



Generated on: November 2018

Ref	Category	Key Risks	Risk Owner	I	L	Inherent Risk	Key Controls in place	I	L	Current Risk	Approach to Risk	Further Actions	Action Owner	Due Date
EY1	Strategic / Financial	Partner levels of provision (40% of all places) falls. This could be, for example, due to concerns about sustainability of £5.31 hourly rate. This could lead to requirement for CEC EY service expansion beyond that planned or funded and/or to independent sector coming out of partnership.	Early Years Team	3	3	9	<ul style="list-style-type: none"> Regular meetings with Partners Monitoring Group. Discussions with partner providers have been positive as the hourly rate excludes lunch provision. Childminders have been brought into partnership. 	3	1	3	Treat	<ul style="list-style-type: none"> Consultation with Partner Providers about how the Council can support partner expansion to be undertaken. 	Early Years Team / School Estate Planning	Ongoing
EY2	Strategic	Phasing of funding from Scottish Government to 21/22 means not all parents able to access 1140 from 2020 resulting in reputational damage to the Council.	Early Years Team	3	2	6	<ul style="list-style-type: none"> Alternative models for delivery (e.g. opening additional settings for longer hours) being developed. Working with Partner Providers to build capacity. Many parents will not access services until April 2021 due to intakes ages split. 	2	1	2	Treat	<ul style="list-style-type: none"> Ensure alternative models are sufficiently developed to allow delivery should they be required. Build agreement on service delivery through the Partners Monitoring Group. 	Early Years Team / School Estate Planning	Ongoing
EY3	Operational	Parental expectations of how 1140 hours delivered not met resulting in reputational damage to the Council.	Early Years Team	2	3	6	<ul style="list-style-type: none"> Communication Strategy providing parents with details of different models of delivery will help parents understand services available – booklet for parents. Phased approach means models of 1140 being delivered – live examples available for parents to see. 	2	1	2	Tolerate	<ul style="list-style-type: none"> Promotion of existing facilities and services. Build agreement on service delivery through the Partners Monitoring Group. 	Early Years Team	Ongoing
EY4	Staff	The ability to recruit sufficient staff meeting the required standard to allow services to operate. Failure to widely offer 1140 hours resulting in reputational damage to the Council.	Early Years Team	4	5	20	<ul style="list-style-type: none"> Training centre established at WHEC – 90 places this year; Advertising campaign targeting getting more people into Early Years; Recruiting now to front fill places at establishments where 1140 to be delivered in future phase. 	4	3	12	Treat	<ul style="list-style-type: none"> Consider sustainability of recruitment in future years. Consider impact of new staffing arrangements on existing school staffing structures. 	Early Years Team	Ongoing

Ref	Category	Key Risks	Risk Owner	I	L	Inherent Risk	Key Controls in place	I	L	Current Risk	Approach to Risk	Further Actions	Action Owner	Due Date
EY5	Strategic / Financial	<p>Delivery of new infrastructure delayed beyond 2020 due to:</p> <ul style="list-style-type: none"> • Inclusion of Early Years facilities in Strategic Asset Management service review; • Lack of capacity within construction industry; • Community objection / Planning <p>This results in reduced capacity and flexibility in Early Years provision in some areas of city – less parental choice. Potential financial pressure if temporary facilities required. Short-term reputational risk to Council.</p>	School Estate Planning Team	3	5	15	<ul style="list-style-type: none"> • Refurbishment works, Forest Kindergarten and standalone new build solutions not part of service review being progressed. • Alternative models for delivery (e.g. opening additional settings for longer hours) being developed – particularly in areas where expansion strategy relies on outcomes of Strategic Asset Management service review. • Designs for standardised one and two playroom models developed to allow quicker delivery and reduce costs. • Early discussions with Planning Service to discuss Early Years projects. 	2	5	10	Tolerate	<ul style="list-style-type: none"> • School Estate Planning Team working with SAM to progress Early Years projects as part of service review; • Risk associated with late delivery of EY1140 projects to form part of risk profile for service review. 	School Estate Planning Team / Strategic Asset Management Team	Ongoing
EY6	Financial	<p>Scottish Government capital grant insufficient to allow delivery of all infrastructure within 1140 expansion plan. This may place pressure on Council's own capital budgets.</p>	School Estate Planning Team	3	4	12	<ul style="list-style-type: none"> • Where possible to do so, alternative sources of funding (such as developers contributions / LDP funding) being investigated. • Designs for all new facilities being developed in line with SFT metrics (where possible to do so). • Designs for new standalone facilities standardised. • Finance representation on project ISGs. 	3	3	9	Treat			

Education, Children and Families Committee

10am, Tuesday 11 December, 2018

Transitions for Young People with a disability from children's services to adult services

Item number 7.14

Report number

Executive/routine

Wards

Council Commitments

Executive Summary

The Council is committed to undertaking a review of social work and education services for children and young people with disabilities

This report is an update on the proposed changes to transition arrangements and will set out proposals for full engagement with children and young people affected by disability to make sure services are shaped by the voice of lived experience.

It sets out six actions that are intended to improve this process for all young people with a disability and outlines the changes we propose to make to how professional staff engage with young people and their carers.

A further report with information on the wider review of disability services will be brought to committee in March 2019.

Transitions for Young People with a disability from children's services to adult services

1. Recommendations

1.1 The Education, Children and Families Committee is asked to:

1.1.1 Note and agree the six key action points in relation to young people.

2. Background

2.1 Recent feedback from parents and service users indicates that transitioning from children and families support services to adult services has been a complex and frustrating experience. One of the key factors in this process is that it relies on two departments to work to deliver two elements of this process. These departments collectively often do not achieve a good transition for the young people. This report proposes new ways of working to deliver an improved experience and outcome

3. Main report

3.1 In reviewing the current arrangements for young peoples' transition there is a focus on the responsibilities of the individual departments including financial decisions, and budget responsibilities which impacts on the outcomes for young people.

3.2 In 2017, The Scottish Transitions Forum produced a document called 'Good transitions 3'. This was a consulted upon document that offered local authorities across Scotland seven principles that are considered to be the basis for a 'good transition'.

Edinburgh has been cited as an area of good practice, however to fulfil a joined up approach to transition we need to expand the current scope and remits of our staff. In Edinburgh we propose to adopt these six principles as an improvement plan:

A single point of contact

This will be someone who takes responsibility for planning through all the aspects of a person's life during transition. The person may be a social worker from children and families or a social worker from the transitions team in adult services

or another professional person. Discussions with partner agencies are underway to ensure that we develop a clear understanding of the role and responsibility. As a first step we will collocate social work staff from the children and families disability social work service and transition team staff from adult services in one location to begin working towards a single professional worker taking forward all planning for a young person through into adulthood.

Starting transitions work earlier

Currently transition planning happens when a young person reaches the age of 16 years and or is close to leaving school. Planning can be at different levels and intensity. We intend to commence transition planning at age 14 years and continue through to the age of 25.

Providing information to young people and families

We are making a commitment to provide documentation to families on all the aspects involved in transition. This will focus on informing young people and their carers of the options available. Draft information leaflets have been produced and we are consulting with parents, carers and young people on content. Easy to read versions will be produced.

Provide improved accommodation options

We wish to work with housing and care providers to avoid young people being placed in out of authority residential placements. Adult services work with housing associations across Edinburgh to provide a home for people with a disability. We wish to expand these networks to offer support to young people whose lives are in crisis as a direct alternative to residential placements out of Edinburgh. This would allow young people to maintain contact with their families, school and communities and retain a continuity of care.

Improved communication approaches

We intend to move our conversations away from focussing on services and instead focus on what young people are seeking from their lives. By introducing ongoing planning from the age of 14 we can work with young people with a disability towards meeting their aspirations. This will allow us to adopt an approach that assumes a person-centred model of planning.

- 3.3 These six key actions will be delivered by resources available in City of Edinburgh Council and Edinburgh Health and Social Partnership.

4. Measures of success

- 4.1 Young people, parents and carers have access to the information they need to plan the transition from school and children's services into adult life and services.
- 4.2 Planning and decision-making for young people is carried out in a person-centred way.

- 4.3 Planning starts early, around age 14 and continues throughout transition and into early adulthood.
- 4.4 Parents, carers and young people have a single point of contact as they plan transitions.
- 4.5 Supports are coordinated across all services.

5. Financial impact

- 5.1 There are no anticipated financial implications arising from this report.

6. Risk, policy, compliance and governance impact

- 6.1 The risks of not changing our approach is we will continue to work in two separate departments ultimately not delivering on positive outcomes for young people with a disability. Following the same path for young people will lead to carer stress, and potentially costly placements out of Edinburgh.

7. Equalities impact

- 7.1 An Integrated Impact Assessment will be completed.

8. Sustainability impact

- 8.1 Whilst there are no impacts envisaged on carbon or climate change arising from this report, issues of more general sustainable development are relevant. The biennial progress report required by the Scottish Government over the lifetime of the plan will ensure that sustainable progress is being made.

9. Consultation and engagement

- 9.1 The development of the Good Transitions 3 document involved consultation with professionals, carers and young people from Edinburgh.

10. Background reading/external references

- 10.1 Good Transitions – Scottish Transitions Forum
<https://scottishtransitions.org.uk/summary-download/>

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11. Appendices

None.

Education, Children and Families Committee

10.00am, Tuesday, 11 December 2018

Play schemes for Children with Disabilities Progress Report

Item number 7.15
Report number
Executive/routine
Wards
Council Commitments [34](#)

Executive Summary

This report is an update on the review of the play schemes and recommendations on the future delivery of the service and will set out proposals for full engagement with children and young people affected by disability to make sure services are shaped by the voice of lived experience.

The Council is committed to undertaking a review of social work and education services to enhance support to children and young people with disabilities.

A further report with information on the wider review of disability services will be brought to committee in March 2019.

Play schemes for Children with Disabilities Progress Report

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note this report and the changes that have been made to the delivery of the disability play schemes.
 - 1.1.2 Approve the recommendations in this report that:
 - 1.1.3 The CEC social work disability service will retain the responsibility for the running and management of the play schemes and will tender for a third sector organisation to recruit and train sessional staff to deliver the play scheme in partnership with the CEC.
 - 1.1.4 Prior to the tendering process we will engage with third sector providers to explore the possibility of developing a service specification that would allow the approved and trained sessional staff developing into a bank of staff that families with SDS budgets could approach.
 - 1.1.5 The CEC will also tender for a third sector organisation to provide a mainstream inclusion project to support children with additional needs to attend mainstream out of school and holiday activities.
 - 1.1.6 To agree a review of the wider disability services to realign the staff and service to manage and run the play scheme service during school holidays.

2. Background

- 2.1 A play scheme service for children and young people with disabilities has been delivered in Edinburgh for around 15 years. The aim of the disability play schemes is to create opportunities for disabled children and young people to participate in activities during the school holidays and to enjoy relationships with peers. The service has the additional benefit of providing a greatly appreciated level of respite to families who would otherwise face significant challenges in caring for their disabled children for the full duration of every school break.

The play scheme was originally run by parents from special schools in the city before being delivered by the council as part of its early years' service. The play

scheme was then delivered by a consortium of third sector organisations across several venues in the city. During 2016 the contract for delivering the disability play scheme went out to tender. The successful bidder for the service began delivering the service during the 2017 October school holiday. However, following the change of provider, several issues were raised by parents including the amount of provision available per child, and quality of the provision during to the October week. This necessitated the management of the play scheme being taken over by the disability social work service during the 2018 February holiday break. Following the Easter school holiday the service provider pulled out of the contract.

Under emergency measures the disability service managed the delivery of the play scheme during the 2018 summer and October school holidays. Under these emergency measures The Yard were contracted to recruit and train sessional staff to enable the play schemes to operate.

3. Main report

- 3.1 Further to previous reports on the children's disability social work service and the holiday activity play scheme, there has been a temporary change in the management of the service. A senior manager was appointed at the end of June 2018 on a temporary basis to enable a review of the ways in which we assess, prioritise, and provide social work and social care services to children affected by disabilities and their families.
- 3.2 Engagement with parents and carers and constant feedback from parents and carers has been key to this review. This has included four focus groups involving parents and carers of children and young people who attend both mainstream schools and special schools. In addition, parents and carers have been able to submit their own comments in writing.
- 3.3 Feedback has also been sought from potential service providers and discussions held with school head teachers. It is clear from all involved that the play schemes provide a very good opportunity for children and young people with disabilities to socialise and be involved in activities that are not open to them in mainstream provision. The play schemes also provide parents with a means of respite day care that would be difficult to replicate.
- 3.4 The direct management of the play schemes has allowed us to better understand the challenges of running this service in the city. The play schemes look after some of the most vulnerable and complex children in the city. The service delivery needs to be reliable, professional, and safe. The children attending need to have high-quality care and positive experiences.
- 3.5 As the play schemes provide day-care to children with complex disabilities the play scheme requires to be registered with the Care Inspectorate and managed by a

registered manager. The service needs to have competent and professional leadership and management and trained and supported staff.

- 3.6 During the 2018 summer and October school holidays the service has been managed by staff from the CEC respite service at Seaview, the Disability Family Support service at Hillview and the Disability Behavioural Support service based at Hillview. This has led to a curtailment in service delivery and cannot be sustained without an increase in staffing across these services and a review of positions within these services.
- 3.7 It would be very difficult for any third sector provider to find the number of experienced and competent managers required during each school holiday period to run and manage the play scheme service to ensure the service is run safely.
- 3.8 The emergency arrangement with The Yard has seen The Yard carry out an intensive recruitment process. The Yard were able to recruit approximately 140 sessional staff to work in the play schemes during the summer holidays. Some staff were only available for particular weeks during the school holidays and the venues were only available for five weeks. The Yard were able to recruit approximately 70 staff to work during the October break.
- 3.9 All the children attending the play schemes require one to one or two to one staffing. The number of staff available enabled us to operate three separate venues during the summer holidays and two venues during the October holidays.
- 3.10 Staff were recruited from a variety of settings. The higher number of staff available during the summer holidays is related to the availability of students on holiday from universities and colleges.
- 3.11 Looking ahead there are at least three potential methods of service delivery for the play schemes.
- 3.12 Firstly, we could again put the contract out to tender. This would allow a variety of third sector agencies to tender for some or all the play scheme provision. This could lead to a single provider or another consortium delivering the play schemes. This approach could have benefits such as the experience, creativity, flexibility and added value that third sector providers can bring. However, meetings with potential third sector providers have highlighted that there is concern about whether the play schemes in their current format are deliverable by an organisation external to the CEC. Going to tender at present runs the risk that no bids will be received for some or all the service and as we have already seen awarding a contract is not a guarantee that a service can and will be delivered in the longer term.
- 3.13 Secondly, the CEC could directly run and deliver the play scheme service. There are some potential difficulties for the CEC to manage and deliver a service that runs with many staff for such short periods. Whilst these difficulties are not insurmountable they do represent challenges. For example, it suits most of the sessional staff involved to have zero hours contracts. This allows staff to choose the weeks that they do and do not work during the school holidays. Advertising for staff, recruiting them and employing large numbers of people on short term

contracts and managing this requires intensive HR activity at particular times of year. It would be very difficult for the CEC HR team and processes to work in such a resource intensive manner. Experience has shown that third sector partners have the ability to reach and recruit play scheme sessional staff.

- 3.14 Thirdly the CEC could tender for a third sector organisation to work in partnership to deliver the play schemes as we have done in the current crisis. That would see the CEC take responsibility for the running and management of the play schemes, sourcing venues, taking bookings, quality controlling service delivery, managing the staff on a day to day basis and associated functions whilst the third sector organisation would (as the Yard have done) recruit and train sessional staff. One potential spin-off from such a partnership is that it **could** lead to the approved and trained sessional staff developing into a bank of staff that families with SDS budgets could approach. This requires further discussion.
- 3.15 The recommendation is that the third option should be pursued. This would involve a review of the wider disability services to realign the staff and service to manage and run the play scheme service during school holidays. Alongside this we would tender for a third sector partner to recruit and train sessional staff.
- 3.16 Currently any parent with a child with a disability attending a mainstream school or a special school can apply for a place on a play scheme and these places are awarded on a first come, first served basis. Each parent can apply for up to six weeks of provision. The chart in **appendix one** details the number of children with disabilities attending special schools, language units and mainstream schools within the city.
- 3.17 The number of children with disabilities eligible to attend the play schemes is approximately 1,000 (see appendix one). These children age in range from just under five years of age to 19 years of age. Many of these children and young people can access mainstream provision either with or without additional support. Clearly a number of these young people have no desire to attend the specialist play schemes and many families would not apply for a play scheme place. However, attempting to serve such a wide and diverse population of children and young people within a singular provision is not viable.
- 3.18 We believe that we are likely to be able to recruit similar number of staff during the Easter holidays 2019 as we did during the summer holidays and we believe that can recruit a similar number of sessional staff during the February break 2019 as did during the October break 2019. As the children and young people attending the play scheme require one to one or two to one staffing we will be able to deliver the following play scheme provision.
- February break – two venues for one week with provision for up to 70 children and young people
 - Easter holidays – three venues for two weeks with provision for up to 130 children and young people per week

- Summer holidays – three venues for five weeks with provision for up to 130 children and young people per week.
 - October break - two venues for one week with provision for up to 70 children and young people.
- 3.19 In total this will allow us to provide up to 1050 child/weeks of play scheme provision. There are currently approximately 1,000 children and young people eligible to apply for these 1050 weeks of play scheme provision.
- 3.20 The current first come first served system of allocating play scheme places discriminates against those parents and carers who have less access to IT and who are less able. This system also takes no account of need and no account of any other service being provided. In individual discussions and focus groups and parents have expressed serious misgivings about the first come first served basis of the allocation of places.
- 3.21 To address these issues going forward we have adopted a new system for allocating places on the play scheme. Parents and carers will be invited to apply for places. To be eligible for a place children and young people must be unable, due to their disability, to attend mainstream activities even without additional support. A deadline will be given that will allow all parents the time to apply for places. Parents and carers will be able to apply for between one to four weeks of play scheme provision. Parents with exceptional needs for support can apply for up to six weeks provision.
- 3.22 Once applications are received they will be assessed by social work managers and the places will be distributed based on need and the need that the family have for respite. If further information is required on any application the play scheme managers will contact parents/carers to discuss the application and will speak with other professionals such as school staff and NHS staff with parental permission.
- 3.23 To ensure additional activities for children and young people with disabilities the Education, Children and Families Committee increased the budget for holiday activities. This has enabled us to award £600k in grants to third sector organisations to create new activities for children with disabilities during evenings, weekends and during school holidays. Please see appendix two for details of the activities that have received grant funding.
- 3.23 To increase the ability of children and young people with disabilities to access mainstream holiday clubs and out of school activities part of the budget will be ring-fenced for a Mainstream Inclusion Project. We will offer a contract via tender for a third sector organisation to give support for mainstream activity providers to become more inclusive of disabled children with the aim of supporting 40 children or young people per year into mainstream child care and mainstream activities.
- The mainstream inclusion project will work alongside staff in mainstream childcare settings, including after school clubs and holiday clubs, to develop their capacity to include children with additional support needs within their services.

- 3.24 We will also engage with a third sector provider to supply a small additional play scheme for children with challenging behaviour. This model was successfully applied during the summer school holidays 2018.
- 3.25 During the 2018 summer and October 2018 holidays we engaged the services of bank nurses at one of our venues to enable us to accommodate children and young people with complex medical needs. We will continue this provision at one of our venues.
- 3.26 We have introduced free Saturday family swim sessions for parents and carers of children with disabilities at Braidburn Hydrotherapy Swimming Pool and these will continue. If these sessions are fully booked we will consider running a further similar scheme at another venue.

4. Measures of success

- 4.1 The children and families most in need of the provision of a specialist disability play scheme can access this service.
- 4.2 More children and young people with disabilities can access mainstream activities via supports offered.
- 4.3 Additional activities for children with disabilities are created via the grant awards to the third sector and initiatives such as the Saturday swim sessions.

5. Financial impact

- 5.1 The total budget for the holiday activities programme is £1.17m per annum. Parents make contributions to the cost of the play scheme on a sliding scale, paying £30, £70 or £100 per week depending on their financial circumstances. This contribution is likely to increase the budget by approximately £50k per annum.

6. Risk, policy, compliance, and governance impact

- 6.1 The holiday activity programme for disabled children and young people is a high-risk provision.
- 6.2 Assumption of management by council officers will reduce risk.

7. Equalities impact

- 7.1 An Equalities and Rights Impact Assessment (ERIA) was undertaken in March 2017, with due regards to the protected characteristics as detailed in the Equalities Act 2010. There were no negative impact outcomes.

8. Sustainability impact

- 8.1 No significant environmental impacts are expected to arise from this provision.

9. Consultation and engagement

- 9.1 A paper has been written and shared with parents and stakeholders as part of a consultation on the format of the play schemes for children with a disability.
- 9.2 Consultation meetings with parents have taken place.
- 9.3 Consultation with potential providers has taken place.

10. Background reading/external references

- 10.1 N/A

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11. Appendices

- 11.1 Appendix 1 Overview of Projected Changes in Specialist Provision

Appendix 1

Overview of Projected Changes in Specialist Provision

Overview of Projected Changes in Specialist Provision in light of Demographic Changes

Free Standing Special Schools	2015 - 2016 Baseline								By August 2030							
	Classes based on capacity				Roll based on capacity				Classes based on capacity				Roll based on capacity			
	Nurs	Prim	Sec	Total	Nurs	Prim	SEC	Total	Nurs	Prim	Sec	Total	Nurs	Prim	SEC	Total
Braidburn	1	4	6	11	8	32	48	88	1	7	7	15	8	56	56	120
Oaklands	1	4	3	8	8	32	24	64	1	4	3	8	8	32	24	64
Gorgie Mills	0	0	12	12	0	0	72	72	0	0	10	10	0	0	60	60
Rowanfield	0	8	0	8	0	48	0	48	0	8	0	8	0	48	0	48
Panmure	0	0	6	6	0	0	54	54	0	0	0	0	0	0	0	0
Kaimes *	0	6	11	17	0	36	66	102	0	0*	16	16	0	0	96	96
St Crispin's	0	6	5	10	0	30	30	68	0	4	8	12	0	36	36	72
Pilrig Park	0	0	11	11	0	0	88	88	0	0	10	10	0	0	80	80
Prospect Bank	0	7	0	7	0	56	0	56	0	7	0	7	0	56	0	56
Redhall	0	9	0	9	0	72	0	72	0	9	0	9	0	72	0	72
Woodlands	0	0	10	10	0	0	80	80	0	0	10	10	0	0	80	80
ESS			3				12	12							12	12
Total Special School	2	43	64	109	16	306	462	804	2	41	65	109	16	300	424	760
% of school population								1.7%								1.2%
Language & Communication Classes*		14			84			84		18*				108		108
Enhanced Secondary Provision			20				100	100			20				120	120
Senior Phase Hubs	0	0	0	0	0	0	0	0	0	0	4	4	0	0	40/60	40/60
Total located in mainstream								184								268/288
Total located in Special and mainstream								988								1020/1040
% of school population								2.1%								1.6%/1.7%

* Interdependent

Grant Awards

Organisation	Project Title	Description of activity
Lothian Autistic Society	Holiday Activity Programme	An 8 week structured programme during school holidays for young people with autism that combines an award scheme for personal development with opportunities to explore a variety of outdoor activities. The programme will also introduce young people to cultural opportunities through the Edinburgh Fringe.
ENABLE Scotland	The Active ENABLE Club	ENABLE Scotland will deliver a Holiday Activity Club throughout the City of Edinburgh. Our aim is to deliver 3 activity days per week of the Edinburgh school holidays. The hours per day will be from 10am- 4pm. We aim to support up to 15 children per activity day.
The Speech Language Communication Company (SLCo)	BRICK CLUBS	A series of Brick Clubs for CYP with disabilities (speech, language and communication). Brick Clubs, using principles of co-design, comprise 6 - weekly blocks using LEGO®-based therapy. Brick Clubs are therapist-led, focused around fun and friendship whilst improving social communication skills. These skills are key determinants of attainment and wellbeing.

WHALE Arts	Play, Sense, Create	Action research project led by WHALE Arts delivering creative activity sessions with children and young people with disabilities and their families.
Action for Children	Therapeutic Activity Programme	Action for Children will deliver a stimulating and safe weekly, term-time Therapeutic Activity Programme for disabled children/young people to socialise and have fun whilst giving their families a break from caring. Needs-led activities will reflect age, abilities and preferences of children/young people, with a combination of building and community-based provision.
Barnardo's	Barnardo's Autism Clubs	Two clubs - one for juniors, one for seniors. Each club runs for 90 minutes, once a week and is aimed towards children and young people with autism who are facing issues either at home or at school.
Action Group	Sunday Club	A fortnightly programme of activities for children and young people with complex medical needs. On alternate Sundays up to 20 participants will get six hours of safe, supported and stimulating play, chances to try new things, visits to places to explore and opportunities to make friends with their peers.
Core Assets Scotland	Take 5	A family-focused residential short-break in Kielder held during Edinburgh City Council school holidays for children, young people and their families to enjoy an inclusive community where the most severely disabled child/young person can enjoy taking part in activities alongside able-bodied family member in a fun and caring environment.
Northfield / Willowbrae Community Association	The Saturday Drop-in	The Family Drop-in offers a much-needed service for the whole family on a Saturday afternoon. It is for families who have children with a disability and their siblings. Activities are designed to support children with additional support needs and autism. Parents get peer support and advice sessions from invited specialists.
Lothian Autistic Society	Saturday Adventure Programme	A fortnightly programme of activities for children and young people with complex medical needs. On alternate Saturdays up to 15 participants will get six hours of safe, supported and stimulating play, chances to try new things, visits to places to explore and opportunities to make friends with their peers.
ComputerXplorers SEScotland	ComputerXplorers Tech Club	A weekly technology club for children on the autistic spectrum and/or mild learning difficulties offering computing related sessions in everything

		<p>from Lego Robotics and Minecraft to coding and animation. The aim is to provide an opportunity to socialise in a safe environment while learning some new skills along the way.</p>
<p>Royston Wardieburn Community Centre</p>	<p>Saturday Drop In</p>	<p>The Saturday Drop in session provides a safe environment for families of children with a range of additional support needs to access recreational activities within their local community with youth work support provided. Children and their families can take part in organised activities or just relax and use the facilities independently with support on hand.</p>

Education, Children and Families

10.00, Tuesday, 11 December 2018

Year of Young People – Eurocities Conference Youth Programme

Item number 7.16

Report number

Executive/routine

Wards

Council Commitments

Executive Summary

This report updates members of the Education, Children and Families Committee on the Eurocities AGM and Conference hosted by City of Edinburgh Council in November 2018. The report specifically updates members of the Committee on the Youth Programme, developed as a world first for Eurocities and linked to the Year of Young People 2018.

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

Year of Young People – Eurocities Conference Youth Programme

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the contents of the report
 - 1.1.2 Endorse the high levels of partnership across the council and with external partners
 - 1.1.3 Note the involvement of young people in shaping the Eurocities Conference
 - 1.1.4 Endorse the efforts to ensure there is a legacy from the Eurocities Conference for young people in Edinburgh and European Cities

2. Background

- 2.1 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.
- 2.2 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.
- 2.3 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'.
- 2.4 The purpose of the 'Cities4Europe' initiative is to address growing divisions and hostility in Europe and global challenges faced by cities.
- 2.5 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.

- 2.6 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.
- 2.7 The theme of the Eurocities Conference in November is Creative, Competitive Cities and for the first time ever in the Eurocities, Young People have been invited to participate as delegates.
- 2.8 The inclusion of around 70 Young Ambassadors from across Europe along with 3 young Ambassadors and 20 youth volunteers from Edinburgh is having a big impact on Eurocities Networks
- 2.9 A major aspect of the Conference is the involvement of young people in planning and shaping the conference.
- 2.10 Effort is being taken to ensure the legacy from the Conference and the Year of Young People is linked to developments around Child/Young Person Friendly Edinburgh City Vision 20150 and other learning, participation and engagement activities with young people.

3. Main report

- 3.1 Lifelong Learning's Arts and Creative Learning and 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.
- 3.2 In the light of the Scottish Government's Year of Young People, Edinburgh for the very first time in the history of the EUORCITIES Conferences, hosted 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.
- 3.3 To support the significant Youth Programme, Economic Development funded a Youth Programme Curator on a freelance basis and the person appointed is managed by the Arts and Creative Learning Team, working in close partnership with Economic Development and the Lifelong Learning Youth Participation Team.
- 3.4 A call to involve Young Ambassadors in the conference was extended to all member cities and 70 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.

- 3.5 Three young Ambassadors from Edinburgh attended 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.
- 3.6 With 3 Edinburgh Young Ambassadors and 70 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.
- 3.7 Most of the Young Ambassadors have made a short film titled 'If I were Mayor for a Day' which provided a stimulus for conversation across a number of conference sessions and beyond.
- 3.8 In addition, 20 young people from across Edinburgh volunteered with the conference youth programme. The youth programme volunteers included secondary school pupils (Trinity Academy, Firrhill High School, Balerno High School and undergraduates (University of Edinburgh, Edinburgh College).
- 3.9 The Arts and Creative Learning Team is also worked with a professional artist and two young autistic volunteers whose artwork is features on the Youth Ambassador Conference t-shirts. Young dancers and musicians from Edinburgh schools and drama students from Edinburgh college will showcase Edinburgh as an inclusive, child and young person friendly city where young talent is nurtured and showcased.
- 3.10 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.
- 3.11 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.
- 3.12 Screen Education Edinburgh were engaged as the official conference film-makers. Two young film-makers were actively involved in interviewing delegates, filming the entire conference and are working on the edit of the final film, which will be shared across the Eurocities network and in Edinburgh.

4. Measures of success

- 4.1 Young people from across the Eurocities networks, including Edinburgh, are better connected and continue city to city discussions via a social media group.
- 4.2 Young people in Edinburgh are engaged with the ideas and learning generated during the Eurocities conference.
- 4.3 Eurocities networks and working groups involve young people, their ideas and opinions and take forward more youth participation in working groups, conferences etc.

5. Financial impact

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

6. Risk, policy, compliance and governance impact

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

7. Equalities impact

- 7.1 There are no adverse impacts arising from this report.
- 7.2 Legacy ideas and activities for young people generated as a result of the Eurocities conference, will have a positive impact on equalities.

8. Sustainability impact

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

9. Consultation and engagement

- 9.1 Young people were consulted and engaged in helping shape the Eurocities conference programme, contributing to a number of creative and engagement aspects of the programme.
- 9.2 The Young Ambassadors Social Media Group was active for several months in advance of the conference and continues to be active, with more Edinburgh members now joining the discussion.

10. Background reading/external references

- 10.1 Eurocities Conference and Cityies4Europe Campaign, report to Corporate Policy and Strategy Committee, 27 February 2018, Item 8.3

- 10.2 [http://www.edinburgh.gov.uk/meetings/meeting/4229/corporate policy and strategy committee](http://www.edinburgh.gov.uk/meetings/meeting/4229/corporate_policy_and_strategy_committee)
- 10.3 Cities4EuropeCampaign: Young Ambassadors in Europe 2018.
<http://cities4europe.euocities.eu-campaign/index.html#/search-results/1536576510626>

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11. Appendices

- 11.1 Appendix 1 Eurocities 2018 Young Ambassadors Programme
- 11.2 Appendix 2 Candidates for the Plenary Session with the First Minister
- 11.3 Appendix 3 Overview of the youth programme
- 11.4 Appendix 4 Board of ideas

EUROCITIES

2018 EDINBURGH

YOUNG AMBASSADORS PROGRAMME

28-30 NOVEMBER 2018
EICC . THE HUB . NMS



CREATIVE
LEARNING
NETWORKS

Light Bulb Arts



#CITIES4EUROPE



EUROCITIES 2018 EDINBURGH

CREATIVE COMPETITIVE CITIES

28-30 NOVEMBER 2018
EICC . THE HUB . NMS

'Creative competitive cities - building our future together' EUROCITIES 2018 Edinburgh (28-30 November) will take place at a critical time for Europe, against the backdrop of the UK's decision to leave the European Union, and a year ahead of the European elections. In a turbulent world of unprecedented change and uncertainty cities are even more vital for Europe's future, being the drivers of inclusive and sustainable growth, jobs and innovation. For more information, please go to eurocities2018.eu

EUROCITIES is the network of major European cities, with over 140 members across 39 countries, representing more than 130 million people. We work in all areas of interest for cities, from culture to mobility, environment to social affairs, economic development to smart cities. We facilitate learning experiences between cities and represent cities' interests towards the European Union. EUROCITIES is committed to working towards a common vision of a democratic, sustainable future in which all citizens can enjoy a good quality of life. For more information, please visit www.eurocities.eu

EUROCITIES 2018
CREATIVE COMPETITIVE CITIES
28 - 30 NOVEMBER, EDINBURGH



YOUNG AMBASSADORS PROGRAMME

OVERVIEW

For the very first time in the history of the EUROCITIES network, young ambassadors are invited to attend, participate, represent youth voice and share ideas at the annual conference hosted in Edinburgh from 28th to 30th November 2018.

Recognising the importance of young people's contribution to public discourse, the City of Edinburgh Council, hosting this year's EUROCITIES conference, is advocating greater inclusion of young people in decision-making processes in cities and municipalities across Europe. A bespoke programme of engaging events and activities has been curated for 60 Young European Ambassadors travelling from **Austria, Belgium, Estonia, Finland, France, Germany, Greece, Italy, Latvia, Lithuania, the Netherlands, Norway, Portugal, Romania, Slovenia, Spain, Sweden, Turkey, UK, and Ukraine** to our capital for this three-day conference.

Our capital will be represented by two young ambassadors, **Lauren Ross** and **Jessica Bonehill** who were both selected via an open call to all young people living in Edinburgh as well as a young ambassadors host, **Steve Faichney**, who travelled as part of the CEC delegation to the last year's conference in Ljubljana to invite both city delegations and their young people to participate in the first ever EUROCITIES annual event promoting youth representation and participation.

Lauren Ross (22), a member of the National Youth Arts Advisory Group, shares her hopes and expectations from participation in the event: 'I am so excited to be an Edinburgh youth ambassador for this year's EUROCITIES conference. Not only is my city hosting; it is piloting the first ever youth programme at the conference. I can't wait to meet the other young ambassadors who will arrive from across Europe and am looking forward to participating in discussions with them about the role of culture and creativity in urban society. I expect to learn a great deal about different cities, including my own, and to have a lot of fun since the programme is a very special one with lots of great experiences on offer.'

Jessica Bonehill (24) Creative Industries Officer with Creative Scotland, adds: 'I'm really looking forward to getting involved in every aspect of the conference and representing other young, creative Edinburgh residents and all that they bring to our incredible city. This is such a fantastic opportunity to learn not only from international political leaders but also from the thinking of other young Europeans already leading in their communities. I am really excited about the opportunity to deepen our understanding of one another and bring back learning to Edinburgh's creative sector.'

All Young Ambassadors will come together to share their ideas and vision for European cities. As part of their preparations for the conference discussion sessions, they have already identified a number of issues they would like to address. These include climate change, social inclusion, improving living standards, providing affordable transport and increasing youth participation and representation in local governance. Young Ambassadors will reflect on their experiences of living in European cities and learn from good practice in Edinburgh to further their ideas and concepts for future creative and competitive cities.

The programme showcases a number of projects, including: **Young Edinburgh Action, What kind of Edinburgh?, Screen Education Edinburgh, Participatory Budgeting, City Vision 2050, 1 in 5: Raising Awareness of Child Poverty Campaign**, all of which have resulted in a greater visibility of young people and offered real opportunities to engage with city-wide initiatives. The projects in question are discussed under the following categories:

Creativity skills for young people: Screen Education Edinburgh

Screen Education Edinburgh is a centre of excellence for the study and production of film for young people, adult learners, communities and independent filmmakers from all backgrounds, with a passion for nurturing creativity and artistic expression, raising levels of attainment and aspiration.

Participatory budgeting for youth: Edinburgh's participatory budget

Participatory Budgeting (PB) is about local people having a direct say in how public money is spent. PB can support active citizenship, helping build more active and stronger communities that are (1) better able to take decisions on where public funds are spent; (2) more likely to take part in community activities; (3) better informed about public budgets and decision making.

Co-creating a city of the future: City Vision 2050

In the autumn of 2016 the City of Edinburgh Council launched a major conversation about the future of a city and a society, inviting Edinburgh to talk about its aspirations, plans, and concerns, for the first time in a generation: Edinburgh's City Vision for 2050.

Co-creating local policy: Young Edinburgh Action, What Kind of Edinburgh & the Scottish Youth Parliament

Young Edinburgh Action: Young Edinburgh Action (YEA) is an innovative approach to implementing the City of Edinburgh Council's Young People's Participation Strategy.

What kind of Edinburgh?: The Edinburgh Children's Partnership is committed to making real it's principle of listening to and responding to the voices and opinions of children and young people in the design, delivery and monitoring of its Children's Services Plan.

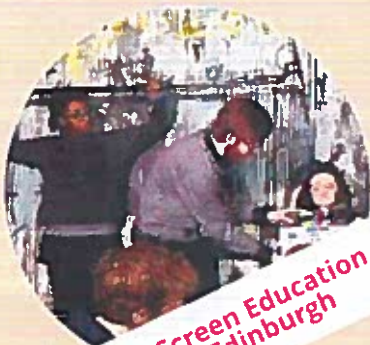
The Scottish Youth Parliament represents Scotland's young people. The SYP's vision for Scotland is of a nation that actively listens to and values the meaningful participation of its children and young people.

Focus on creative young people: Tinderbox Collective

Tinderbox aims to ignite a spark in young people – one which fills them with confidence, imagination and sense of possibility, and which enables people to achieve things they never thought possible. Their work helps break down barriers between people & communities, providing exciting opportunities to those who need them most, and supporting young people to build their confidence, skills, self-esteem, and professional experience. More at <https://tinderboxcollective.org>

Social awareness, taking action: Edinburgh's '1 in 5' child poverty campaign

The 1 in 5: Raising Awareness of Child Poverty in Edinburgh project aims to improve the understanding of the causes and impact of child poverty, and to begin to look at what changes schools could make to better support children from low-income families, especially in terms of reducing school-related costs.



**Screen Education
Edinburgh**



Children's Parliament



City Vision 2050

Not only will the Young Ambassadors engage in challenging discussions and debates on the future of European cities, but they will also enjoy an exciting programme of performing arts and interactive activities that showcase the young talent and creativity nurtured in Edinburgh. The City of Edinburgh Council has been working in partnership with the Edinburgh College, the University of Edinburgh, Light Bulb Arts, Lighthouse Community Dance Group as well as engaging Edinburgh's young film makers from Screen Education Edinburgh, musicians and dancers to create unforgettable experiences of heritage and culture that will long remain in European delegates' memories.

Visual art project: Edinburgh through young people's lens

Young volunteers from across Edinburgh, including students from **Broughton High School, Trinity Academy, Firrhill High School, the University of Stirling and the University of Edinburgh**, have been involved in a volunteering programme that, in addition to supporting the delivery of the EUROCITIES Young Ambassadors Programme, invited them to create a unique visual art display that presents Edinburgh through young local people's eyes. Our volunteers have been working alongside an Edinburgh-based visual artist, Heather Lucchesi, to produce artwork for posters, display units and coasters that are to dress the EUROCITIES 2018 Edinburgh conference at the EICC, The Hub and the National Museum of Scotland.

Heather Lucchesi, LightBulb Arts Director, engaged in a visual art projects with young volunteers says, 'Engaging in an expressive arts project based on your home city can enable young people to look at familiar surroundings afresh and to explore ideas, concerns and solutions in a creative way. Their own priorities can be highlighted and by making art they can feel empowered to make a difference and to present these ideas to others. Visual art can reach people in a way that written or spoken language alone cannot do and it is inspiring for both the makers and the audience to raise awareness and to share ideas.' 'This is a great example of the creative process in action; bringing together young people with a quality artist who can share skills, open up possibilities and allow a unique product to result which has elements of all involved within it. Meaningful collaboration and developing new ideas are crucial skills for our young people in their future careers and in life,' adds Lorna Macdonald, Arts & Creative Learning, City of Edinburgh Council.

The imagery created by the young Edinburgh volunteers will be on display throughout the conference to keep on reminding all delegate that young people's perspectives and perceptions are key to creating city environments for all. Jamie Kamal and Robin Marshall, who are visual artist with additional support needs, have contributed their talent by sharing their take on the urban landscapes of Edinburgh captured in their collages. Jamie Kamal's work entitled 'My City' will be the main image motif displayed throughout the conference.

Collaboration with the Edinburgh College Performing Arts Department

Edinburgh College greatly contributed to the performing arts projects specially developed for the conference. A bespoke animated tour experience engages the drama department students in telling stories of historical and fictional Scottish characters and the days in which they lived. The characters that will come to life on the night include Niall MacMhuirich (a Scottish bard), Mary Queen of Scots, Alexander Cockburn (16th c scholar), and a fictional binational merchant couple, Francois and Morag, based in Leith at the times of the great trade expansion period. Delivered in a light-hearted and accessible fashion, these characters will add a unique value to the visitors' experience at the National Museum of Scotland. In addition, the Edinburgh College dance department students under the artistic directorship of Ethelinda Lashley-Scott will perform a finale dance at the Awards Ceremony held on the same night. With a contemporary take on the history of Scotland and modern-day community relations, the piece will showcase Scotland's approach to cultural diversity. The European delegates gathered at the main gallery at the NMS will be surrounded by music and dance performed by almost 30 dance students from the Edinburgh College.

Ethelinda Lashley-Scott, Edinburgh College Curriculum Manager, reflects on the involvement of her students in creating and performing dance and drama performances at the National Museum of Scotland: 'The opportunity to be part of this prestigious project provides an excellent platform for the Performing Arts Studio Scotland Students to present their skills and expertise, and raises the existing profile of Edinburgh College.'

Old and New Towns of Edinburgh World Heritage Site: 'Auld Reekie' Interactive Game

'Scottish nickname for Edinburgh; literally 'Old Smoky'

The Young Ambassadors from across Europe will discover Edinburgh through time. While reflecting on past and present urban planning ideas and practices captured by an interactive game 'Auld Reekie' developed in partnership with Historic Environment Scotland for Scotland's Year of Young People.



'Auld Reekie' Team

The game is centred around a big map of the Old and New Towns of Edinburgh and a specially designed box of 18th and 19th century objects that help to tell the stories of some real characters from that period in history. It provides a unique insight into Edinburgh's social structures at the time and explains the current day community landscape in Edinburgh designed by the 18th and 19th century city planners. It encourages participants to think about how city planning affects people's lives and leaves a lasting impact on future generations.

Another strand to this project is a collaboration with students from Edinburgh College School of Professional Cookery and Hospitality. The students are further bringing the period to life by creating food inspired by the characters from 'Auld Reekie'. The intention of this collaboration is to showcase young people's creativity and skills.

Young people involved in the activity will be able to take this learning back to their communities and better engage with heritage on multiple levels.

Edinburgh's school pupils and young adults

The City of Edinburgh Council (CEC) has also engaged a number of pupils from primary and secondary in making their contribution to this unique event. Aside from the volunteering programme, the CEC Creative Learning Team have liaised with schools and young performers to provide them an opportunity to engage with this high-profile event.

Pupils from **Castlebrae Community High School, Woodlands School, Broughton High School, Royal Mile Primary School** and **Preston Street Primary School** have made their own original corsages as gifts that will be worn by the EUROCITIES delegates at the Opening Night at the Hub.

Chloe McClean (highland dancer), **Cameron Ledingham** (piper), **Ruaridh McIntyre** (piper), **Bronwen Stahl** and **Lili McShea** (clarsach players), **Claire Toothill, Holly Davis, Lindsay MacLellan, Harriet Sweatman** and **Rachel Sunter** (string ensemble) are amongst many young musicians and dancers from Edinburgh's schools that will share Scottish culture with the EUROCITIES delegates. Be it a modern Highland dance, Scottish piping or clarsach performance, Edinburgh's young talent will be showcased before international audiences to promote our culture and local talent supported by the CEC creative learning team.

Images of pupils designing and making corsages



Broughton High School



Woodlands School

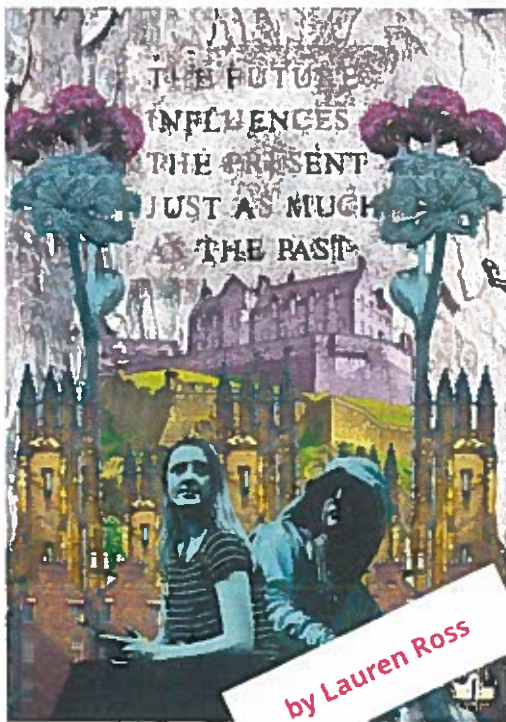


Preston Street Primary School

Another highlight engagement worth mentioning is the dance performance directed by **Pam Day** and performed by her **Lighthouse group** who are young adults with additional support needs that love to dance. **Lighthouse** is a community dance group that has been meeting on a weekly basis in Edinburgh for over ten years. The group currently has six dedicated dancers. All the dancers self travel around the city using public transport, have all finished high school and further education courses at college. All the dancers are employed, some have various jobs. Two of the dancers have been part of the Edinburgh and Lothian's swimming team chosen to represent Britain in the Special Olympics and brought home several medals. The dancers have performed in a number of the city's most prestigious theatres and many other venues to share their passion for dance. Pam Day, a dance teacher shares: 'Dance classes focus on creativity, teamwork and allowing each dancer to express their thoughts and emotions through movement. They have nothing to sell or promote they are just passionate individuals who love to dance. The Lighthouse dancers are all regular members of the public who contribute to the city with their creativity and passion for dance and performance.'

'With this programme, we want to capture the essence of what creative and competitive cities should be like: inclusive, diverse and talent-driven. Our young people being able to share their talent at the landmark venues of Edinburgh – the EICC, The Hub and The National Museum of Scotland will leave a lasting impression of Edinburgh as a creative, innovative and modern city,' explains **Beata Skobodzinska**, EUROCITIES 2018 Edinburgh Youth Programme Curator.

The delivery of the Young Ambassadors programme would not possible if not for the support of our local **Edinburgh volunteers and Edinburgh Young Ambassadors**: **Richard Beres**, **Jessica Bonehill**, **Anna Davidson**, **Mireia Dunbar-Jones**, **Abbie Fairbairn**, **Ruth Jean Findlay**, **Jamie Kamal**, **Gowan Mackay**, **Robin Marshall**, **Lauren Ross** and **Matthew Steel**; **the City of Edinburgh Council team** including **Elaine Ballantyne**, Head of Investment and International Relations; **Anne Campbell**, Senior Policy Officer (European Affairs); **Steven Faichney**, young modern apprentice; **John Heywood**, Principal Officer; **Martin Hutchison**, Strategic Development Officer, Creative Learning - Performing Arts; **Linda Lees**, Lifelong Learning Strategic Manager, Creativity, Health and Wellbeing; **Bailey McCormack**, Business Support for EUROCITIES Conference Planning Team; **Lorna Macdonald**, Strategic Development Officer, Creative Learning; **Jade Mooney**, Lifelong Learning Officer (youth participation); **Steve Vance**, Senior Economic Development Officer, Investment & International Relations; as well as **the EUROCITIES team**, including **Federico Guerrieri**, EUROCITIES campaign coordinator, **Cécile Houpert**, EUROCITIES project & policy support officer culture; **Gabriel Jacqmin**, EUROCITIES project & policy support officer; **Feyrouz Lajili-Djalai**, EUROCITIES project & policy support officer, **Sinead Mullins**, EUROCITIES senior communications coordinator; and **Nicola Vathauer**, EUROCITIES communications director.



YOUNG AMBASSADORS PROGRAMME

RUNNING ORDER

Wednesday, 28 November 2018

14:00-17:00 – Young Ambassadors Gathering and Welcome | EICC (Tinto)

Welcome words, teambuilding games, discussions based on Edinburgh case studies, the Auld Reekie game and the EUROCITIES Board of Ideas

Detailed running order:

14:00 Opening & Welcome by Edinburgh and EUROCITIES

CLlr Eleanor Bird (Scottish National Party) – **Young People's Champion**

Alison Greaves – UK delegate to the UN Winter Youth Assembly 2017

Beata Skobodzinska – Edinburgh & **Nicola Vatthauer** – EUROCITIES

14:15 Teambuilding games, including names games, human knot and human bingo

14:40 Discover Edinburgh – “Auld Reekie game”

The Young Ambassadors will discover Edinburgh through time, while reflecting on past/present urban planning: this game involves a big old map of the Old and New Towns in Edinburgh – and a specially designed box of 18th and 19th Century objects that help to tell the stories of the characters and places of that period in history.

15:00 **Maree Todd, Scottish Minister for Children and Young People** on the Year of Young People followed by a short Q&A

15:15 Introductory address by **Kristen Aigro** – Board member responsible for participation, **European Youth Forum**, followed by a short Q&A

15:30 Discussions on youth engagement in cities – world café style

The participants will break into six smaller groups of discussion around a given theme. All participants will be invited to present their own experiences and share know-how and practical examples. The discussion around the table will be moderated by a Young Ambassador, and will be opened by a presentation of a project involving youth participation and engagement, kick-starting the debate. All participants will be able to attend two of these six round tables, in a world café style conversation in two rounds of 25mins each.

1. Creativity skills for young people: Screen Education Edinburgh – facilitated by **Lauren Ross**, Edinburgh, presentation by **Dina Subasciaki**

2. Participatory budgeting for youth: Edinburgh's participatory budget – facilitated by **Carlos Alberto Videira**, Braga, presentation by **Stuart Macfarlane**, **Mary MacRaid** and **Steve Faichney** and contribution to the discussion by **Kristen Aigro**, European Youth Forum

3. Co-creating a city of the future: City Vision 2050 – facilitated by **Alison Greaves**, UK delegate to the UN Winter Assembly 2017; presentation by **Andrew Kerr**, Chief Executive, **The City of Edinburgh**

4. Co-creating local policy: Young Edinburgh Action. What Kind of Edinburgh & the Scottish Youth Parliament – facilitated by **Gabriel Gomes Barros**, Rotterdam, presentation by **Shannon Donoghue** and **Jade Moone**.

5. Focus on creative young people: Tinderbox Collective – facilitated by **Sara Akural**, Oulu; presentation by **Jed Milroy**

6. Social awareness, taking action: Edinburgh's '1 in 5' child poverty campaign – facilitated by **Frantz Josef Möller**, Munich; presentation by **Molly Page** and **Patricia Santelices**

16:30 Reporting on the outcomes of the discussions

16:40 Interactive EUROCITIES IDEAS BOARD – discussing priorities for the European cities of future



Parallel Sessions:

14:00-15:00 – EUROCITIES for Newcomers (Harris)

15:00-17:00 – Cities4 Europe session | EICC (Kilsyth + Moorfoot)

18:00-22:00 – Registration and Opening Night | The Hub

An evening filled with new opportunities to interact with one another, including a digital installation by Ray Interactive, Ceilidh and networking opportunities

Detailed running order:

18:00 Registration for delegates, pupils from Woodlands School distribute corsages made by Edinburgh

18:50 Young piper, Ruaridh McIntyre, performing outside The Hub

19:30 Introductory speeches by **Frank Ross, Lord Provost; Allan Little, Conference Moderator; Fergus Linehan, Festival Director of the Edinburgh International Festival; Jarmo Eskelinen, Director of the Data-Driven Innovation at the University of Edinburgh**, followed by a digital animation developed by **Ray Collective**

19:50 Networking and socialising opportunities, food and refreshments are served

20:50 **Chloe McClean**, Highland Dancer, performs as an opening act followed by the **Royal Scottish Country Dance Society** and a Ceilidh band demonstrating ceilidh dances

Thursday, 29 November 2018

8:15-9:00 – Young Ambassadors Catch Up | EICC (Platform 5 Café)

An informal meeting including briefing sessions with Young Ambassadors facilitating discussions

8:15-9:00 – Registration and Coffee Conversations | EICC (Strathblane, Kilsyth)

9:00-9:45 – Welcome plenary with Adam McVey, Leader of the City of Edinburgh Council, Anna Lisa Boni, EUROCITIES secretary general, and Charles Landry, keynote speaker | EICC (Pentland Auditorium)

9:45-11:15 – Creative Cities for Citizens | EICC (Pentland Auditorium)

Daniël Termont, EUROCITIES president and mayor of Ghent, and Stephen Clark, Director for European Parliament's liaison offices, in a debate with three young ambassadors on forms of citizens' engagement and lessons from the Cities4Europe campaign

Detailed running order:

09:45 Introduction by Allan Little

09:50 Cities4Europe 7 May launch video

09:55 Alan Little in conversation with Daniël Termont, Stephen Clark and the three Young Ambassadors: **Andreea Camen**, Strasbourg; **Iiris Suomela**, Tampere; **Pedro Roque Domingues**, Lisbon

09:55 Daniel Termont on Cities4Europe results

10:05 Stephen Clark on ThisTimeIamVoting initiative

10:15 The three young ambassadors present 10 citizen messages on Europe in 2030 (collated as part of the Europe 2030 campaign)

10:25 Conversation between Daniel Termont and Stephen Clark with the three young ambassadors on the future of Europe, moderated by Allan Little

10:50 Daniel Termont announces the Declaration on citizen engagement

10:55 EUROCITIES outgoing and incoming presidents and **Adam McVey, Leader of the City of Edinburgh Council**, sign the declaration on citizen engagement



Ray Interactive



**Chloe McClean
Highland Dancer**

11:15-11:45 – Refreshment Break | EICC (Strathblane Hall)

11:45-13:15 Speednetworking Session | EICC (Cromdale Hall)

A number of sessions led by city delegations presenting and discussing projects.

Detailed running order:

Round 1 (11:45 – 12:15)

- 1 Edinburgh | Managing Tourism: Balancing Visitor Demands and Resident Needs
- 2 Edinburgh | Greening Cultural Events: Creating Sustainable Culture
- 3 EUROCITIES | SCIS and Sharing Cities – get inspiration for your smart city transformation
- 4 Leeds | Leeds 2023: Transforming a city through culture
- 5 Mannheim | Role Model Charter Management Mannheim
- 6 Rennes | The Encyclopedia of Migrants
- 7 Rotterdam | Co-creating the impact investing agenda on a city level
- 8 Strasbourg | TANGO&SCAN, an original call for leaders of creative and digital projects
- 9 Vilnius | Vilnius Tech Park boosts start-up ecosystem and cultural and community life
- 10 Zaragoza | Re-inventing cultural institutions: the case of Etopia Center for Art & Tech
- 11 Athens | Citizens survey on the EU

Round 2 (12:15 – 12:45)

- 1 Bordeaux | Cultural seasons: a new creative cultural and urban dynamic
- 2 Budapest | Co-creation of a liveable city – from strategy to projects
- 3 Edinburgh | Museums and Galleries as socially purposeful organisations
- 4 EUROCITIES | Urban Agenda for the EU
- 5 Frankfurt | Silver Screen – European Film Festival for Generations
- 6 Glasgow | Putting yourself on the map
- 7 Munich | Young and Inspiring: Enhancing the "Ordinary" – better peri-urban landscapes for everybody every day
- 8 Bologna and EUROCITIES | Cultural Heritage and Urban Transformation
- 9 Nice and Marseille | NatureforCitylife – Disseminating an innovative approach for greening urban infrastructures
- 10 Valladolid | CreArt Network: A new way to develop culture in Europe
- 11 Vantaa | Strategic Procurement and Sustainability

Round 3 (12:45-13:15)

- 1 Berlin | Performing Arts Program
- 2 Brighton & Hove | Our Future City – improving well-being for young people through culture
- 3 Edinburgh | Edinburgh Biodiversity Partnership and action plan delivery
- 4 EUROCITIES | Cohesion policy after 2020
- 5 Dusseldorf | "KomKuK" – Enabling creativity through creative enablement
- 6 Edinburgh and Sofia | Your city on the move – sustainable urban mobility planning with SUMP-UP
- 7 Ljubljana | Ljubljana's Hub for Innovative and Creative Collaboration
- 8 Munster | Mobility in a Growing City
- 9 Oulu | The CHAOS Method
- 10 Rennes | Europe Remix – the creative marathon on Europe
- 11 Strasbourg | Towards competitive and efficient urban nodes with multi-level cooperation

13:15-14:30 – Lunch | EICC (Strathblane Hall)

14:30-16:00 – Creative Conversations | EICC (various spaces)

A series of parallel discussion sessions open to all young ambassadors

1a INSPIRE: Culture in Place Making | EICC (Tinto)

Diarmaid Lawlor (Moderator) in conversation with: Markus Lewe, Mayor of Münster, Kate Campbell, Convenor of Housing and Economy, Edinburgh, Jean-Claude Dardelet, Vice President, Toulouse

Focus: Maximising the potential of place via culture; re-thinking how we design and create good places; how can cities make the most of such places and how are inspiring new approaches tackling urban challenges?

1b INSPIRE: Culture in Local Partnership | EICC (Harris)

Tom Fleming (Moderator) in conversation with: Sir Richard Leese, Leader of Manchester, Päivi Laajala, Mayor of Oulu, Dirk Hilbert, Mayor of Dresden

Focus: Cities as brokers and facilitators between cultural stakeholders; clear political vision for local areas and a willingness to work in different ways within local areas; culture offering opportunities to work and engage with citizens locally; how can cultural mapping be used to create new cultural capacity?

2a IMPACT: The Transformative Power of Culture | EICC (Kilsyth)

Jennifer Hunter (Moderator) in conversation with: Gian Andrea Paolo Garancini, Deputy Mayor for Tourism, Heraklion, Manuel Pretzl, City Councillor, Munich, Dr Peter Kurz, Mayor of Mannheim, Tjasa Ficko, Deputy Mayor of Ljubljana, Lorenzo Perra, Deputy Mayor, Florence

Focus: Investing in culture 'production' and 'distribution' for economic result; mapping cultural assets and integration into development plans; barriers to creative capacity and how to unlock potential, the role of social enterprise and collectives; balancing the revenue from / attractiveness to visitors with sustainable and innovative ways of managing growth and capacity, and creating jobs and opportunities.

2b IMPACT: Culture as a Driver of Innovation | EICC (Menteith)

Yasmin Sulaiman (Moderator) in conversation with: Professor Charlie Jeffery, Senior Vice Principal, University of Edinburgh, Thomas Geisel, Mayor of Düsseldorf, Marco Lombardo, Deputy Mayor of Bologna, Tommy Petersen, City Councillor, Copenhagen

Focus: How can Data Driven Innovation help assess the real value of culture and creative industries? What are the new drivers for collaborative working and leadership across institutions and sectors? Culture and festivals creating living laboratories for innovation and skills and talent development. Collective platforms for shared culture and values which, in return for core investment, can be activated for creative jobs and economic growth.

3a INVOLVE: Creative Community Engagement | EICC (Lowther)

Sophie Moxon (Moderator) in conversation with: Charles Landry, Comedia, Ahmed Aboutaleb, Mayor of Rotterdam

Focus: How can cities foster creative community engagement? Cultural events as a platform for building skills and confidence; empowering citizens; addressing barriers to participation; future audience development.

3b INVOLVE: Inclusion and Empowerment – Comparing Experiences across Europe | EICC (Moorfoot)

Fiona Bradley (Moderator) in conversation with: David McDonald, Deputy Leader, Glasgow, Lorenzo Lipparini, Deputy Mayor, Milan

Marvin Rees, Mayor of Bristol, André Sobczak, City Councillor Nantes, Vice President Nantes Metropole

Focus: An opportunity to hear from Glasgow, Milan, Bristol and Nantes on the impact of arts and culture and creative communities on the development of neighbourhoods and the enrichment of community life, enhancing understanding and fostering inclusion.

16:00-17:30 – Democracy in Action | EICC (Platform 5 Café)

Presentations and interactive debates to elect young ambassador representatives for the closing plenary.

Detailed running order:

16:00 Introductions and presentations- Each candidate will have two minutes to let the YA fellows know why their ideas should be best placed for representing the group before the Scottish Government First Minister, Nicola Sturgeon

16:15 Questions from moderator - the moderator will ask one extra question to each of the candidates; the candidates will then have two minutes to answer.

16:30 Questions from audience - the YA gathered for this session will have the opportunity to ask questions to the candidates via the SLIDO app.

17:00 Voting - Voting will take place through the SLIDO app. The two candidates who receive the most votes will take part in the next day's plenary.

17:15 Edinburgh presentation by Jessica Bonehill, Edinburgh

17:17 Conclusion



19:00-22:00 – Gala Dinner and EUROCITIES Awards | National Museum of Scotland

An engaging evening celebrating success stories of European cities accompanied by drama, music and dance showcasing Scotland's past and present.

Detailed running order:

18:45 Arrivals to the National Museum of Scotland - delegates welcomed by a young piper, Cameron Ledingham

19:00 Animated tour experience at the Kingdom of the Scots Gallery

A dramatised animated tour experience by the Edinburgh College Performing Arts drama students tells stories of historical and fictional Scottish characters and the days in which they lived. Delivered by Kieran Brown (Niall MacMhurich, a Scottish Bard), Abbie Meldrum (Mary, Queen of Scots), Ferdinand McKay (Alexander Cockburn, 16th century scholar), Mila Bicanova & Alexander Wauthier (Morag and Francois, merchant couple), Bronwen Stahl and Lili McShea (Clarsach Players)

19:45 Gathering in the Main Gallery

20:00 Welcome and Introduction from moderators, Allan Little and Lauren Ross, followed by welcome address from Adam McVey, Leader of the City of Edinburgh Council

20:10 EUROCITIES Awards – Cooperation followed by entrée – musical accompaniment provided by the Royal High School students: Claire Toothill, Holly Davis, Lindsay MacLellan, Harriet Sweatman and Rachel Sunte with instructor, June Nelson.

20:50 EUROCITIES Awards – Innovation followed by main course - musical accompaniment again provided by the Royal High School students

21:45 EUROCITIES Awards – Participation followed by dessert and photo opportunity

22:20 Gala Dinner and EUROCITIES Awards Closing Remarks from Allan Little followed by 'My Scotland' contemporary dance performance directed by Ethelinda Lashley-Scott, performed by the Edinburgh College PASS students: Emily Briggs, Sophie McKie, Sacha Macleod, Rebecca Scott, Aoife Kane, Iliana Parousi, Jilly Donaldson, Natasha Harvey, Stephanie Wear, Natasha Browarczyk, Natalie Bullions, Natalie Divine, Abbie Carruthers, James Smith, Lorna Sweeney, Emma Gibb, Emily McKain, Gayle Strachan, Jenna Davidson, Niamh Smith, Delphi Doig, Robyn Munn, Rhiannon Moore, Jasmin Fuller, Annie Mackenzie, Meggy Viana, Morgan Irwin, Eve Niven.



Ethelinda Lashley-Scott
Edinburgh College



Adam McVey
City of Edinburgh Council



Lili McShea
Young Musician



Friday, 30 November 2018

8:30-10:45 – Young Ambassadors Debate | EICC (Platform 5 Café)

Identifying and discussing ideas and priorities for the European city of the future

Detailed running order:

09:00 Session moderators welcome participants and explain the session

09:05 Nicola from EUROCITIES sets the context by explaining the EUROCITIES vision and goals.

09:15 Young Ambassadors split into five groups moderated by one of the young ambassadors who volunteered for this session, where all collectively sketch on paper images of their city of the future

09:45 Each group discusses the key priorities they have put on paper and decides on one idea to bring to the group plenary, the one they consider as the most important priority

10:00 In plenary, each group moderator presents the idea his/her group identified as their key priority, followed by a discussion with the whole group to identify the top three priorities

10:30 Conclude (and if necessary vote) on the three priorities to take forward to the conversation with the First Minister – priorities to be projected on the main hall screen during the discussion

10:45-11:15 – Refreshment Break | EICC (Strathblane Hall)

11:15-12:00 – Closing Plenary | EICC (Pentland Auditorium)

Young Ambassadors in conversation with Nicola Sturgeon, First Minister

Detailed running order:

11:15 Welcome and introduction by Allan Little

11:20 Address by Nicola Sturgeon, First Minister

11:30 Allan Little moderates conversation based on three priorities identified as most important to young people in the preceding young ambassador debate.

11:55 Closing remarks by Alan Little

12:00-13:00 – Young Ambassadors Farewell Gathering | EICC (Platform 5 Café)

Sharing special moments, memories and impressions of Edinburgh

Parallel Session:

12:00-13:00 – EUROCITIES AGM | EICC (Pentland Auditorium)

13:00-14:00 – Lunch | EICC (Strathblane Hall)

14:00-16:00 – Study Visits | optional | Different locations cross Edinburgh (turn page overleaf for more information)



Nicola Sturgeon
First Minister



Allan Little
Conference Moderator



Jessica Bonehill
Young Ambassador

14:00-16:00 – Study Visits | optional | Different locations cross Edinburgh

1. Creativity as a catalyst for change – The Edinburgh International Festival School Residency

Creativity is giving space and opportunity to every child. This study visit will share learnings from this ground-breaking collaboration between a creative industry, local authority, and the education sector. This long term residency has been highly successful in delivering empowerment and skills development for young people and staff. Hear first-hand from the inspiring young people and mentors on how they have gained confidence, skills and new opportunities, including learning how to run a world class festival event within their school. The three-year residency received the award for 'Developing employability and creativity skills across learning' at this year's Scottish Learning Festival.

Venue: Castlebrae Community High School, 2a Greendykes Rd, Edinburgh EH16 4DP

Transport: By coach leaving from the EICC and optional return to the EICC.



2. Shaping city futures – Data driven innovation

The University of Edinburgh is at the heart of a new City Region Deal for Edinburgh which is based on innovation. Take part in this study visit hosted by the university, to find about the exciting data driven innovation programme and world-leading advances in data science working to shape a better future. This will include discussing new approaches to capturing data flows within the context of Edinburgh as a festival city, and the connection between culture, citizenship and the creative industries.

Venue: Bayes Centre, 47 Potterrow, Edinburgh EH8 9BT

Transport: By coach leaving from the EICC and optional return to the EICC



3. Creative place making through social innovation – Leith

This study visit is hosted by Out of the Blue, a leading social enterprise which provides opportunities and spaces for creative practice and cultural participation for the benefit of the Leith community. Hear about innovative partnership initiatives such as the Meanwhile project on Leith Walk and Abbeymount studios. Drop in to the Out of the Blueprint studio which specialises in risograph printing and offers training opportunities for young people. Learn how Leith Creative is working with citizens and communities in Leith to enhance the area through creative thinking including sharing the results of a comprehensive cultural mapping exercise.

Venue: Out of the Blue Drill Hall, 36 Dalmeny St, Edinburgh EH6 8RG

Transport: By coach leaving from the EICC and optional return to the EICC



out of the blue



Accessibility note: This tour involves some walking outdoors. Comfortable shoes and warm and waterproof clothing is recommended

4. Harnessing the city's talent and innovation – Creative Edinburgh and CodeBase

Edinburgh is alive with creativity, has a vibrant start-up eco-system and a highly active investor community. It is one of the leading UK hotspots for innovation, attracting and growing a critical mass of technology and creative businesses. This study visit offers an opportunity to meet and hear from leading creatives from Creative Edinburgh's community, the city's biggest network of creatives, and to take a tour of Codebase, the UK's largest technology incubator. An opportunity to learn and share more about the blend of talent and space that the creative and tech industries both require and generate

Venue: CodeBase 38 Castle Terrace, Edinburgh EH3 9DZ

Transport: 15-20 minute walk from the EICC. Comfortable shoes and warm and waterproof clothing is recommended

Accessibility note: There will be one flight of stairs.



Creative Edinburgh

CODEBASE

14:00-16:00 – Study Visits | optional | Different locations cross Edinburgh (continued)

5. Exploring Edinburgh's world heritage

The Old and New Towns of Edinburgh became a UNESCO World Heritage Site in 1995 in recognition of the striking contrast of these two distinct urban townscapes of exceptional historic and architectural value. The city was also designated the world's first UNESCO City of Literature in 2004.

Delegates will hear about how the city is managing the opportunities and challenges facing the World Heritage Site as a thriving living city centre with a rich cultural life. Share the learning from cross agency partnership planning and initiatives involving extensive public consultation and stakeholder engagement, including a youth heritage manifesto.

The study visit will then be split into two groups:

You can join Edinburgh World Heritage Trust on this study visit to discover a history of Edinburgh through exploring a number of objects throughout the Old Town from the iconic, to the spiritual, and to the everyday. This tour forms part of a curated collection – '101 Objects' – that delegates can explore in their own time.

Or you can join UNESCO's City of Literature for a walk around the heart of Edinburgh's Old Town, taking in some of the sites, characters and stories which made this the world's first city of literature. From Sir Walter Scott to Dame Muriel Spark you can look at the books, words and ideas that have shaped Scotland.

Edinburgh World Heritage is an independent charity that aims to ensure the city's World Heritage status benefits everyone. We want to connect people to their heritage in everything we do – through the conservation of historic buildings, delivering improvements to public places, or engaging people directly through education.

Venue: Tour begins at The Tron 9 Hunter Square, Edinburgh EH1 1QW

Transport: By coach leaving from the EICC and optional return to the EICC

Accessibility note: There are lots of hills in the Old Town! We advise wearing comfortable shoes, warm clothes and a waterproof jacket during the visit as you will be outside for most of the time.



6. Democracy by Design – Inside the award winning Scottish Parliament

Join an exclusive tour of the Scottish Parliament building – described as 'Democracy by Design'. Explore the architecture and symbolism of Holyrood, the work of the Parliament and some of the featured Parliament art collection. There will also be time to explore the Parliament for the People exhibition, and take iconic photographs of the Debating Chamber or relax in the Parliament Café and Shop.

Venue: Scottish Parliament, Horse Wynd, opposite the Palace of Holyroodhouse, Edinburgh EH99 1SP

Transport: By coach leaving from the EICC and optional return to the EICC

Security note: Please note that all visitors must pass through an airport-style security screening area on entering. Please do not bring objects that are likely to be prohibited, including knives.



16:30-17:30 – ScotArt Workshop | optional | Spiegeltent (Festival Square)

An arts and crafts workshop hosted by the Edinburgh's Christmas/the Underbelly Team at the famous Spiegeltent, Festival Square. Attendees will receive free tokens to the Edinburgh's Christmas attractions.

**EDINBURGH'S
CHRISTMAS
2018**



**EDINBURGH'S
HOGMANAY 19**

#SCOTART

PROGRAMME

WEDNESDAY | 28. NOVEMBER 2018

14:00-17:00 – Young Ambassadors Gathering and Welcome | EICC (Tinto)

Welcome words, teambuilding games, discussions based on Edinburgh case studies, interactive Auld Reekie game and the EUROCITIES Board of Ideas

14:00-15:00 – EUROCITIES for Newcomers (Harris)

15:00-17:00 – Cities4 Europe session | EICC (Kilsyth + Moorfoot)

18:00-22:00 – Registration and Opening Night | The Hub

An evening filled with new opportunities to interact with one another, including a digital installation by Ray Collective as well as the Highland & Celidh dance entertainment

THURSDAY | 29. NOVEMBER 2018

8:15-9:00 – Young Ambassadors Catch Up | EICC (Platform 5 Café)

An informal meeting including briefing sessions with Young Ambassadors facilitating discussions

8:15-9:00 – Registration and Coffee Conversations | EICC (Strathblane, Kilsyth)

9:00-9:45 – Welcome plenary with Frank Ross, Lord Provost, Edinburgh, Anna Lisa Boni, EUROCITIES secretary general, and Charles Landry, keynote speaker | EICC (Pentland Auditorium)

9:45-11:15 – Creative Cities for Citizens | EICC (Pentland Auditorium)

Daniël Termont, EUROCITIES president, mayor of Ghent, and Stephen Clark, director for European Parliament's liaison offices, in a debate with three young ambassadors on forms of citizens' engagement and lessons from the Cities4Europe campaign

11:15-11:45 – Refreshment Break | EICC (Strathblane Hall)

11:45-13:15 Speednetworking Session | EICC (Cromdale Hall)

A number of sessions led by city delegations presenting and discussing projects.

13:15-14:30 – Lunch | EICC (Strathblane Hall)

14:30-16:00 – Creative Conversations | EICC

A series of parallel discussion sessions open to all young ambassadors

16:00-17:30 – Democracy in Action | EICC (Platform 5 Café)

Presentations, pitches and interactive debates to elect young ambassador representatives for the closing plenary.

19:00-22:00 – Gala Dinner and EUROCITIES Awards | National Museum of Scotland

An engaging evening celebrating success stories of European cities accompanied by drama, music and dance showcasing Scotland's past and present.

FRIDAY | 30. NOVEMBER 2018

8:30-10:45 – Young Ambassadors Debate | EICC (Platform 5 Café)

Identifying and discussing ideas and priorities for the European city of the future.

10:45-11:15 – Refreshment Break | EICC (Strathblane Hall)

11:15-12:00 – Closing Plenary | EICC (Pentland Auditorium)

Young Ambassadors in conversation with Nicola Sturgeon, First Minister

12:00-13:00 – Young Ambassadors Farewell Gathering | EICC (Platform 5 Café)







Sharing special moments, memories and impressions of Edinburgh

12:00-13:00 – EUROCITIES AGM | EICC (Pentland Auditorium)

13:00-14:00 – Lunch | EICC (Strathblane Hall)

14:00-16:00 – Study Visits | optional | Different locations cross Edinburgh

16:30-17:30 – ScotArt Workshop | optional | Spiegel tent (Festival Square)

Candidates for the plenary session with First Minister (3 places)	Photos	Profile	Ideas
Bonn: Catharina Dahl (23)		Trainee in a dual study programme at the city administration of Bonn	<ul style="list-style-type: none"> Invest in sport facilities for everyone Set more language courses Hire bilingual kindergarten teachers 2030: More European integration, european identity
Bristol: Caitlin O'Regan		Member of youth parliament for Bristol. Member of Youth select committee on work experience	<ul style="list-style-type: none"> Provide young people with an experience abroad Menstrual products for every schools! Up the age limit for a chold ticket to 18 2030: Respectful of the environment, tolerant, inclusive
Gaziantep: Ozan Yumusaky (21)		Translator at the Gaziantep municipality	<ul style="list-style-type: none"> Personnaly listen to citizen's concerns Use the European mobility week to promote bicycle Fund a NGO that would reintegrate homeless people to the society 2030: Interconnected youth in order to tackle fear of each others
Kungsbacka: Filippa Planvall (18)		Not available	<ul style="list-style-type: none"> Spread knowledge about immigration and refugees Vary the ways for common folks to get their voices heard (other than vote) Enforce more environment regulations 2030: Fair
Valladolid: Diego San Miguel Muñoz		Student in International Relations; studying in Itlay	<ul style="list-style-type: none"> Taking mesures related to the ageing of the population Foster circular economy Promote the creation of a defender of the future generation 2030: Face migration crisis, peaceful, cohesive, balanced
Vilnius: Deimante Rimkute		Law student. Campaigns and Training Officer with the European Liberal Youth	<ul style="list-style-type: none"> Build an NGO hub Create more safe open spaces in suburbs and old town which would represent certain ideas Expand the transport infrastructure to make it more comfortable for students 2030: Fin-tech, robotic
Edinburgh: Jessica Bonehill (24)		Creative Industries Officer with <i>Creative Scotland</i>	<ul style="list-style-type: none"> Entrust communities in problem solving Making and design in mainstream school curricula Support creative sector 2030: Value the creative sector, inclusive



Young Ambassadors Programme

Wednesday, 28 November 2018

14:00-17:00 – Young Ambassadors Gathering and Welcome | EICC (Platform 5 Cafe)

Welcome words, teambuilding games, discussions based on Edinburgh case studies, interactive Auld Reekie game and the EUROCITIES Board of Ideas

18:00-22:00 – Registration and Opening Night | The Hub

An evening filled with new opportunities to interact with one another, including a digital installation by Ray Collective, Cellidh and networking spaces

Thursday, 29 November 2018

8:15-9:00 – Young Ambassadors Catch Up | EICC (Platform 5 Cafe)

9:00-9:45 – Welcome plenary with Frank Ross, Lord Provost, Edinburgh, Anna Lisa Boni, EUROCITIES secretary general, and Charles Landry, keynote speaker | EICC (Pentland Suite)

9:45-11:15 – Creative Cities for Citizens | EICC (Pentland Suite)

Daniël Termont, EUROCITIES president, mayor of Ghent, and Stephen Clark, director for European Parliament's liaison offices, in a debate with three young ambassadors on forms of citizens' engagement and lessons from the Cities4Europe campaign

11:15-11:45 – Refreshment Break | EICC (Strathblane Suite)

11:45-13:15 – Speednetworking Session | EICC (Strathblane Suite)

A number of sessions led by city delegations presenting and discussing projects.

13:15-14:30 – Lunch | EICC (Strathblane Suite)

14:30-16:00 – Creative Conversations | EICC (Pentland Suite)

A series of parallel discussion sessions open to all young ambassadors

16:00-17:30 – Democracy in Action | EICC (Platform 5 Cafe)

Presentations, pitches and interactive debates to elect young ambassador representatives for the closing plenary.

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An engaging evening celebrating success stories of European cities accompanied by drama, music and dance showcasing Scotland's past and present.

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Identifying and discussing ideas and priorities for the European city of the future.

10:45-11:15 – Refreshment Break | EICC (Strathblane Suite)

11:15-12:00 – Closing Plenary | EICC (Pentland Suite)

Young Ambassadors in conversation with the Scottish Government representative

12:00-13:00 – Young Ambassadors Farewell Gathering | EICC (Platform 5 Cafe)

Sharing special moments, memories and impressions of Edinburgh

13:00-14:00 – Lunch | EICC (Strathblane Suite)

14:00-16:00 – Study Visits | optional | Different locations cross Edinburgh

#EDIYA2018 | @EUROCITIEStweet

Ideas Board

A set of 25 priorities and issues surrounding living in a city



Education, Children & Families

10.00, Tuesday, 11 December 2018

Inspection of Children's Services

Item number 7.17
Report number
Executive/routine
Wards
Council Commitments [34](#)

Executive Summary

On 1 October 2018, the City of Edinburgh Council received formal notification from the Care Inspectorate of a joint inspection of the provision of services to children and young people in need of care and protection in the Edinburgh community planning partnership.

Care Inspectorate Assessment of Children's Services

Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the progress which has been made.
 - 1.1.2 Request a further update once the final inspections findings have been published.

2. Background

- 2.1 The purpose of this report is to brief elected members on the Care Inspectorate's revised approach to the inspection of children's services.

3. Main report

- 3.1 The Care Inspectorate have modernised their methodology to provide a more focused approach on two areas of ministerial interest – child protection and looked after children.
- 3.2 They have worked with partners in HMICS, HIS and Education Scotland to develop the methodology and these partners will form the inspection team. Young inspection volunteers will continue to play an important role in helping the Inspection team engage with children and young people, but their role has been strengthened. They will now provide support and challenge to leaders about the extent to which children, young people and their families get the right help, at the right time to ensure their safety, support good health and wellbeing and improve their life chances.
- 3.3 The Inspectorate will continue to use European Foundation for Quality Management Excellence Model (EFQM), but for the purposes of this inspection, the following quality indicators will be used:
 - 1.1 Outcomes
 - 2.1 Impact on children and young people
 - 2.2 Impact on families
 - 9.1 to 9.4 Collaborative leadership

- 3.4 The revised model of inspection includes 5 inspection specific questions
- How good is the partnership at recognising and responding when children and young people need protection?
 - How good is the partnership at helping children and young people who have experienced abuse and neglect stay safe, healthy and recover from their experiences?
 - How good is the partnership at maximising the wellbeing of children and young people who are looked after?
 - How good is the partnership at enabling care experienced young people to succeed in their transition to adulthood?
 - How good is collaborative leadership?
 -
- 3.5 The Care Inspectorate will be on site the weeks beginning 14 January and 18 February 2019 and will publish their final report in May 2019. Members will be advised of the outcome at the next available committee.

4. Measures of success

- 4.1 The Inspection report will highlight areas of success and those in which further improvements are required.

5. Financial impact

- 5.1 It is anticipated that the Inspection costs will be in the region of £3,500.

6. Risk, policy, compliance and governance impact

- 6.1 This report is assessed as presenting no specific risks

7. Equalities impact

- 7.1 The inspection will evaluate how well services work together to improve outcomes for children.

8. Sustainability impact

- 8.1 There are no adverse environmental outcomes arising from this report.

9. Consultation and engagement

- 9.1 Consultation has taken place with the all Children's Services partners, including the Police, NHS and Third Sector partners.

10. Background reading/external references

None.

Alistair Gaw

Executive Director Communities and Families

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11. Appendices

None.

Education, Children and Families Committee

10.00am, Tuesday, 11 December 2018

Implementing the Programme for the Capital: Coalition Commitments six monthly progress update

Item number 7.18

Report number

Executive/routine

Wards

Council Commitments

Executive Summary

The Council Business Plan (A Programme for the Capital: The City of Edinburgh Council's Business Plan 2017-22) was approved by the Council in August 2017. The plan has been built around 52 commitments the Council Administration have pledged to deliver over the next five years. This report sets out the progress against the nine coalition commitments where Education, Children and Families has responsibility.

Implementing the Programme for the Capital: Coalition Commitments six monthly progress update

1. Recommendations

- 1.1 It is recommended that Education, Children and Families:
 - 1.1.1 note the progress against nine coalition commitments;
 - 1.1.2 note that the coalition commitments form part of the wider Council Performance Framework, which includes corporate performance indicators covering corporate performance and council service delivery;

2. Background

- 2.1 The Council Business Plan (A Programme for the Capital: The City of Edinburgh Council's Business Plan 2017-22) was approved at City of Edinburgh Council in August 2017. The plan sets out the administration's priorities and what will be achieved over the five-year period.
- 2.2 Given the importance of holding ourselves to account on delivery of commitments, a Performance Framework has been developed to support their implementation. The framework was approved by City of Edinburgh Council on 23 November 2017 and referred to Corporate Policy & Strategy Committee for further scrutiny.
- 2.3 As described in the Performance Framework report, Executive Committees will scrutinise performance relevant to their remit on a six-monthly basis.
- 2.3 A refined set of all commitment measures and actions was presented to Corporate Policy and Strategy Committee on 27 February 2018. These were agreed, on the understanding that a final set of indicators would be submitted to the relevant Executive Committees for scrutiny and approval.
- 2.4 Education, Children and Families Committee considered the final set of commitments actions and measures on 22 May 2018.

3. Main report

- 3.1 Since the Business Plan was agreed in August 2017, work has begun to ensure that plans are in place to deliver on the commitments, a number of which are longer term and are planned to be delivered over the course of the administration.

3.2 The first 6 monthly progress update will be presented to the relevant Executive Committees in December 2018 and January 2019.

3.3 Education, Children and Families Committee has responsibility for nine commitments:

- Commitment 28 - Create a first-class education estate – building 2 new secondary schools and 10 new primaries by 2021. Ensure safe standards are met by rigorous inspections of new and existing school buildings.
- Commitment 29 - Improve and protect access to additional languages and music tuition and encourage more children and young people to gain vital skills in construction, engineering, digital technology, maths and science.
- Commitment 30 - Increase the number of classroom assistants and support staff for children with additional needs to improve attainment and wellbeing.
- Commitment 31 - Expand training opportunities for adults and young people linking with colleges and expanding vocational education.
- Commitment 32 - Double free early learning and child care provision, providing 1140 hours a year for all 3 and 4 year olds and vulnerable 2 year olds by 2020.
- Commitment 33 - Make early years' provision more flexible to fit families' needs and provide additional resources to families in difficulty so that no children are educationally disadvantaged when they start formal schooling.
- Commitment 34 - Prioritise services for vulnerable children and families and looked after children, and support organisations working to end domestic abuse.
- Commitment 35 - Improve access to library services and community centres making them more digital, and delivering them in partnership with local communities.
- Commitment 36 - Support the continued development of Gaelic Medium Education.

3.4 Appendix 1 of this report provides a detailed update on the six-monthly progress against delivery of these commitments. All of these commitments are 'on track' with relevant actions and measures in place to monitor progress.

4. Measures of success

4.1 A suite of performance measures and actions has been developed to assess progress towards commitments. The monitoring of commitment progress forms part of the Council's performance framework.

5. Financial impact

- 5.1 The financial impact is set out within the individual commitments and the Council Business Plan.

6. Risk, policy, compliance and governance impact

- 6.1 Risk, policy, compliance and governance impact is integrated within the commitments and the Council Business Plan.

7. Equalities impact

- 7.1 Equalities impact is integrated within the commitments and the Council Business Plan.

8. Sustainability impact

- 8.1 Sustainability impact is integrated within the commitments and the Council Business Plan.

9. Consultation and engagement

- 9.1 The commitments actions and measures have been developed and updated in collaboration with Elected Members, Senior and Service Managers.

10. Background reading/external references

- 10.1 [Programme for the Capital: City of Edinburgh Council's Business Plan 2017-22](#)
- 10.2 [Implementing in Programme for the Capital – Council Performance Framework 2017-22](#)
- 10.3 [Implementing the Programme for the Capital: Council Performance Framework 2017-22 – referral from City of Edinburgh Council](#)
- 10.4 [Implementing the Programme for the Capital: Coalition Commitments](#), Education, Children and Families Committee 22 May 2018

Alistair Gaw

Executive Director of Communities and Families

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Contact: Crawford McGhie, Acting Head of Operational Support

E-mail: Crawford.McGhie@edinburgh.gov.uk | Tel: 0131 469 3149

11. Appendices

11.1 Coalition Commitments progress update December 2018



Coalition Commitments Progress Update December 2018

The Council Business Plan (A Programme for the Capital: The City of Edinburgh Council's Business Plan 2017-22) was approved by the Council in August 2017. The plan has been built around 52 commitments the Council Administration have pledged to deliver over the next five years. The commitments have been made to ensure that we continue to provide services to a high standard and quality, while still responding to the wider environment in which we operate.

The commitments are structured around six themes:

- **Delivering an economy for all** – local jobs, growth, and affordable housing
- **Building for a future Edinburgh** – a planning system that works to protect and develop our city
- **Delivering a sustainable future** – a better environment and transport system that works for all
- **Delivering for our children and families** – improving lives and futures
- **Delivering a healthier city for all ages** – strong and vibrant communities
- **Delivering a Council that works for all** – more empowered, transparent, and improved public services

Council Performance Framework describes the reporting approach with commitments measures progress update presented to Executive Committees every six months and to Council and Corporate Policy and Strategy Committee annually. This report provides Education Children and Families Committee members with progress update to December 2018.

Nine commitments out of 52 are within Education Children and Families Committee remit and these commitments are 'on track'.

Commitments – Education Children and Families Committee



Convener:

Councillor Ian Perry



Vice-Convener:

Councillor Alison Dickie

The Education, Children and Families Committee is responsible for: Education, Children and Families Services, Lifelong Learning and Libraries, Major Capital Programmes, projects implementation, asset planning and facilities management for Council's Education, Children and Families Services

Lead Committee for:

- C28. Create a first-class education estate – building 2 new secondary schools and 10 new primaries by 2021. Ensure safe standards are met by rigorous inspections of new and existing school buildings.
- C29. Improve and protect access to additional languages and music tuition and encourage more children and young people to gain vital skills in construction, engineering, digital technology, maths and science.
- C30. Increase the number of classroom assistants and support staff for children with additional needs to improve attainment and wellbeing.
- C31. Expand training opportunities for adults and young people linking with colleges and expanding vocational education.
- C32. Double free early learning and child care provision, providing 1140 hours a year for all 3 and 4 year olds and vulnerable 2 year olds by 2020.
- C33. Make early years' provision more flexible to fit families' needs and provide additional resources to families in difficulty so that no children are educationally disadvantaged when they start formal schooling.
- C34. Prioritise services for vulnerable children and families and looked after children, and support organisations working to end domestic abuse.
- C35. Improve access to library services and community centres making them more digital, and delivering them in partnership with local communities.
- C36. Support the continued development of Gaelic Medium Education.

Commitment 28

Create a first-class education estate – building 2 new secondary schools and 10 new primaries by 2021. Ensure safe standards are met by rigorous inspections of new and existing school buildings.

Commitment Status

On track

Summary

The five-year resurvey programme is underway and the construction of one primary school has been completed with work underway at one secondary school.

Key actions	Achievements	Status
Condition surveys over a five-year rolling programme, with an annual update to demonstrate full compliance with statutory testing, resulting in prioritised investment to ensure all health and safety risks are addressed	Following full estate survey completion in September 2017, the five-year resurvey programme is underway. The survey programme is informing the scope of a £120m five year capital upgrade programme approved by Council in February 2018. Additional money to introduce a Planned Preventative Maintenance Programme was approved at the same time, which is now being rolled out.	Ongoing

Key measures	Last reported	Target	Achievements
Number of new schools where construction has commenced	2	Construction commenced for 2 secondary schools and 10 primary schools by 2021	One primary school completed and operational (St. John's RC PS), work started at one secondary (Queensferry HS) and full budget committed for a replacement High School in Craigmillar. Planning applications for two new primary schools (Located at Broomhills [Frogston Road East] and South Edinburgh [Cannan Lane]) and one replacement primary school (Victoria PS) have been submitted.
Percentage of conditions surveys completed	100%	100% of the school estate surveyed by Autumn 2022	The figure remains at 100% of condition surveys completed within a five year timeframe 99 Communities and Families properties were surveyed between October 2017 and September 2018 (14 Nursery Schools; 62 Primary Schools; 7 High Schools; 16 Community Centres)

Commitment 29

Improve and protect access to additional languages and music tuition and encourage more children and young people to gain vital skills in construction, engineering, digital technology, maths and science.

Commitment Status

On track

Summary

Key actions	Achievements	Status
Delivery of the 'One plus Two Language' plan	The City of Edinburgh Council 3-18 Strategy for Languages is currently being updated to ensure alignment with the National Improvement Framework (NIF 2018) and national developments and priorities. Implementation supported by newly appointed Quality Improvement Officer Languages and part-time Development Officer. In line with guidance from Education Scotland and HMI, focus is on ensuring robust, sustainable, progressive models in place for Language 2 across the Broad General Education. Planning for Language 3 models appropriate to local contexts is in progress. Supported by the Education Authority Improvement Plan and 'One plus Two Language' plan.	Ongoing
Continue to develop the opportunities to engage in the study of language and culture of another country	All primary and secondary schools provide opportunities to explore language and culture through 1+2 in Broad General Education and into the senior phase. Provision is enhanced through partnerships with Higher and Further Education establishments, outside agencies, parents and cross-sector collaboration. Successful applications for Erasmus+ funding affords pupils and staff meaningful links with schools in other countries. Enhanced support has been targeted at Scottish Attainment Challenge schools.	Ongoing

Key actions	Achievements	Status
Improved access to, and learner pathways for, the creative arts via the combined approaches of Instrumental Tuition and the Youth Music Initiative	Music tuition is a key deliverable within the new Lifelong Service Plan. An annual census of Instrumental Music Service provision is completed in early July. During 2018 new provision had been introduced for P2, a new second level resource has been introduced and training had been provided in areas such as child brain development and dyslexia.	Ongoing
Improved partnership with the FE sector	<p>Languages departments in the City of Edinburgh Council schools are forming links with Edinburgh College to support access to SQA pathways for senior pupils and to encourage cross-curricular links between languages, Health & Wellbeing, Developing the Young Workforce (DYW) and Home Economics.</p> <p>'Raising Aspirations in Science Education' (RAiSE) is developing a partnership with the Further Education sector through the STEM (Science, Technology, Engineering & Maths) Inspiration Experience working party. RAiSE has collaborated with the college to ensure their coursework for upper primary is mapped to the Curriculum for Excellence (CfE) experiences, outcomes and benchmarks.</p>	Ongoing

Key measures	Last reported	Target	Achievements
% of Primary Schools delivering Language 2 progressively	90% for 17/18	100% by 2020	17/18 figure is broadly in line with national figure of 91%. 18/19 figure yet to be collected.
% of schools engaging with the RAiSE programme	86% for 17/18	Increase by 5% per annum over next three years	89% for period Aug-Oct of session 2018/2019. Schools continue to engage in the RAiSE Scottish Government programme. Schools already engaged are increasing their involvement in the programme and extending its reach internally. The RAiSE programme provides funding for the City of Edinburgh Council (CEC) for a two-year period from

Key measures	Last reported	Target	Achievements
			January 2017. CEC involvement in RAiSE will consequently cease in December 2018.
Number of children and young people accessing music tuition	18,100 for 2017	Maintain at level for 17/18 (19,000)	Initial target was to increase by 5% (Primary & Secondary combined). The numbers participating for 17/18 were 19,115 and therefore the target was exceeded. The levels of participation in 2017/18 will be maintained in 2018/19 with no increase projected.
% of children achieving expected CfE level for numeracy by Primary 7	75.6% for Jun 2017	Increase by 2% per annum to session 21/22	78.2% for June 2018 See report Educational Attainment in the Broad General Education for Primary and Secondary Schools , item 7.8 of Education, Children and Families Committee, 9 October 2018 meeting. New Mathematics Strategy in preparation (pending appointment of Development Officer).

Commitment 30

Increase the number of classroom assistants and support staff for children with additional needs to improve attainment and wellbeing.

Commitment Status **On track**

Summary

Recruitment of pupil support assistants (PSA) continues with an increase in the budgeted number for Special Educational Needs and Special Schools this session. New training was for launched for PSAs this session.

Key actions	Achievements	Status
Ongoing recruitment of pupil support staff	Pupil support assistants (PSA) recruitment continuing throughout school session. Challenges in Early Years for smaller settings recruiting and retaining staff with the right expertise. The Additional Support for Learning (ASL) Service and Early Years colleagues testing a pooled approach where an experienced PSA provides targeted support to a number of settings.	Ongoing
New training for all pupil support assistants across all sectors	The ASL Service successfully launched the new PSA training for session 2018/19. Cluster training was delivered to 800 PSAs in August and September. The majority of PSAs in all clusters have been trained in Equality, inclusive practice and Promoting positive relationships. PSA academies delivered in localities being explored moving forward to target training needs specific to local needs. A new support team has been developed to build capacity in relation to autism and challenging behaviours in special schools and classes. PSAs are included in autism programmes in all sectors. The Wellbeing Academy has provided a progression pathway for PSAs with a particular focus on building capacity and experience around supporting emotional wellbeing. It has also provided a framework of support to the PSOs involving a collaborative approach working closely with Psychologists from the Child and	Ongoing

Adolescent Mental Health Service (CAMHS) and the Psychological Service.

Key measures	Last reported	Target	Achievements
Number of pupil support assistants employed (Special Educational Needs and Special Schools)	584 FTE (budgeted) for session 2017/18	Increase by 50 FTE by session 20/21	607 FTE (budgeted) for session 2018/19
Number of pupil support assistants trained in wellbeing and attainment	Baseline to be established in 2018/19	100% by session 21/22	Cluster training was delivered to 800 PSAs in August and September 2018.

Commitment 31

Expand training opportunities for adults and young people linking with colleges and expanding vocational education.

Commitment Status **On track**

Summary

The Schools College Partnership agreement is being updated and the Adult Education programme continues to engage with large numbers of adult learners across the city.

Key actions	Achievements	Status
Continuing partnership work between schools and Edinburgh College to develop curriculum offering and vocational opportunities	An updated Schools College Partnership agreement is being developed due to enhanced partnership working between Edinburgh College and Schools and Lifelong Learning. This includes an improved offer based around Foundation Apprenticeships from 2019. In collaboration with Edinburgh College, Skills Development Scotland (SDS), the regional Developing the Young Workforce (DYW) group and Schools and Lifelong Learning led a presentation to parents within the North-East locality on the range of pathways open to young people, including contributions from a Modern Apprentice and employer partners. Following the success of this pilot, similar models are being planned for other localities. As part of Edinburgh Learns, a strategic framework for Pathways will be available from June 2019.	Ongoing
Continued delivery of adult education programmes across the city supported through the emerging Lifelong Learning Plan	The newly published Lifelong Learning Service Plan has established baselines for 2017/18. Adult Literacy and Numeracy programmes supported 529 learners and has a target of 900 for 2018/19. ESOL provision involved 1,417 learners in 2017/18 with a reduced target of 1,167 in 2018/19 due to reduction in funding for tutors and reduced numbers of LLS staff.	Ongoing

Key actions	Achievements			Status
	The Adult Education programme engaged with 17,125 learners in 2017/18 but have reduced the target to 14,000 for 2018/19 due to staffing and budget reductions.			

Key measures	Last reported	Target	Achievements
Number of senior phase age pupils studying vocational qualifications delivered by Edinburgh college	251 for 2017	Increase by 2% per annum	Data for 2018 not yet known
Number of learners engaging in the Adult Education Programme	Baseline to be established	14,000 for 2018/19	Baseline established with the Adult Education programme engaged with 17,125 learners in 2017/18. The lower target for 2018/19 reflects staffing and budget reductions.

Commitment 32

Double free early learning and child care provision, providing 1140 hours a year for all 3 and 4 year olds and vulnerable 2 year olds by 2020.

Commitment Status **On track**

Summary

The Early Learning and Childcare Expansion Plan continues in the delivery of expanded provision of 1140 funded hours.

Key actions	Achievements			Status
Actions contained within and progress monitored through the Early Learning and Childcare Expansion Plan	Current progress and next steps reported to E,C&F Committee August 2018 . This report sets out the phased approach to increasing provision to 1140 funded hours for all eligible children.			Ongoing

Key measures	Last reported	Target	Achievements
% of Early Years settings providing 1140 hours of funded Early Learning and Childcare	29% (28 from 96) for Mar 18	100% by Aug 2020	48% (46/96) of Local Authority settings and 10% (11/114) of partner provider settings are now delivering 1140 hours.
% of vulnerable 2 year olds accessing 1140 hours	12% (137 children) for 17/18	100% by Aug 2020	23% (263/1137) at October 2018. Aim to increase to 33% by June 2019 through increase provision within new build settings.

Commitment 33

Make early years' provision more flexible to fit families' needs and provide additional resources to families in difficulty so that no children are educationally disadvantaged when they start formal schooling.

Commitment Status **On track**

Summary

The Early Learning and Childcare Expansion Plan continues in the delivery of expanded provision of 1140 funded hours with increased flexibility being provided through a locality model.

Key actions	Achievements	Status
Actions contained within and progress monitored through the Early Learning and Childcare Expansion Plan	Current progress and next steps reported to E,C&F Committee August 2018 . Flexible options were set out in the Early Learning and Childcare Strategy reported to E,C&F in August 2017. Flexible options are being delivered through settings providing the expanded 1140 hours and the existing 600 hours.	Ongoing

Key measures	Last reported	Target	Achievements
% of Early Years settings providing more than one option of early learning and childcare for parents	45% (43 from 96 settings) for Mar 18	100% by Aug 2020	54% (52/96 local authority settings) for October 2018 91% (104/114 partner provider settings) for October 2018 74% (156/210 total settings providing funded ELC) The previously reported progress referred to local authority provision only. The revised delivery model outlined in the Current progress and next steps report to E,C&F Committee August 2018 provides detail on increased flexibility through a locality model.
% of Primary 1 pupils living in the most deprived areas achieving expected literacy level	62% for Jun 17	Increase by 5% by session 20/21	63% for Jun 18

Commitment 34

Prioritise services for vulnerable children and families and looked after children, and support organisations working to end domestic abuse.

Commitment Status **On track**

Summary

The council has continued to prioritise these services as per the commitment and there is evidence that earlier intervention and effective multi-agency working is reducing the numbers of children who need to be Looked After or subject to child protection procedures.

Key actions	Achievements	Status
Actions contained within the Corporate Parenting Action Plan	The Corporate Parenting Action Plan was endorsed by full council on 28 June 2018. We have put in place a Champions Board of Looked After and care experienced young people, some of whom spoke in support of the plan at full council, and we have employed two care experienced participation officers to widen the participation of care experienced children and young people in our corporate parenting planning.	Ongoing
Actions agreed by the Collaborative Partnership of domestic abuse service providers in Edinburgh	Contracts are nearing the end of their first year with indications that the overall number of service users supported has exceeded target. The Collaborative Partnership are redesigning a refuge pathway to allocate spaces and move-on accommodation to match women’s needs. The Housing Group are also drafting a Housing Policy for anyone fleeing Domestic Abuse seeking accommodation.	Ongoing

Commitments progress to date December 2018

Key measures	Last reported	Target	Achievements
Rate of Looked After Children per 1,000 population	LAC rate = 15.5 for Mar 18 LAC number = 1,334 for Mar 18	Decrease to 15.3 by 2020	15.1 for Sep 18 The LAC rate for September 2018 is 15.1 which is ahead of target.
Percentage of LAC pupils with low school attendance	30% for Mar 18	Decrease by 10% by session 20/21	24.2% for Sep 18 The figure was 24.2% for September 2018 which is heading in the right direction. Measures are in place the Corporate Parenting Action plan to improve communication between schools and social work regarding attendance rates of looked after learners and to put plans in place when attendance is low.
Funding invested by CEC in domestic abuse services	Available post Nov 2018		-
No of women and children supported in a year	Available post Nov 2018		Provisional figures show over 1,100 service users supported versus target of 500 for that period.
% of women and children who report feeling safer	Available post Nov 2018		-

Commitment 35

Improve access to library services and community centres making them more digital, and delivering them in partnership with local communities.

Commitment Status **On track**

Summary

The Get Online programme has been delivered across the city and digital use has increased significantly over the last year.

Key actions	Achievements	Status
Deliver assisted digital by providing customer support in locations across the city, to increase confidence and knowledge enabling use of digital channels including library services	Libraries deliver a Get Online programme supported by volunteers with 5 weekly sessions to help participants get started with digital on their own devices. Sessions are offered citywide, since April 18,130 learners have attended sessions hosted at Portobello, Piershill, Stockbridge, Central, Leith, McDonald Road and Blackhall libraries. A weekly digital drop in partnership with Edinburgh University's digital ambassadors provides further digital support. Whilst weekly sessions are held to support customers use libraries' digital services.	Ongoing

Key measures	Last reported	Target	Achievements
Digital use – downloads and streaming	461,000 for 17/18	650,000 for 18/19	Digital use exceeds target (based on 5% increase) set for 18/19 due to increased downloads of magazines and newspapers by customers. From April - August 2018 there were 325,227 downloads. Revised target for 18/19 is 650,000 in recognition of the rise in use. Budget, marketing, information available from suppliers and customer engagement with digital can impact on use of these services.
Total number of library customer transactions	6.93m for 17/18	Increase by 5% for 18/19	From April - August 2018 there were 2.82m transactions.

Key measures	Last reported	Target	Achievements
			A small decrease in visitors and a fall in issues on the same period in 17/18 has meant a shortfall of -0.4% on the target at this stage of the year. Continuing issues with the Library Management System and supply of stock may have contributed to this.

Commitment 36

Support the continued development of Gaelic Medium Education.

Commitment Status

On track

Summary

The number of pupils attending Gaelic Medium Education provision has increased. A review of the quality and quantity of the current provision was undertaken and helped inform the Gaelic Medium Education Strategic Growth Plan presented to the Education, Children and Families Committee in October 2018.

Key actions	Achievements	Status
Actions contained within and progress monitored through the Gaelic Language Plan 2017-22	See report Gaelic Medium Education Strategic Growth Plan , item 7.6 of Education, Children and Families Committee 9 October 2018 meeting.	Ongoing
Provision of progressive Gaelic Medium Education (GME) into secondary school	Review of Gaelic Medium Education carried out by Quality Improvement Team in August 2018. Gaelic Implementation Plan drawn up as a result of findings of review. Newly appointed Quality Improvement Officer Languages working with Headteachers of Gaelic Primary and James Gillespie's High School to identify priorities and take forward actions points from plan.	Ongoing

Key measures	Last reported	Achievements
Number of pupils on the rolls of Primary and Secondary GME	306 Primary 88 Secondary for 16/17	376 Primary at 2018/19 census 107 Secondary at 2018/19 census
Number of staff trained to deliver Gaelic Learner Education as part of the council strategy on 'One plus Two' Languages	12 for 16/17	Data for 17/18 not yet known. Gaelic Medium Education staffing at James Gillespie's High School increased through appointment of Curriculum

Key measures	Last reported	Achievements
Deliver facilities for Secondary GME	Identification of site	<p>Lead for Gaelic and additional teaching staff since August 2018.</p> <p>Three existing CEC teachers currently being funded to follow GIFT Course further to strengthen staffing in secondary and primary.</p> <p>See <i>Gaelic Medium Education Strategic Growth Plan</i>, as above.</p>