

Notice of meeting and agenda

Education, Children and Families Committee

10:00am, Tuesday 21 May 2019

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

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

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1. Order of business

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

2. Declaration of interests

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

3. Deputations

- 3.1 If any

4. Minutes

- 4.1 Education, Children and Families Committee 5 March 2019 (circulated) - submitted for approval as a correct record

5. Forward planning

- 5.1 Rolling Actions Log (circulated)

6. Business bulletin

- 6.1 Business Bulletin (circulated)

7. Executive decisions

- 7.1 What Kind of Edinburgh – Outcomes and Next Steps – report by the Executive Director for Communities and Families (circulated)
- 7.2 Future Statutory Consultation Requirements - report by the Executive Director for Communities and Families (circulated)
- 7.3 School Grounds Update – report by the Executive Director for Communities and Families (circulated)
- 7.4 Assisted Travel Policy and Guidelines – Home to School – report by the Executive Director for Communities and Families (circulated)
- 7.5 Primary and Special School Lets Update - report by the Executive Director for Communities and Families (circulated)
- 7.6 Improving Attainment - Care Experienced Children and Young People Fund - report by the Executive Director for Communities and Families (circulated)
- 7.7 Choose Youth Work – report by the Executive Director for Communities and Families (circulated)
- 7.8 Senior Phase Attainment 2017-18 - report by the Executive Director for Communities and Families (circulated)
- 7.9 Response to Incident Survey - report by the Executive Director for Communities and Families (circulated)

- 7.10 Edinburgh Learns - Equity – Actions to Improve Outcomes for Children in Poverty – report by the Executive Director for Communities and Families (circulated)
- 7.11 Edinburgh Learns - Framework for Digital Learning – report by the Executive Director for Communities and Families (circulated)
- 7.12 Edinburgh Learns - Health and Wellbeing - report by the Executive Director for Communities and Families (circulated)
- 7.13 Supporting Children and Young People's Mental Health and Wellbeing in School - report by the Executive Director for Communities and Families (circulated)
- 7.14 Appointments to Sub-Committees, Working Groups, Etc – report by the Chief Executive (circulated)

8. Motions

- 8.1 If any

Laurence Rockey

Head of Strategy and Communications

Committee Members

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

Added Members for Education Items

Religious Representatives

Fiona Beveridge, Monsignor Anthony Duffy and Rabbi David Rose.

Parent Representative (Non-Voting)

Alexander Ramage

Information about the Education, Children and Families Committee

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

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

Further information

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

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

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

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Education, Children and Families Committee

10.00am, Tuesday 5 March 2019

Present:

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

Religious Representatives

Fiona Beveridge, Monsignor Anthony Duffy and Rabbi David Rose

Parent Representative

Alexander Ramage (non-voting)

1. Deputation – Stepping Stones North Edinburgh

Decision

To note that the deputation request had been withdrawn at the request of the applicant.

2. Deputation – James Gillespie's High School Parent Council – Wi-Fi Pilot in James Gillespie's High School

The Committee received a deputation from Professor Charles Warlow from James Gillespie's High School Parent Council and Adam Paton (James Gillespie's High School pupil) in relation to the Wi-Fi Pilot in James Gillespie's High School.

James Gillespie's had set up a pilot study of "bring your own device", in December 2018, which was working satisfactorily and had been successful. Of the pupils surveyed, three-quarters agreed that they used their own device and over 90% thought that Wi-Fi access was beneficial to the learning experience.

Concerns were expressed that the WiFi had been switched off by the Council on 19 December and only restored in the week beginning 14 January 2019. This had caused confusion and disruption to the pupils in their preparation for prelims.

The Committee was urged to continue to provide Wi-Fi access for pupils at James Gillespie's and roll this out to other Edinburgh secondary schools. This would contribute hugely to raising attainment, closing educational gaps, supporting equity for pupils and enhancing the quality of teaching.

Decision

- 1) To note the issues raised.
- 2) To note that financial information would be included in the report on the digital learning strategy scheduled to be submitted to Committee in May 2019.

Declaration of Interest

Alexander Ramage declared a non-financial interest in the above item, as his son attended Liberton High School.

3. Minute

Decision

To approve the minute of the Education, Children and Families Committee of 11 December 2018 as a correct record subject to a minor adjustment to the list of those present to reflect that Councillor Rose had substituted for Councillor Rust and not Councillor Laidlaw.

4. Rolling Actions Log

The Rolling Actions Log for March 2019 was presented.

Decision

- 1) To close the following actions:
 - Action 2 – Implementation of the Children and Young People (Scotland) Act 2014 – Update
 - Action 7 – Education Governance and the Establishment of a Regional Collaboration.
 - Action 9 – Strategic Management of School Places.
 - Action 11 – Energy in Schools Annual Report.
 - Action 19 – Expansion of Early Learning and Childcare from 600-1140 hours by 2020, Current Progress and Next Steps.
 - Action 22 - Revenue Monitoring 2018/19 – Month Three Position.
 - Action 25 – Motion by Councillor Smith – Liberton High School
 - Action 31 – Gaelic Medium Education Plan and Growth Strategy
 - 2) To add the following to the rolling actions log:

“To include information on the success criteria for the Wi-Fi pilot at James Gillespie’s High School in the next Business Bulletin.
 - 3) To update the rolling actions log to reflect decisions taken at this meeting.
 - 4) To otherwise note the remaining outstanding actions
- (Reference – Rolling Actions Log – 5 March 2019, submitted)

5. Business Bulletin

The Business Bulletin for March 2019 was presented.

Decision

To note the Business Bulletin.

(Reference – Business Bulletin, submitted)

6. Carers (Scotland) Act 2016 Update

An outline was provided on the new duties for local authorities regarding young carers in the Carers (Scotland) Act 2016. It reviewed the current services available to support young carers within their school environment and developments in information for young carers, teachers and other pupils.

Solutions for support gaps identified in a recent consultation with carers were outlined, including improved transition between education and higher education.

Young carers presented a video to the Committee.

Decision

- 1) To note the presentation by the young carers.
- 2) To note the progress of work done to date regarding the implementation of the Carers (Scotland) Act 2016.
- 3) To approve the locality and school cluster approach to supporting young carers at school.
- 4) To support the approach of supporting young carers in transition from school to higher education.
- 5) To develop criteria for assessing the success of the strategy in consultation with young carers.
- 6) The Executive Director for Communities and Families to provide a progress report in six months' time.

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

7. Promoting Children's Rights, Equalities and Inclusion in Schools and Services

An update was provided of some of the work being undertaken across Communities and Families helping to promote children's rights, equalities and inclusion with children and young people.

An overview was provided of key developments and steps being taken to address the impact of discrimination and inequalities which highlighted how the department was working with children, young people, parents, schools and other partners to help improve life chances for people living in poverty, facing greatest disadvantage and/or had protected characteristics and/or have a disability.

Decision

- 1) To approve the aims of **Discover!** the citywide reach, the strategic approach and the local delivery.
- 2) To endorse the establishment of the Child Poverty Action Unit.
- 3) To approve the new inclusion policy 'Included, Engaged and Involved in Edinburgh' (Appendix 1 of the report by the Executive Director for Communities and Families).
- 4) To welcome the direction of proposals arising from the review of Social work services for children affected by disability.
- 5) To endorse the continued development of integrated working across Communities and Families with the NHS and other partners, to promote children's rights and reduce the impact of discrimination and inequity of outcomes for children and young people.
- 6) To agree that detailed information on attendance figures and part-time timetables should be included in the next report to Committee.

(References – Education, Children and Families Committee 12 December 2017 (item 17); report by the Executive Director for Communities and Families, submitted)

8. Teacher Recruitment Update

A summary was provided of the steps taken up to August 2018 to improve recruitment processes for teachers within the Council to address difficulties engendered by the national teacher shortage.

Reference was also made to issues that had arisen at the start of session 2018-19 and the measures taken to address and alleviate these going forward.

Decision

- 1) To note the report and the detail responding to queries raised about the recruitment of newly-qualified teachers.
- 2) To note the issues being raised by schools around recruitment barriers, and the measures taken to address these.

(References – Act of Council No 10 of 20 September 2018; report by the Executive Director for Communities and Families submitted)

9. Schooling Options for Children Living in Edinburgh

Details were provided of the schooling options outside of those offered by the City of Edinburgh Council for school aged children living Edinburgh. The report set out how this information was captured in the current roll projection methodology used by the Council forecast future school rolls.

Decision

- 1) To note the report.
- 2) To note the intention to establish better information sharing with neighbouring local authorities.
- 3) To note the intention to continually seek improvements in the methodology, data integrity, presentation, and accuracy of school roll projections.
- 4) To agree that the Executive Director for Communities and Families submit a report to Committee in two cycles (August 2019) identifying numbers of young people who were unregistered for school and who had never been in school.

(References – Education, Children and Families Committee 11 December 2018 (item 12); report by the Executive Director for Communities and Families, submitted)

10. Early Years Expansion, Workforce Update

Approximately 650 additional staff were estimated to be required to deliver 1,140 hours by session 2020 - 2021. The expansion plan for Edinburgh estimated that approximately 300 staff would be recruited by the end of the academic session 2018-2019.

£248,000 funding had been secured from Skills Development Scotland to create Foundation Apprenticeships in early years and from June 2019, 80 places will be available.

Decision

To note to progress towards recruiting the workforce required to deliver the Early Years expansion.

(References – Education, Children and Families Committee 11 December 2018 (item 18); report by the Executive Director for Communities and Families, submitted).

11. Staff and Resources Required to Deliver Future School Accommodation

An overview was provided setting out the staff and resource capacity required in the School Estate Planning Team to deliver future accommodation requirements.

Decision

- 1) To note the report.
- 2) To note that the Executive Director for Communities and Families would look at how the work required to deliver future school accommodation was resourced from 2019/20 onwards.

(Reference – Education Children and Families Committee December 2018 (item 12); report by the Executive Director for Communities and Families, submitted)

12. Communities and Families Small Grants to Third Parties 2019/20 – Proposals for Expenditure

Details were provided of the recommended awards to organisations submitting small grant applications to Communities and Families for 2019/20. The awards were made for one year and were for a minimum of £1,000 and a maximum of £10,000.

Decision

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

(References – Education, Children and Families Committee 11 October 2016 (item 7); report by the Executive Director for Communities and Families, submitted)

13. Renewal of NHS Service Level Agreements

Approval was sought for the renewal of joint funding arrangements to the value of £1.6m for NHS services supporting enhanced integrated support for children and young people in need.

Decision

- 1) To agree the extension of Service Level Agreement contracts for children's services with the NHS, to the value of £1.6m per annum, listed at Appendix 3 of the report by the Executive Director for Communities and Families, from 1 April 2019, for a period of one-year subject to strategic direction and monitoring by the Integrated Children's Services Board.
- 2) To refer the report to the Finance and Resources Committee.

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

14. What Kind of Edinburgh

The project “What kind of Edinburgh?” had involved children and young people from across the City, working in partnership with senior staff involved with the work of the Children’s Partnership over the past eight months. The final session on empowerment and participation would be held on Wednesday 6 March 2019. Participants were keen to share the outcomes of their work with the Committee and discuss how to increase and develop children and young people’s participation in decision-making as part of the commitment towards Edinburgh as a children and young people friendly city.

Decision

- 1) To invite children, young people and champions from “What kind of Edinburgh?” to make a presentation on their work and its outcomes to the next meeting in May.
- 2) To note the progress of “What kind of Edinburgh?”.

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

15. Revenue Monitoring 2018/19 – Month Nine Position

Details were provided of the projected month nine revenue monitoring position for the Communities and Families Directorate, based on analysis of actual expenditure and income and expenditure and income projections for the remainder of the financial year.

The total projected full year unfunded budget pressure was currently £12.7m, partially offset by mitigations totalling £8.7m, and resulting in a net residual unfunded budget pressure of £4.0m.

Decision

- 1) To note the net residual budget pressure of £4.0m which remained at month nine.
- 2) To 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.
- 3) To note that the Executive Director of Communities and Families was taking measures to reduce budget pressures and progress would be reported to the Finance and Resources Committee on 7 March 2019.

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

16. Motion by Councillor Laidlaw – Adjustment of Christmas Holiday 2020/21 School Year

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

Motion

- “1) Committee notes that the agreed Christmas holidays for school year 2020/21 are Thursday 24 December 2020 to Wednesday 6 January 2021, with the last day in school Wednesday 23 December.
 - 2) Committee recognises that many pupils and teachers will need to travel and/or prepare for Christmas and that is a challenge with only one day’s holiday before Christmas day.
 - 3) Committee agrees to consult with head teachers on the proposition that the term ends on Tuesday 22 December and returns Tuesday 5 January and report back to Committee after two cycles for agreement.
- moved by Councillor Rust, seconded by Councillor Smith

Amendment

To approve the terms of the motion subject to deleting the words “for agreement” at the end of paragraph 3).

- moved by Councillor Perry, seconded by Councillor Dickie

In accordance with Standing Order 21.1, the amendment was accepted as an addendum to the motion.

Decision

To approve the following adjusted motion by Councillor Laidlaw:

- 1) Committee notes that the agreed Christmas holidays for school year 2020/21 are Thursday 24 December 2020 to Wednesday 6 January 2021, with the last day in school Wednesday 23 December.
- 2) Committee recognises that many pupils and teachers will need to travel and/or prepare for Christmas and that is a challenge with only one day’s holiday before Christmas day.
- 3) Committee agrees to consult with head teachers on the proposition that the term ends on Tuesday 22 December and returns Tuesday 5 January and report back to Committee after two cycles.”

Declaration of Interests

Alex Ramage declared a non-financial interest in the above item as a parent of a child who would be affected by the school term dates proposals.

Councillor Young declared a non-financial interest in the above item as a parent of a child who would be affected by the proposed school term dates proposals.

17. Motion by Councillor Laidlaw – Contribution of Independent Schools to the City of Edinburgh

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

Motion

- 1) Committee notes the report *Economic and Fiscal Contribution of Edinburgh's Independent Schools* by BiGGAR published on 19th December, which detailed the unique contribution of Edinburgh's independent school sector, whereby the 10 Edinburgh independent schools together educate 11,700 nursery, primary and secondary pupils, accounting for 14% of Edinburgh primary and secondary school aged pupils.
 - 2) Committee recognises the achievements these schools have made in offering increased financial assistance to pupils wishing to attend these schools, noting that in 2017/18 the total level of financial assistance provided by the Edinburgh independent schools was £17.5 million, of which £10.5 million was paid out in means-tested assistance and £6.9 million was paid out in non-means tested; benefitting over 2,700 pupils, representing 23% of the pupils educated by the Edinburgh independent schools.
 - 3) Committee recognises the economic contribution the sector makes to the city of Edinburgh, equalling £125 million Gross Value Added (GVA), supporting 3,000 jobs and a fiscal contribution through taxation paid and collected as well as through public sector cost savings from the schools' provision of education, amounting to £85 million in 2017/18, of which, the City of Edinburgh Council benefitted by £47 million.
 - 4) Committee notes the increasing levels of partnership between City of Edinburgh run schools and the independent sector, including but not limited to providing academic support to other schools through special educational events, some of which focus on UCAS applications, and facilities such as the Swire Language Centre for learning Mandarin.
 - 5) Committee agrees the Committee would benefit from a better understanding of the partnerships that exist between the independent sector and City of Edinburgh schools and asks for a members briefing within two cycles of Committee."
- moved by Councillor Rust, seconded by Councillor Smith

Amendment

- 1) To delete points 1 to 4 of the motion.
 - 2) To accept point 5 requesting a briefing for members on the partnership between the independent sector and City of Edinburgh Council schools.
- moved by Councillor Perry, seconded by Councillor Dickie.

Voting

For the motion - 3
For the amendment - 7

(For the motion – Councillors Rust, Smith and Whyte.

(For the amendment – Councillors Bird, Mary Campbell, Corbett, Dickie, Howie, Griffiths and Perry.)

Decision

To approve the amendment by Councillor Perry.

18. Emergency Motion by Councillor Mary Campbell – School Strike for Climate Action

The Convener ruled the following emergency motion by Councillor Mary Campbell as urgent to allow the Committee to consider it at this meeting:

Motion

- 1) Committee recognises that children and young people in Edinburgh have self-organised involvement in the worldwide Strike for Climate. This involves children striking from school on Fridays to protest outside the Scottish Parliament for action on climate breakdown, with a global day of action planned for the 15th of March involving 50 nations.
 - 2) Committee believes that school staff should support and engage with pupils who feel so passionately about climate breakdown, who are trying to play their part as responsible citizens and make their voices heard. This could be expressed through a variety of methods that link to experiences and outcomes within Curriculum for Excellence. There should be no punitive action for pupils who are concerned about climate breakdown and feel they need to participate in the climate strike.
 - 3) Committee requests that the school strike for climate action taking place on Fridays outside the Scottish Parliament should be considered by the authority as an authorised absence from school as long as a parent/carer has sent prior written permission to their child's school and a clear statement that the parent/carer will be responsible for their child during the absence from school.
- moved by Councillor Mary Campbell, seconded by Councillor Dickie

Amendment

- 1) To delete the Green/SNP motion.
 - 2) Committee recognises that climate change is a significant issue and there is no doubt that many young people have become very engaged in the debate around climate change and environmental issues.
 - 3) Committee agrees that it is very important we listen to the views of young people on climate change as with other subjects generally on which they are well informed and have much to contribute.
 - 4) Committee does not accept in principle that it is appropriate for young people to miss classes at school to make their views known, but would wholeheartedly encourage other avenues of debate.
 - 5) Committee regrets that due to the late notice of the motion there has been insufficient time to establish views from Parent Councils and teaching staff.
 - 6) Committee therefore requests a report to include (a) an impact assessment detailing the impact on a young person's learning through missing Friday lessons, including by age; (b) the informed views of Parent Councils and teaching staff; (c) the additional administrative resource which would be required processing such absences; (d) details of what controls would be required to mitigate any risks; (e) the legal position for both Council and parents should such authorised absence be permitted during teaching hours; (f) options available through school curriculum to discuss and articulate issues such as climate change; (g) practice in relation to school absence in other local authorities; and (h) an update on absence policies applied in City of Edinburgh schools and absence levels in primary and secondary schools
- moved by Councillor Rust, seconded by Councillor Smith

Voting

For the motion - 8
For the amendment - 4

(For the motion – Councillors Bird, Mary Campbell, Corbett, Dickie, Howie, Griffiths, Perry and Young)

(For the amendment – Councillors Rust, Smith and Whyte; Rabbi David Rose)

Decision

To approve the following adjusted motion by Councillor Mary Campbell:

- 1) Committee recognises that children and young people in Edinburgh have self-organised involvement in the worldwide Strike for Climate. This involves children striking from school on Fridays to protest outside the Scottish Parliament for action on climate breakdown, with a global day of action planned for the 15th of March involving 50 nations.

- 2) Committee believes that school staff should support and engage with pupils who feel so passionately about climate breakdown, who are trying to play their part as responsible citizens and make their voices heard. This could be expressed through a variety of methods that link to experiences and outcomes within Curriculum for Excellence. There should be no punitive action for pupils who are concerned about climate breakdown and feel they need to participate in the climate strike.
- 3) Committee requests that the school strike for climate action taking place on Friday 15 March 2019 outside the Scottish Parliament should be considered by the authority as an authorised absence from school as long as a parent/carer has sent prior written permission to their child's school and a clear statement that the parent/carer will be responsible for their child during the absence from school.

Education, Children and Families Committee

21 May 2019

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	May 2019		Update in Business Bulletin in May 2019

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
2	07-03-17	<u>Communities and Families Policy and Guidance on Sponsorship</u>	To review the policy in March 2018.	Executive Director for Communities and Families	T.B.C.		
3	07-03-17	<u>Support to Children and Young people with Disabilities: Annual Progress Report.</u>	To note that a further report on progress would be presented to Committee in March 2018.	Executive Director for Communities and Families	March 2019	March 2019	RECOMMENDED FOR CLOSURE Reported to Committee on 5 March 2019
4	10-10-17	<u>Child Poverty - Equity Framework</u>	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	March 2019	RECOMMENDED FOR CLOSURE Reported to Committee on 5 March 2019

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
5	10-10-17	<u>Lifelong Learning Service Officers</u>	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	T.B.C.		This will be reported on jointly by Locality Managers (Place) and the Strategic Manager, CLD & Libraries (Communities and Families)
6	12-12-17	<u>Transfer of the Management of Secondary School Sports Facilities to Edinburgh Leisure</u>	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	T.B.C		Decision relating to Action 30 below will be included in this report.
7	12-12-17	<u>Open Library</u>	That an update report be submitted to Committee in six months.	Executive Director for Communities and Families	December 2018 August 2019	December 2018	Update in Business Bulletin for meeting on 11 December 2018 Further update to Committee in May 2019

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
8	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	<p>December 2018</p> <p>May 2019</p>	December 2018	Update in Business Bulletin on 11 December 2018
9	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	August 2019		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
10	06-03-18	<u>Supporting Children and Young People's Mental Health and Wellbeing in School</u>	To agree to receive a further report in March 2019.	Executive Director for Communities and Families	May 2019		Report on agenda for this meeting (item 7.9)
11	06-03-18	<u>Anti-Bullying</u>	<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	August 2019		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
12	22-05-18	<u>Additional Support for Learning and Special Schools – Inclusion and Engagement of Children, Young People and Families</u>	To note that a further update on progress will be provided in December 2018.	Executive Director for Communities and Families	March 2019	March 2019	RECOMMENDED FOR CLOSURE Reported to Committee on 5 March 2019
13	22-05-18	<u>Educational Attainment in Primary and Secondary Schools 2017</u>	To agree to receive further annual reports on attainment/improvements in performance.	Executive Director for Communities and Families	May 2019		Report on senior phase on this agenda (item 7.3)
14	14-08-18	<u>Appointments to Sub-Committees on Standards for Children and Families, CCWP and Working Groups 2018/2019</u>	1) To request a report back to Committee in October 2018 setting out the proposed aims and objectives of the Wester Hailes Working Group.	Executive Director for Communities and Families	August 2019	October 2018	RECOMMENDED FOR CLOSURE (Action 14(1)) Update reported to Committee in October 2018.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			2) To submit a progress review and update to the Education, Children and Families Committee in six months.	Executive Director for Communities and Families	August 2019		The Working Group has met on four occasions with the next meeting scheduled for 12 June 2019. An update report on the progress of the Group will be prepared for the Committee in August 2019.
15	14-08-18	<u>Play Schemes for Children with Disabilities Progress Report</u>	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 March 2019	December 2018 March 2019	RECOMMENDED FOR CLOSURE Report submitted to Committee on 11 December 2018. Reported to Committee on 5 March 2019

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
16	14-08-18	<u>Sport and Outdoor Learning</u>	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	August 2019		
17	14-08-18	<u>Edinburgh Community Learning and Development Partnership Plan 2018-21</u>	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		
18	Council 20-09-18	Motion by Councillor Jim Campbell – School Recruitment	See appendix 1.	Executive Director for Communities and Families	March 2019	March 2019	RECOMMENDED FOR CLOSURE Reported to Committee on 5 March 2019.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
19	09-10-18	<u>Year of Young People 2018</u>	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	May 2019		
20	09-10-18	<u>Towerbank Primary School – On-Site Cooking of School Meals</u>	<p>1. To ask that additional detail be provided to the next sitting of the Committee to include:</p> <p>(a)- Details on why six deliveries per day are still required and if this could be reduced.</p> <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</p>	Executive Director of Resources	August 2019		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>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> <p>(d) Quotations for options explored from a range of contractors with costings available for review by committee members.</p>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>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</p> <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>	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
			3. A report covering the options explored by the Working Group should be presented to Committee when the work is complete.				
21	09-10-18	<u>Schools and Early Years Playground Development</u>	<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> <p>2. To note the intention to provide an update on a review of school ground accident monitoring in March 2019.</p>	Executive Director for Communities and Families	May 2019		Report on agenda for this meeting (item 7.12)

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
22	09-10-18	<u>Lifelong Learning Plan</u>	To agree to receive an annual progress update report.	Executive Director for Communities and Families	October 2019		
23	09-10-18	<u>Arts and Creative Learning Update</u>	To agree to receive a further report in October 2019.	Executive Director for Communities and Families	October 2019		
24	09-10-18	<u>Raising Attainment: Frameworks for Learning: Teaching and Learning</u>	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		
25	09-10-18	<u>Educational Attainment in the Broad General Education for Primary and Secondary Schools 2018</u>	To agree to receive further annual reports on attainment/improvements in performance.	Executive Director for Communities and Families	October 2019		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
26	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	March 2019	RECOMMENDED FOR CLOSURE Reported to Committee on 5 March 2019.
27	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	tbc		
28	11-12-18	Petition for Consideration - Edinburgh Central Library vs Virgin Hotel	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	Executive Director for Communities and Families	October 2019		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>and the Council's own reports*.</p> <p>2) To request that the annual report on the Lifelong Learning Plan scheduled for October 2019, includes within it, options for the Central Library, drawing on past and current studies and feasibility exercises and a clear vision for its role in the city's cultural landscape.</p>	Executive Director for Communities and Families	October 2019		
29	11-12-18	Energy in Schools Annual Report	<p>1) To note that an annual progress report will be submitted to Committee in 2019 on Energy in Schools.</p> <p>2) To note the urgency of meeting statutory</p>	Executive Director of Resources	December 2019		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			obligations outlined in 3.9 and therefore requests that the 2019 report set out a clear pathway, with quantifiable targets by activity and indicative costs, by which those statutory obligations can be met.				
30	11-12-18	<u>Community Access to Secondary School Sport Facilities – Impact of Introduction of Non-Core Hour Charges</u>	To request that officers work in partnership with clubs to create a strategy which supports the wider inclusion agenda which would enable access to Council facilities without additional charges being imposed and return with a report in two cycles outlining how this will be managed.	Executive Director for Communities and Families	TBC		This action will be included in the report requested at Action 6 above.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
31	11-12-18	<u>Revenue Monitoring 2018/19 – Month Five Position</u>	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 the 24 January 2019 and to the meeting of this Committee on 5 March 2019.	Executive Director for Communities and Families	March 2019	March 2019	RECOMMENDED FOR CLOSURE Reported to Committee on 5 March 2019
32	11-12-18	<u>The Growing City, School Roll Projections and Future Accommodation Requirements</u>	<p>1) Asks officers to provide analysis in their report of current numbers of pupils educated within the private sector and at home across the city, locality and catchment as available within 1 cycle.</p> <p>2) Agree that a report outlining the staff and resource capacity</p>	Executive Director for Communities and Families	March 2019	March 2019	RECOMMENDED FOR CLOSURE Reported to Committee on 5 March 2019.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			needed to deliver on the options appraisal, engagement, and consultation required to deliver the future accommodation requirements will come to the next Education, Children and Families Committee.				
33	11-12-18	<u>Update on South East Improvement Collaborative</u>	Request a further annual update.	Executive Director for Communities and Families	December 2019		
34	11-12-18	<u>Edinburgh Learns: Learning Together Framework for Parental Engagement and Involvement</u>	Ensure impact of Edinburgh Learns Framework: Learning Together by requesting an annual update report from the Edinburgh Learns Strategic Group for 'Learning Together'.	Executive Director for Communities and Families	December 2019		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
35	11-12-18	<u>Primary and Special Schools Letting Update</u>	To request a further report on any future changes to the letting service to ensure continuous improvement and consistent service comes to Education, Children and Families Committee in two cycles.	Executive Director for Communities and Families	May 2019		
36	11-12-18	<u>Early Years 1140 Expansion: Progress and Risk Update</u>	1) Request an Admissions and Appeals update report in December 2019. 2) Notes that from 500 applicants to the Early Learning and Childcare Academy Modern Apprenticeship only 90 places could be filled and asks officers to report within 1 cycle on how the scheme can be expanded to allow for	Executive Director for Communities and Families Executive Director for Communities and Families	December 2019 March 2019	March 2019	RECOMMENDED FOR CLOSURE Reported to Committee on 5 March 2019.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			a greater number of applicants to enter training to meet the requirement of 650 additional staff by 2020.				
37	11-12-18	Care Inspectorate Assessment of Children's Services	Request a further update once the final inspections findings have been published.	Executive Director for Communities and Families	Autumn 2019		
38	11-12-18	Violence at Work Survey – Motion by Councillor Young	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.	Executive Director for Communities and Families	May 2019		Report on agenda for this meeting (item 7.6)
39	05-03-19	Carers (Scotland) Act 2016 - Update	The Executive Director for Communities and Families to provide a progress report in six months' time.	Executive Director for Communities and Families	August 2019		



No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
40	05-03-19	Promoting Children's Rights, Equalities and Inclusion in Schools and Services	Detailed information on attendance figures and part-time timetables to be included in the next report to Committee.	Executive Director for Communities and Families	August 2019		
41	05-03-19	Schooling Options for Children Living in Edinburgh	The Executive Director for Communities and Families to submit a report to Committee in two cycles (August 2019) identifying numbers of young people who were unregistered for school and who had never been in school.	Executive Director for Communities and Families	August 2019		
42	05-03-19	Motion by Councillor Laidlaw - Adjustment of Christmas Holiday 2020/21 School Year	Agrees to consult with head teachers on the proposition that the term ends on Tuesday 22 December and returns Tuesday 5 January and report back to Committee after two cycles.	Executive Director for Communities and Families	August 2019		

Education, Children and Families Committee

10.00am, Tuesday 21 May 2019

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

Education, Children and Families Committee

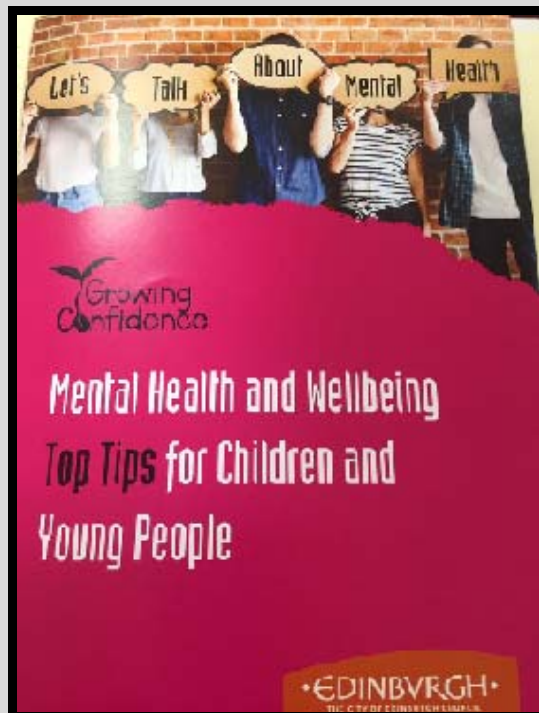
Convener:	Members:	Contact:
<p>Councillor Ian Perry</p>  <p>Vice Convener: Councillor Alison Dickie</p> 	<p>Councillor Eleanor Bird Councillor Mary Campbell Councillor Joan Griffiths Councillor Gavin Corbett Councillor Callum Laidlaw Councillor David Key Councillor Jason Rust Councillor Stephanie Smith Councillor Louise Young</p> <p>Added Members for Education Matters</p> <p>Religious Representatives Monsignor Anthony Duffy Mrs Fiona Beveridge Rabbi David Rose</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>

Recent News

Health and Wellbeing Team

On 28 February the Health and Wellbeing Team welcomed 160 people to their Children and Young People's Mental Health and Wellbeing in Schools conference at the Faith Mission. The day comprised of key note speeches from Paul Dix and Mike Armiger and showcases of good practice in schools and settings from staff and pupils. The team were also able to launch three Top Tips documents for pupils, schools and parents and carers to help support good emotional wellbeing and mental health. These documents were compiled after an extensive consultation with almost 450 children and young people in Edinburgh. Further work is ongoing to find innovative ways to best use these documents and to use feedback from the conference to compile a Top Tips for Staff. Watch this space!

(Pictures: Louise Cook, Head Teacher Niddrie Mill PS and Paul Dix Pivotal Education and Top tips Document for Children and Young People)



Trinity Academy

On Friday 8 March 2019 Trinity Academy found out that their S3 #DigilInventor team called The Sleepyheads had been shortlisted in the Finals of the national digital technologies' competition. The #DigilInventorsChallenge, in association with Andy Murray and the Digital Health & Care Institute, tasked pupils with designing a smart new way to help Scotland's young people keep active, staying healthy and happy, now and in the future.

Sleepyheads is a team made up of six S3 pupils; Fergus Veitch, Jenny MacDonald, Archie Powell, Hannah Boldy, Gwilym Hughes and Katarina Kancir all mentored by Florence Donaldson, Teacher of Design and Technology, and Jemma McCusker, Teacher of Physical Education.

Their proposal called Shut-Eye is a product designed to improve the mental and emotional wellbeing of Scotland's Teens through sleep. It does so through a variety of techniques including, Aromatherapy, Light Therapy, Sound Therapy and Meditation. All of these aspects can be controlled through Bluetooth via an app on your phone or programmed through the device itself.

The app will be able to monitor your sleep, track steps, log your activities, set fitness goals and provide handy tips for a better night sleep and ultimately a healthier lifestyle. Through the product you will also be able to change the colour of your bedroom via lights housed within the product and allow you to choose sounds to fall asleep and wake up to.



We are extremely proud of how well the team have done, working tirelessly together, even through their February holidays! The Finals take place at the #DigilInventor bootcamp on the 25th- 26th March, at the Technology & Innovation Centre in Glasgow. Here, shortlisted teams to come face-to-face with fellow competitors, develop new skills and meet industry experts who will help each team transform their idea into a marketable concept! The pupils will hear presentations from the best in business and technology and take part in masterclasses to enhance their idea. Most importantly, they'll work with our team to turn our idea into a powerful pitch that would sell our idea to Mark Zuckerberg himself. We would like to this opportunity to wish The Sleepyheads the very best of luck at the Finals!

Celebrating our winner of the Young Explorer

Les Morgan Memorial Award

London, England 12 March 2019 - [British Exploring Society](#) - a youth development charity with a unique heritage founded on the belief that challenging experiences can change lives, announced last week the winner of its Young Explorer Award.

The award is given annually in memory of Les Morgan, an inspirational Leader who died in 2004 of Motor Neurone Disease. He was devoted to British Exploring Society and it is for this reason the award is in his name.

Leah Carrigan from [Castlebrae Community High School](#) in Scotland won this year's **Les Morgan Memorial Award** following her expedition to the Canadian Yukon in 2018. This annual award is presented to a Young Explorer who has shown exceptional initiative or leadership in adverse circumstances on expedition. The Award is made on the recommendation of the expedition Chief Leader and judged by the CEO of British Exploring Society, and this is what they had to say about her:



Photo courtesy of Lisa Ferguson/JPI Media.

“Leah faced the challenges of demanding mountain conditions with stoicism and resilience, tears and laughter. She had a steep learning curve when walking and carrying heavy loads, pitching tents and cooking in the rain. She developed an inner strength and bore the adversity with a quiet smile, always aware of the needs of those around her.”

Leah re-evaluated her attitude to education whilst on expedition and talked at length to the other explorers and leaders. She recently started rugby on the advice of a teacher and given her huge success, she is now on a rugby development programme.

Leah commented: *“Through this incredible experience, it made me realise what’s important in life and made me change and clear the path I wanted to go down. It made me mentally and physically stronger as a person and built my confidence massively.”*

All British Exploring Society Awards are based on evidence of positive role-modelling, the ability to step out of role and support others and the aptitude to take on personal challenges.

About British Exploring Society

British Exploring Society (BES) is a youth development charity with a unique heritage founded on the belief that challenging experiences can change lives. BES is known for empowering and equipping young people with the courage, skills, resilience and determination to make the most of their future.

Established in 1932 by Surgeon Commander George Murray Levick, a survivor of Captain Scott's final 1910-1913 expedition, today British Exploring Society delivers a range of youth and leadership development expeditions and training to young people.

British Exploring Society prepares and takes young people (between the ages of 14 and 25) on expeditions to remote locations where they face challenges, gain skills and learn about themselves - as well as acquiring knowledge relevant to their lives and to the fragile environments that they explore. The programmes have always included a strong focus on scientific education and research.

British Exploring Society has taken 11,000 young people on these expeditions and the results are transformative – not just in terms of practical skills and resilience, but in a new-found confidence and self-belief which they carry forward to their future life.

More than this, through their adventure together, the young people forge friendships for life and become part of a unique supportive and continuing community of explorers with shared experiences, values and perspectives on the world.

For further information about **British Exploring Society** visit <http://www.britishexploring.org/> or contact **Anouk Jacob**, PR & Communications Manager on anouk@britishexploring.org

Edinburgh pupils draw top spots in national art competition

Five Edinburgh school pupils have been selected from more than 7000 entrants as runners-up in the John Byrne National Drawing Competition.

The award recipients were:

- Luke Bourdman (P5) St Peter's RC Primary School – **First runner-up**
- Liam Christison (S1) Woodlands Special School
- Nico Razmilovic (S1) Fettes College Prep School
- Safia Ahmed (S3) St Augustine's RC High School
- Nina Obidairo-Danielsen (P7) Fettes College Prep School.

The pupils were presented their awards by renowned artist and playwright John Byrne at a ceremony at Paisley's Tannahill Centre, where a special exhibition of competition entries is on display until 15 April. John Byrne said: "This year we judged more than 7000 entries and the level of talent and imagination was outstanding. "I'm encouraged by the standard of all the artwork submitted and I hope pupils across Scotland will continue to show us their artistic skills and love for drawing."

The competition is run in partnership with Education Scotland and open to pupils across Scotland from P4 to S3. Alan Armstrong, Strategic Director for Education Scotland said: "Art and design are important parts of the Scottish curriculum.

"For years, this competition has encouraged many thousands of children to use their artistic talents to create inspiring and unique drawings.

"Education Scotland is proud to support the competition and its ethos of keeping the art of drawing alive." Renfrewshire Leisure Chairperson, Councillor Lisa-Marie Hughes said: "This annual drawing competition is a great way to encourage young people to fulfil their artistic potential.

"John Byrne is one of Paisley's famous sons and his paintings and plays are enjoyed by many generations. For all we know, we might find a new John Byrne in our midst among the young artists whose work is on show."

Award Winning Librarian Poet

Stewart Sanderson, Library Advisor at the Central Library has been awarded the Jessie Kesson Fellowship for 2019. This is an award given by the Moniack Mhor Writers' Centre and the award was established in 2009 by Moniack Mhor to honour Jessie Kesson's inspirational life and work.

Stewart will get the chance to develop his work, as well as opportunities to expand his practice. He will stay at Moniack Mhor for three weeks in March.

Stewart works as an advisor in our Edinburgh and Scottish Collection and he's already received several awards and commendations: in 2014 and 2016 he was shortlisted for the Edwin Morgan Poetry Award, and in 2017 received commendations from the *PN Review* Poetry Prize and the Stephen Spender Prize for poetry in translation. He received an Eric Gregory Award in 2015. In 2016 he was awarded a Robert Louis Stevenson Fellowship, allowing him to spend a month working on new poems in Grez-sur-Loing, France. He completed a PhD at the University of Glasgow, which addresses the role of translation in twentieth-century Scottish poetry; his own versions from French and from Russian have been included in recent publications.

A first pamphlet of poems, *Fios*, was published by Tapsalteerie in 2015, and Sanderson is currently working towards his first full-length collection.

Stewart's new pamphlet of poems can be found following this

link: <http://www.tapsalteerie.co.uk/product/an-offering-by-stewart-sanderson/>

Update Breakfast Clubs in City of Edinburgh Schools

Breakfast clubs help to support a healthy, positive start to the day for all children, but in particular, vulnerable children and their families. They make a key contribution to Council priorities by helping to mitigate the effects of child poverty and issues associated with low income. Breakfast clubs promote attendance, punctuality and readiness to learn. Due to the increased demand from parents and carers in work and training, breakfast clubs align themselves and give added value to the city's affordable childcare agenda.

The aspiration for all 88 mainstream primary schools to deliver or to have access to a breakfast club has now been realised. It is a mixed landscape of providers including CEC funded/school managed, commercial and parent/committee led organisations. Currently, forty-seven primary schools are CEC funded/school managed. In addition, to the mainstream Breakfast Club Programme, 8 special schools are in receipt of CEC funding to support the delivery of breakfast provision to approximately 500 pupils who attend special school each day.

Around 4000 children attend a breakfast club across the city each day. Of the 2000 children who attend CEC funded/school managed breakfast clubs, around 50% are from families within the Scottish Index of Multiple Deprivation deciles 1-4.

Eight CEC/school managed breakfast clubs benefit from sponsorship through the business community, from organisations who wish to realise their corporate social responsibilities through the Breakfast Club Programme. A further 8 schools benefit from support from a range of national and local charitable organisations.

The Champions Board

There has been considerable activity within the Champions Board since the beginning of the year. The Board which comprised of Participation Officers (2 x care experienced young people employed by the Council), Champions (care experienced young people) and Ambassadors (Who Cares? Scotland, Senior Managers and an Elected Member) have focused on developing working relationships informed by the lived experience of the members. The Board continues to meet on the first Wednesday of each month. In February, Board Members participated in a three day Columba 1400 residential programme near Loch Lomond to identify and action plan and the resources required to progress it. The Columba 1400 experience provided a unique forum for the Champions and Ambassadors to work together on an equal footing build the positive working relationship necessary to drive the development of the Board.

Since January, the Care Inspectorate, members of the Independent Care Review and , the Scottish Children and Young People's Commissioner have attended the Champions Board monthly meetings to engage on a range of issues. Board Members have created a branding to promote their work across. The branding 'Edinburgh Champions Board is accompanied by a microphone and supporting wording of 'Care, Quality and Chance' which members felt summarised the aspirations of the Board. Contracts have been developed to set out the expectations of members reflecting an acknowledgement that for Champions in particular life events may impact on the level of commitment they can offer.

Since their appointment in November 18, the two Participation Officers have undertaken a range of awareness raising activities on behalf of the Champions Board. This has included attendance at national network events, visits to social work teams residential units and participation in training events. The Participation Officers contribute to agenda planning and attend the Champions Board and Corporate Parenting Member Officer Group. It is planned that the Participation Officers will forge relationships with other Champions Boards to identify and share good practice. They will also be involved in the recruitment of new Champions Board members utilising the welcome pack they have developed.

PACE

In April of last year this Council formally began its involvement in the Scottish Government's Permanence and Care Excellence programme (PACE). This programme is focused on the aim of enabling more looked after children to experience permanence. This means providing them with stability, including secure and nurturing relationships, in a setting that continues to adulthood. A permanent outcome for a child can be through living with birth parents, in kinship or foster care or through adoption.

The programme supports local authorities and their partners - in health, Children's Hearings, the Scottish Children's Reporter Administration and the courts – to identify areas of blockages or difficulties in securing permanence for looked after children and to reduce delay where it is appropriate to do so. In Edinburgh the programme is targeted at children under 12 years of age.

There are 4 distinct aims groups which have the following objectives:

- 1) Reduce the number of children and young people on a long-term compulsory supervision order of two years
- 2) Increase the number of children who are Looked After by the City of Edinburgh Council, who have a recommendation for Permanence by 7.5 months
- 3) Increase the number of children under 12 who have a recommendation for permanence away from home, who have a permanence plan with legal route signed off by an ADM within 15 weeks from permanence recommendation. For children who have their legal route deferred at panel, increase the number who will return within six months for a legal route decision.
- 4) Increase the number of children whose permanence plan is to pursue a permanence order or permanence order with authority to adopt, who have their application lodged in court within 16 weeks of the decision by the ADM.

Each Aim has a working group which is establishing tests of change and examining existing systems to identify and implement improvements. The programme reports to Edinburgh Children's Partnership and operates through a Champions board attended by representatives of key stakeholders and members of the 4 Aims working groups.

The programme is also supported by colleagues at CELCIS who assist with producing and analysing data and supporting the work of the champions board and aims working groups.

The data provided on progress dated March 2019 shows that:

Aim 1 – CSO at Home ceasing (aged under 12)

	7 Mar 2019	15 Jan 2019	20 Nov 2018	30 Sep 2018
number of children	56	51	40	29
% within 24 months	70%	73%	75%	76%
median	23 months	22 months	23 months	23 months

Aim 2 - Permanence Decision (aged under 12)

	7 Mar 2019	15 Jan 2019	20 Nov 2018	12 Sep 2018
number of children	103	82	62	30
Permanence - Referral to Panel	63	54	40	14
Permanence - Non-Referral	12	8	4	2
Rehabilitation	21	16	16	12
Not required – other order in place	7	4	2	2
% within 7.5 months	60%*	60%*	51%	47%
median	28 weeks*	28 weeks*	31 weeks	40 weeks

Aim 3 - ADM decision (aged under 12)

	7 Mar 2019	15 Jan 2019	20 Nov 2018	12 Sep 2018
number of children	46	40	34	23
PO	15	15	13	10
POA	9	8	8	4
Section 11 Residence Order	5	3	1	0
Legal route deferred	12	9	8	6
Not to register	3	3	2	2
Adoption Direct Petition	1	1	-	-
Not recorded	4	1	1	1
% within 15 weeks	17%	15%	9%	13%
median	25 weeks	27 weeks	27 weeks	26 weeks

Notes:

- 1) PO/POA cases – of the 23 there are 3 with Court status of 'in progress' (i.e. submission to court)

Aim 4 – Submission to court

	7 Mar 2019	15 Jan 2019	20 Nov 2018	12 Sep 2018
number of children	69	58	42	33
PO	44	37	25	19
POA	25	21	17	14
Status:				
To be arranged	37	29	30	21
In progress (i.e. submission)	18	16	2	4
Arranged	6	6	4	2
Completed	6	6	5	5
Not recorded	1	1	1	1

Stand Up for Siblings

The Stand Up For Siblings (SUFS) group launched in March 2018. It is a collaboration between a number of child welfare, children's rights and legal organisations and academics within Scotland. It acknowledges that sibling relationships become disrupted when, for example, children become looked after or when the courts intervene in parenting. It seeks to promote and protect the rights and promote the wellbeing of siblings in such circumstances.

Within Communities and Families, a senior practitioner in Family Based Care has taken a lead role in promoting this campaign. Activities have included promoting the use of the best practice guidance book "Beyond Together or Apart: Planning for, assessing and placing sibling groups." with social work practitioners across the city; the delivery of presentations on this theme at a Permanence Approval Panel development day which will be repeated with Panel Chairs and Agency Decision makers.

The work of SUFS will be further promoted in conjunction with colleagues at Life Long links. This work will seek to engage with Children's practice teams to promote sibling contact and relationships, encourage creative thinking and positive approaches to keeping siblings together, and maintaining Life-Long Links for children

Psychological Services, Nurture Conference 2018

"Educating the mind without educating the heart is no education at all." Aristotle

The City of Edinburgh Council's first ever nurture conference was held in August 2018. The day was hugely successful with nearly 80 delegates from schools all over Edinburgh. Delegates highly valued the space to reflect together on how we can continuously improve nurture practice in our schools. Keynote speeches from Psychological Services and Margot MacAlister, Head teacher of St Francis Primary School helped deepen our knowledge and understanding of nurture theory and practice. Themes included relational boundaries, adverse childhood experiences and trauma. We closed the day enthused and inspired for the possibilities for nurture in the year ahead.



Nurture forms a crucial part of many of our schools' plans for development and Psychological Services are delighted to be supporting this vital work. Over 140 members of City of Edinburgh Council school staff completed Psychological Services' comprehensive nurture practitioner training in 2017-18 which allows them to run a nurture group in their school. As a result of high demand we have released more dates for our two-day practitioner training. Two members of staff must attend together since one person cannot run a nurture group alone. Training can be booked on the learning and development directory.

We have launched Tea and Talk sessions for nurture practitioners to share and network together. These are run in partnership by Psychological Services and the Additional Support for Learning Service.

If you are interested in developing nurture further in your school please contact Aicha Reid, Depute Principal Educational Psychologist, tel. 469 2800 aicha.reid@ea.edin.sch.uk

Education, Children and Families Committee

10am, Tuesday 21 May 2019

What kind of Edinburgh? Outcomes and next steps

**Executive/routine
Wards
Council Commitments**

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
- 1.1.1 congratulate the children and young people on their contribution.
 - 1.1.2 note the significance and value of this work and consider how Edinburgh as a city might respond to the six key messages from children and young people (set out in 4.3).
 - 1.1.3 endorse the approach taken with What Kind of Edinburgh? as a model of good practice to be developed and adapted for engaging with children and young people in shaping policy.
 - 1.1.4 request regular updates on work to raise the voice and influence of young people, and progress made in relation to the issues they highlight.
 - 1.1.5 request a further report on how the various youth engagement activities (i.e. What Kind of Edinburgh, Youth Talk, Young Edinburgh Action and Scottish Youth Parliament, Making a Difference) can work together in a more consistent and coherent way.

Alistair Gaw

Executive Director, Communities and Families

Contact: David Maguire, Principal Officer Engagement and Involvement

John Heywood, Lifelong Learning Strategic Development Officer

E-mail: david.maguire@edinburgh.gov.uk Tel 0131 529 2132

John.heywood.2@edinburgh.gov.uk Tel 0131 529 6507

Report

What kind of Edinburgh? Outcomes and next steps

2. Executive Summary

- 2.1 This report is to accompany the presentation of the children and young people's magazine '*What kind of Edinburgh? Children and young people across Edinburgh influencing the city's services*' (see appendix 1). It sets out the core messages from participants in the programme and invites Committee members to respond to these. The report also explores potential ways forward regarding children and young people's participation across the city.

3. Background

- 3.1 The background to the programme and information on how it has developed was reported to the previous Committee meeting (Tuesday 5 March 2019 - What kind of Edinburgh?).

4. Main report

- 4.1 The final session of the programme was held on Wednesday 6 March 2019. The session encouraged participants – children, young people and adult 'champions' - to reflect on the programme as a whole and the key messages that have come from it.
- 4.2 Following on from this, some participants have worked with the Children's Parliament and Young Edinburgh Action to produce a report – in a children and young people-friendly format - on how the programme was delivered and the core messages to emerge. The programme involved a session on each of the Children's Partnership's strategic outcomes and the magazine sets out the main messages in relation to each of these. These are being followed up with the respective strategic outcome groups and leads.
- 4.3 Taking account of all of the sessions, the magazine presents six core messages on how children and young people want to be treated and which they ask all adults to remember and look, listen and act upon. These are:

- We want to be safe
- We want fairness in our schools and communities
- We want LOVE, kindness and respect
- We want adults to be honest
- We want to be happy
- We want to know our rights

5. Next Steps

- 5.1 Children and young people will also be sharing their findings with the Children's Partnership next month. Part of the discussion there will be about how their key messages can inform and enhance the partnership's current and future Children's Services Plans.
- 5.2 The children will also be making presentations to their respective schools.
- 5.3 What kind of Edinburgh? has been an important contribution to children and young people's participation in Edinburgh. Other participation activities include Youth Talk which is currently taking place in each locality, Young Edinburgh Action and its ongoing action research programmes, the Scottish Youth Parliament and #MakeADifference which seeks to open up conversations with young people on issues which they identify as important.
- 5.4 Taken together, these activities represent a contribution towards the goal of Edinburgh as a children and young people friendly city. Each activity feeds into decision-making at different levels, from local schools and communities to the Committee and the Children's Partnership board.
- 5.5 However, there are gaps which may limit the impact of some of these activities and a recognised need to join them up more effectively. With this in mind, exploratory discussions are underway to link the varying strands of youth participation work, including the possibility of adopting a What kind of Edinburgh? approach to address citywide issues which have arisen through Youth Talk and/or ensuring that children's voices are included in community-based work alongside those of young people.
- 5.6 To this end, it is proposed that representatives from relevant services/agencies including Young Edinburgh Action, the Lifelong Learning Service, Children's Parliament, schools, Youth Work and others meet on a regular basis to consider and respond to issues and suggestions which have arisen from participation activities as well as those which have come directly from young people through existing networks (e.g. through #MakeADifference). Young people's representatives will also be invited to participate. Outputs will be reported to and followed up with elected members and senior managers as appropriate.

6. Financial impact

- 6.1 Options for continuing and developing the approach and methodology of What Kind of Edinburgh? are being investigated. The exact nature, and therefore any associated costs, are still to be defined.

7. Stakeholder/Community Impact

- 7.1 Children and young people from across Edinburgh have been central to this project and fully involved throughout.
- 7.2 There are no health and safety, governance, compliance or regulatory implications.
- 7.3 There are no carbon impacts, or impacts on climate change and sustainable development.

8. Background reading/external references

- 8.1 Report to Committee in March 2019
[file:///H:/Item 7.9 What Kind of Edinburgh%20\(1\).pdf](file:///H:/Item%207.9%20What%20Kind%20of%20Edinburgh%20(1).pdf)

9. Appendices

- 9.1 'What kind of Edinburgh? Children and young people across Edinburgh influencing the city's services'

What kind of Edinburgh?



**Children and young people
across Edinburgh influencing
the city's services**

Project delivery: August 2018 – March 2019

Project partners:  Children's Parliament •  EDINBURGH •  Y.E.A.  NHS Lothian

About the project

The City of Edinburgh Council, NHS Lothian, Children's Parliament and Young Edinburgh Action worked in partnership to bring together children and young people from across Edinburgh to influence how adults plan and run the city's services. Using a rights-based approach, the aim of the project was to embed children and young people's participation in the planning and delivery of services, and to ensure that children and young people feel involved, valued and their views acted upon.

This magazine shares their ideas and opinions so that Edinburgh's children and young people's service planners and delivery partners can take direct action and make tangible changes.

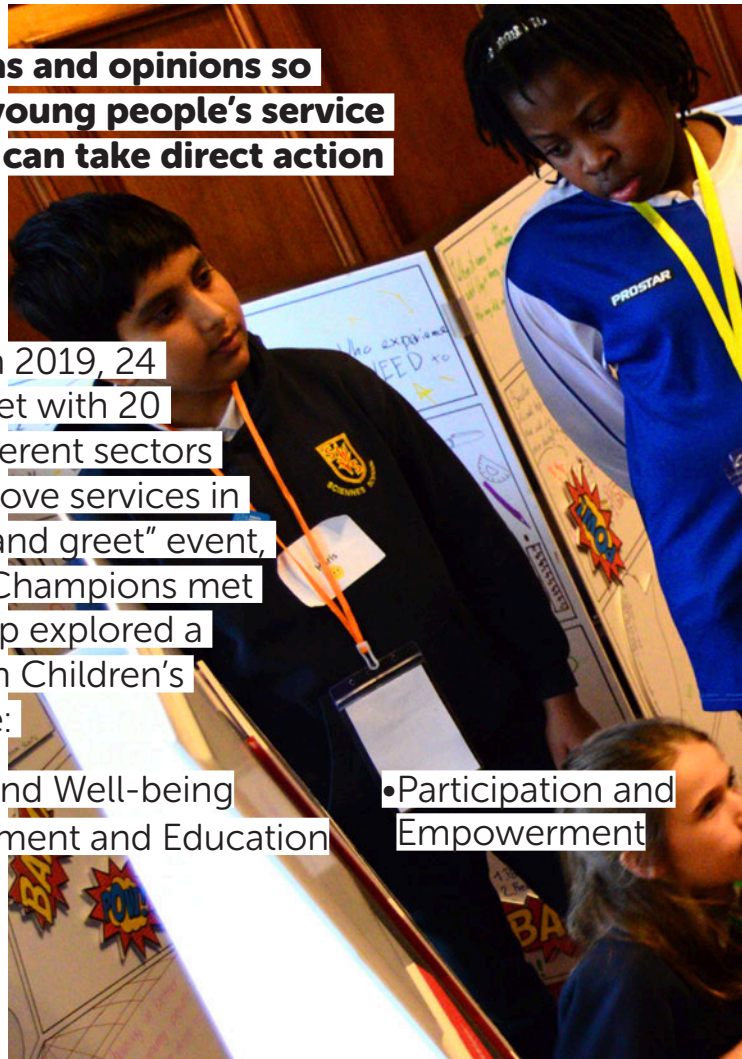
What we did

Between August 2018 and March 2019, 24 children and 16 young people met with 20 champion duty-bearers from different sectors to discuss creatively how to improve services in Edinburgh. After an initial "meet and greet" event, the children, young people and Champions met at five workshops. Each workshop explored a strategic priority of the Edinburgh Children's Services Plan. These priorities are:

- Best Start in Life
- Health and Well-being
- Participation and Empowerment
- Fairness and Equity
- Achievement and Education

Participating schools and organisations

Granton Primary, Wardie Primary, St. John's RC Primary, Sighthill Primary, Stenhouse Primary, Sciennes Primary, Preston St. Primary, Bun-sgoil Taobh na Pàirce, Leith Academy, Gate 55, Goodtrees Neighbourhood Centre, Army Welfare Service, and Scottish Youth Parliament.



Our Champions

The project Champions are duty-bearers who are in a position to influence change in the planning and delivery of services throughout Edinburgh. Our Champions are from organisations like the City of Edinburgh Council, the Edinburgh Children's Partnership Board, NHS Lothian, Police Scotland and third sector organisations. At each workshop, Champions made pledges about what they could do to improve things for children and young people based on what they heard and reported back on what they had done.

Some changes have already taken place, but this is just the beginning and there's still work to do!



"It was a timely reminder that children and young people do have very clear views about what matters to them and I don't think we always pay enough attention when designing and developing our services." (Champion)

"I have promoted an Education Scotland resource on pupil participation and have plans to provide some professional learning for teachers." (Champion)

"This project gave children and young people a voice with important public institutions. It will be exciting to see where this goes next" (Teacher)

Always Remember



The United Nations Convention on the Rights of the Child (UNCRC) was at the centre of all the activities undertaken by the children and young people. They had some important messages on how they want to be treated that we, as adults, should always remember.

**Look
Listen
Act**

- We want to be
- We want fair
- We want LO
- We want ad
- We want t
- We want

**"I can talk confidently to adults about different things, I'm better at making friends and I have learnt about children's rights."
(Participant)**

safe
ness in our schools + communities
VE, kindness and respect
ults to be honest
o be happy
to know our rights



**"Children have the
right to be listened
to and taken
seriously."
(UNCRC, Article 12)**

Best start in Life

For children and young people, the “best start in life” means that before their first day of school they have everything they need to grow up healthy and safe, and their mothers have everything they need when they are pregnant. It means that children’s rights are respected and that children have positive relationships with the adults that take care of them.

1. Every family should have enough money to live on.

We need to get people out of poverty by building more homes and flats that are inexpensive.

2. Every child should have love, care and support.

Pay attention

Say 'I love you'

Parents and members of extended family could spend more time with the kids in the family

“We need to provide all children with the highest quality of learning, care and love in our nurseries.”
(Champion’s pledge)

“Babies need food, medicines, toys, hugs and lots of love.”
(Participant)

5. A positive community environment is really important because families need healthy outdoor spaces.

∴ help to make a better environment

"We need to promote early parenting programmes across the city."
(Champion's pledge)

4. Every family needs to be taught how important early years development is.

MORE HELP FOR PARENTS WHO NEED SUPPORT TO CARE FOR THEIR CHILDREN

3. Parents and carers need to be able to recognise the needs of their children and they will need support with this.

parental mentor for parents "peer support"

Health & Well-being

Children and young people explored what is needed for positive mental, physical and social health. For children and young people, what really matters is that adults actively listen to them and act on what they hear.

"Take notice of our behaviours, actions and other forms of communication. Tell us what's going on."
(Participant)

1. Really listen to children and young people!

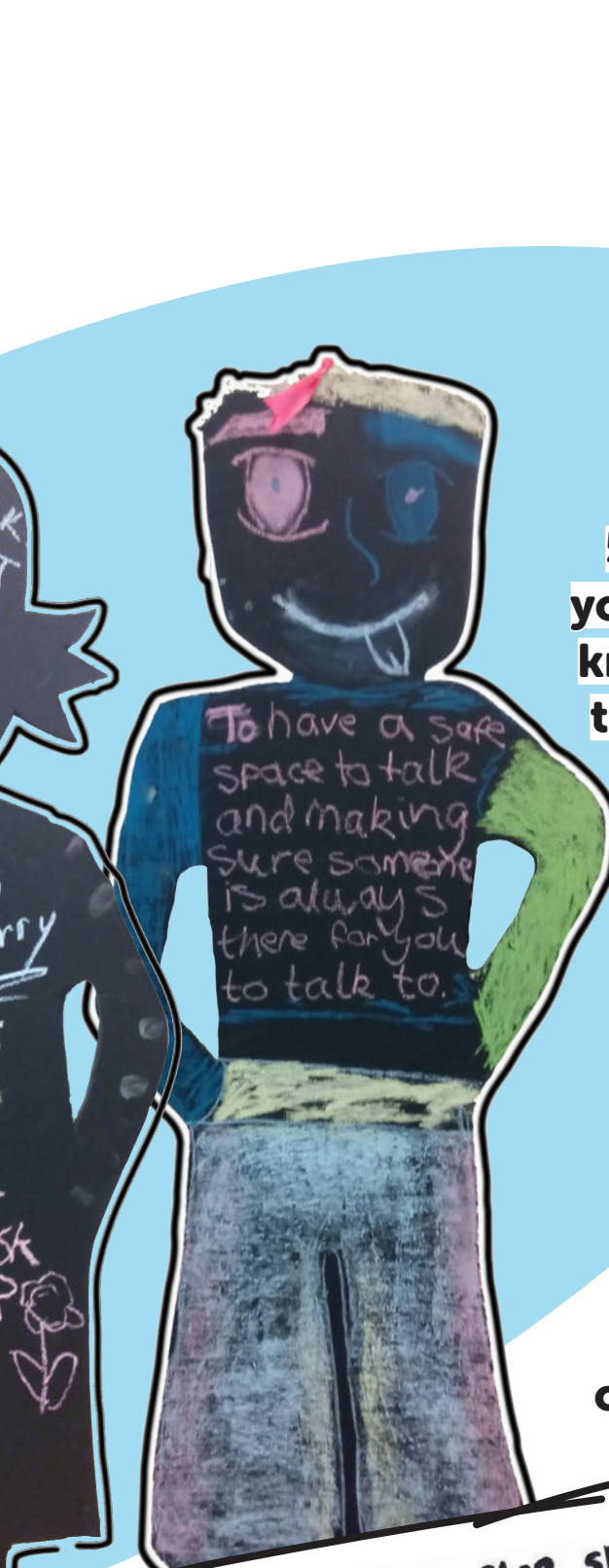
"Being happy is important. We need to help youth workers to be confident in supporting children and young people, and help them when required."
(Champion's pledge)

2. Well-being needs kindness, respect and happiness.

"When things get tough, children and young people need support."
(Participant)

3. All children and young people should have access to a safe space and someone they can talk to.





"Children and young people should see their social worker more often, in the weekends too."
(Participant)

5. All children and young people should know about services that can help them.

"We need to shape better support systems in school to help children and young people talk when they need to."
(Champion's pledge)

4. Adults should be kind, friendly and not shout at children and young people.

Adults need to stop shouting at children - it doesn't just effect the child or the child who are being shouted at. IT effects everyone.

Fairness



Children and young people discussed what fairness means to them and shared it with the adult Champions. They worked together to find out what is good and what can be improved in their homes, schools and communities to make Edinburgh a fairer city.

"Encourage schools to see children & young people as agents of change, listen and respect their views, and involve them in decisions legitimately."
(Champion's pledge)



fairness is important but it doesn't mean that every one has to have the same things

1. Funding needs to be distributed in a fairer way, because it seems like it doesn't reach the people who need it.

"Parks should get cleaned regularly and have more bins. Walkways need more light to feel safe."
(Participant)

2. Outdoor places need to be made safer, more suited for children and young people and be looked after properly – no matter where we live.

"Adults think they are consulting with young people, but unless this leads to action or change, we are just ticking a box."
(Champion's pledge)

5. Opportunities within education should be fair across the city.

"There are not enough teachers and subject choice is not the same in every school. Some playgrounds have lots of litter and lack proper resources."
(Participant)

4. We do not want a negative reputation depending on where we live.

"People, including adults, judge us and what we can achieve based on which area we're from and the reputation it has."
(Participant)

3. Services should meet children and young people's needs fully: for example, expand the variety of sports, especially in the evenings, and make clubs more affordable.

Be realistic about what young people need

Achieving Your Best in Education

Education is so precious to children and young people and they want it to be a happy and safe experience through which they can learn and flourish. After a discussion about achievement and the obstacles that might get in the way, children and young people shared ideas about what can be done to make sure everyone achieves their best in education.

1. Relationships between children and young people and teachers should be improved by getting to know each other.

Step 1: Instead of detention we should have 'Reflection time' to talk things through and make it better!

"Teachers should greet students nicely even if they're late."
(Participant)

2. Poverty shouldn't hold us back.

Poverty shouldn't hold us back — every child and young person should have access to healthy lunches, school uniform, resources and trips. We need to raise awareness about poverty.

"Schools should run a "be in someone else's shoes for a day" campaign."
(Participant)

3. Bullying is still a problem in schools. We need to do something to sort it out properly.

OUR MISSION IS TO MAKE SURE SCHOOL
HELPS EVERY CHILD AND YOUNG PERSON
DO THEIR BEST AND
ACHIEVE!

5. School environment should be improved.

"Schools should have better facilities accessible to everyone, gender neutral toilets, regular repairs, smaller class size and happy spaces to feel safe and relax."
(Participant)

"I pledge to work with poverty action plan to look at provisions of after school activities and links to housing and use of PEF funding."
(Champion's pledge)

Worry
Monster

4. Don't overwhelm children and young people with the constant focus on tests and exams.



Participation and empowerment

The What Kind of Edinburgh? project was all about empowering children and young people to take part in the planning and delivery of services in Edinburgh. In the last workshop, they all came together alongside the Champions to reflect on their participation throughout the project, exploring what good participation looks like. Here are eight tips from children and young people on how to ensure good quality participation.

1. Build positive relationships.

2. Don't judge people for their ideas.

3. Make sure everyone is heard and has the opportunity to share ideas.

4. Have fun and work as a team.





**"I have gained confidence and the skill to speak out and I've lost the fear of speaking out loud and that's great because now I can say things I want to say."
(Participant)**



8. Be prepared to open up to new learning.

7. Include us from start to end.

6. Have good people to support you.



5. Be equal and help each other.

*You have seen what we have
done. You have heard what we
would like to happen.*

**NOW
IT'S
UP
TO
YOU!**

*What kind of
Edinburgh?*

**Children and young people
across Edinburgh influencing
the city's services**

**Find out more at
www.childrensparliament.org.uk
or www.edinburgh.gov.uk**

Project delivery: August 2018 – March 2019

Project partners:  **Children's
Parliament** • **EDINBURGH** • **Y.E.A** 

THE CITY OF EDINBURGH COUNCIL

Education, Children and Families Committee

10am, Tuesday, 21 May 2019

Future Statutory Consultation Requirements

**Executive/routine
Wards
Council Commitments**

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 note the contents of this report and approve that draft statutory consultation papers are brought forward to future Committee meetings for consideration before publication.
 - 1.1.2 approve the use of the new pupil generation from new housing rates included in appendix 1 will be used for the school roll projections contained in the statutory consultation papers.

Alistair Gaw

Executive Director for Communities and Families

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E-mail: crawford.mcghie@edinburgh.gov.uk | Tel: 0131 469 3149

Report

Future Statutory Consultation Requirements

2. Executive Summary

- 2.1 A report to the Education, Children and Families Committee in December 2018 on [“The Growing City, School Roll Projections and Future Accommodation Requirements”](#) included a list of the future education capital projects which require to be progressed as a result of rising school rolls or due to inclusion as infrastructure requirements in the Local Development Plan Action Programme.
- 2.2 This report provides a summary of the statutory consultations that will be required for some of these projects to be progressed. The draft statutory consultation papers to be submitted to Committee for consideration as follows:
- 2.2.1 August 2019:** Replacement Newcraighall Primary School; New Maybury Primary School and Edinburgh Park catchment review.
- 2.2.2 October 2019:** New Builyleon Road Primary School; Kirkliston (future primary and secondary provision)
- 2.3 An early indication of other statutory consultations which may be required in the future to address rising rolls or implement strategic improvements to the learning estate is also provided.

3. Background

- 3.1 All of the available background information is included in the December 2018 Committee report [“The Growing City, School Roll Projections and Future Accommodation Requirements”](#).

4. Main report

- 4.1 In order to be able to deliver the committed learning estate infrastructure projects statutory consultations need to be progressed. Other statutory consultations may also be required at schools not mentioned in the December report as a response to new rising rolls capacity issues being identified or to address strategic estate improvements.
- 4.2 An update on all the required or potential statutory consultations is provided in the remainder of this report. Draft statutory consultation papers will be brought forward

to future Committee meetings for consideration and where an expected timescale is known this is provided in the update.

Local Development Plan (LDP) Action Programme Primary Schools

- 4.3 A Capital Investment Programme budget of £4m for design work related to three new primary schools has been established and statutory consultations need to be progressed for these schools. An update on the specific issues with each school is provided below.

Replacement Newcraighall Primary School

- 4.4 The LDP includes provision for a new 11 class primary school to serve a new large housing development referred to as New Brunstane located in the north of Newcraighall Primary School's catchment area. Newcraighall Primary School is a small 7 classroom school that has recently received new temporary classrooms to allow it to accommodate demand from other new housing developments in this area of the city. Newcraighall Primary School could not accommodate the projected additional demand from this much larger development.
- 4.5 One option to address this situation, rather than invest in the running of Newcraighall Primary School and its temporary classrooms in addition to providing a new 11 class primary school in this area, would be for the new primary school identified for the New Brunstane site to be delivered as a direct replacement for Newcraighall Primary School. Further work will be progressed to determine if this approach would create a more efficient and sustainable estate in the long term.
- 4.6 Under this proposal the new primary school on the New Brunstane site would be built as a 14 class primary school with an expansion strategy available should it be required in future years. All Newcraighall's pupils and staff would relocate to this new building once it is complete. There would be no change to Newcraighall Primary School's catchment area and it would continue to feed to Castlebrae High School.
- 4.7 While the New Brunstane housing development does not yet have planning approval, as part of the LDP it does have Council support. In order to avoid delays and ensure sufficient capacity is available without the need for interim measures being put in place, it is proposed that a statutory consultation be undertaken in the autumn of 2019 proposing the location for the new school. If the Education, Children and Families approve that a consultation be undertaken, a draft consultation paper would be returned to Committee in August 2019 for consideration ahead of publication in September/October 2019.

New Maybury Primary School

- 4.8 A new primary school as part of the Maybury housing development was discussed as part of the West and South West Edinburgh Schools Review, the outcomes of which were considered by the Education, Children and Families Committee at its meeting on 21 June 2018.

- 4.9 Projections suggest that a 21 class school would be required in August 2022 at the earliest but its delivery would be subject to progress made by the developer in the delivery of the homes planned for this development. A new primary school at Maybury would be entirely new and would not replace any existing provision. However, the establishment of a new school would require that catchment boundaries in this area be redrawn.
- 4.10 The catchment proposals published as part of the West and South West Edinburgh Review showed that the catchment area of a new Maybury Primary School would principally be formed from the extensive rural areas of Corstorphine Primary School's existing catchment. In addition, the new Maybury Primary School would incorporate the new housing development at Cammo which currently feeds to Cramond Primary School and The Royal High School. At its meeting on 21 June 2018, the Education, Children and Families Committee approved that that these proposals should progress to statutory consultation.
- 4.11 The catchment proposals published as part of the West and South West Edinburgh Review also proposed that a new primary school at Maybury should feed to a new West Edinburgh High School with two potential sites identified. However, the Education, Children and Families Committee also approved that negotiations for a secondary school site in Kirkliston should progress and that consultation on a final site for a new secondary school in West Edinburgh should only progress "when practical". As no site for a new secondary school has been secured and the production of a spatial strategy for West Edinburgh as part of City Plan 2030 is awaiting feedback from Scottish Ministers the point at which it would be practical to begin a statutory consultation for secondary provision in this area of the city has not been reached.
- 4.12 Accordingly, until such time as both site and funding issues for a new west Edinburgh secondary school are resolved, it is proposed that the new developments at Maybury and Cammo are realigned with Craigmount High School. This school currently has capacity to support growth in its roll, having a high non-catchment population. Consideration will also be given to how Craigmount High School could be permanently extended should a new secondary school in West Edinburgh no longer be required to be built in an area convenient to serve the Maybury and Cammo housing developments.
- 4.13 In order to avoid delays and ensure sufficient capacity is available without the need for interim measures being put in place, it is proposed that a statutory consultation be undertaken in the autumn of 2019 proposing the establishment of a new primary school on an identified site within the Maybury development area based on the catchment and feeder arrangements set out above. Should the Education, Children and Families approve that a consultation be undertaken, a draft consultation paper would be returned to Committee in August 2019 for consideration ahead of publication in September/October 2019.

Builyeon Road, South Queensferry

- 4.14 Due to the proposed new housing developments in South Queensferry included in the Local Development Plan, projections show that a new 14 class primary school is required to be delivered by August 2022. The Local Development Plan proposes the new school is located within the site allocated for housing adjacent to Builyeon Road.
- 4.15 The catchment area for the new school would be predominantly made up from the new housing planned for South Queensferry but the catchment areas of Echline Primary School, Queensferry Primary School and Dalmeny Primary School may also require small modifications in order to ensure the most efficient primary school estate for the whole of the South Queensferry settlement in the future.
- 4.16 Informal consultation with all the school communities involved will be progressed in June and August and a draft statutory consultation paper will be presented to the Education, Children and Families Committee in October 2019 for consideration prior to publication.

Kirkliston

- 4.17 The Education, Children and Families Committee has previously requested that negotiations with landowners to acquire a site for a secondary school on Burnshot Road in Kirkliston be progressed. The negotiations with the landowners are ongoing and this site remains an option for a new school. A mutually acceptable agreement to secure this site is likely to be dependent on whether the landowner can gain planning permission to develop new housing on the remainder of the site. However, the site is currently allocated as Greenbelt in the Local Development Plan so there is no guarantee the planning permission for housing would be forthcoming. It is therefore proposed an assessment of whether there are any other suitable sites for a secondary school in or around Kirkliston is progressed in case the negotiations with the landowner cannot be finalised.
- 4.18 School roll projections also show that there is a continuing need for further primary school capacity in Kirkliston. Different options to provide this additional capacity continue to be discussed as part of informal consultation with the primary school community and other stakeholders. This process of informal consultation will continue until the end of June with the intention of agreeing a preferred option for future provision.
- 4.19 One of the options could be to create a second primary school in Kirkliston on an all through campus with the proposed secondary school. The other option is to have one large primary school for all of Kirkliston which is located on two sites being the existing school site and the Leisure Centre site. There are already plans to build a new Early Years facility on the Leisure Centre site and if the second option emerges as the preferred option then it would potentially be the younger children from the primary school who would be located beside the new Early Years facility.
- 4.20 Once the secondary school site assessment and the informal consultation about future primary school provision have been completed a preferred option should

emerge for the future provision of education infrastructure in Kirkliston. Any option will require a statutory consultation to be progressed before it could be implemented and the current intention is to present the preferred option in a draft statutory consultation paper to the Education, Children and Families Committee in October 2019 for consideration prior to publication.

Edinburgh Park

- 4.21 There is an area of land just to the north of Edinburgh Park Station which is allocated in the Local Development Plan for mixed development including housing. The non-denominational school catchment area for this site is currently split between Currie High School/Primary School and Gylemuir Primary School/Forrester High School. In terms of available capacity, geography and routes to schools there is an option that the whole area could be reallocated to the Wester Hailes Education Centre/Sighthill Primary School catchment areas. It is therefore proposed that a draft statutory consultation paper to the Education, Children and Families Committee in August 2019 for consideration prior to publication.

Secondary School Rising Rolls

- 4.22 The placement process for August 2019 has identified a number of secondary schools where registrations are higher than projected in December 2018. While the actual intake numbers may reduce and the resulting accommodation issues may transpire in future years, it is prudent to start considering options for dealing with the rising rolls at these schools and some of the options may require statutory consultations.
- 4.23 The schools where options exist to address capacity pressures through statutory consultations are Broughton High School, Firrhill High School and Craigmount High School. The School Estate Planning Team will begin an engagement process with these schools and if statutory consultations are required, draft papers will be presented to a future Committee for consideration.

Special Schools

- 4.24 An initial review of the special school estate has highlighted that there may be opportunities for further integration of service provision within the existing estate or Wave 4 school replacement projects. While specific proposals have still to be developed statutory consultations may be required in the future. Further updates will be provided to Committee as and when available.

Updating projections for statutory consultation papers

- 4.25 A review of the pupil generation rates from new housing has been carried out and is attached in Appendix 1. The review suggests that new rates should be introduced and it is therefore recommended that these be used to update the current school roll projections for any school which will be included in any of the future statutory consultations mentioned in this report.

5. Next Steps

- 5.1 The required draft statutory consultation papers detailed above will be brought forward to Committee for consideration as and when available.

6. Financial impact

- 6.1 Any new infrastructure project which requires to be delivered as a result of a statutory consultation requires a full business case to be approved by the Asset Management Board before being considered by the Council as part of an appropriate budget setting process. The capital construction costs for the new infrastructure as well as any future revenue implications for the Council would require to be fully outlined in the business case.

7. Stakeholder/Community Impact

- 7.1 Engagement with all key stakeholders, including elected members and school communities will be undertaken through both informal and statutory consultation. All statutory consultations will be conducted in line with the procedures set out in the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014.

8. Background reading/external references

- 8.1 [Education, Children and Families Committee, 18 December 2018: "The Growing City, School Roll Projections and Future Accommodation Requirements"](#)

9. Appendices

- 9.1 Appendix 1 - Pupil Generation Ratios from Developments – January 2019

Appendix 1

Pupil Generation Ratios from Developments – January 2019

Background

In 2013 an analysis of housing and flatted developments was undertaken to determine the accuracy of pupil generation ratios used by the Council. New ratios were established and applied to school roll projections and to developer contributions. The ratios were as follows:

Table 1: Existing Pupil Generation Ratios

Dwelling type	Number of dwellings	No. of primary pupils	Primary pupil generation ratio	No. of secondary pupils	Secondary pupil generation ratio
House	2322	698	0.30	462	0.20
Flat	6243	425	0.07	188	0.03

Current Study

Analysis undertaken this year revisited most of the methodology and development choices of the previous study. Where appropriate, newer developments were added to the mix to produce a stronger representation of housing and flat styles currently being built. In the 2013 study there were 31 housing sites and 47 flatted sites analysed covering 8565 dwellings. The current study expanded to 35 housing and 56 flatted sites covering 11739 dwellings.

The previous study looked at 2012 primary and secondary pupil cohorts living in selected housing and flatted developments, assuming a peak in that year. As the selected developments completed at different times and there was variation in how long developments took to peak, this method produced artificially low results. The current study has been able to capture actual peak year/years by examining pupil numbers over 14 years (2005 to 2018) ensuring a more accurate picture of development growth and peaks.

New ratios have been calculated as follows:

Table 2: Proposed Pupil Generation Ratios

Dwelling type	Number of dwellings	No. of primary pupils	Primary pupil generation ratio	Number of dwellings	No. of secondary pupils	Secondary pupil generation ratio
House	3768	1412	0.37	2712	620	0.23
Flat	7971	889	0.11	7971	364	0.05

At the time of the previous study the citywide RC/ND split was 14% for primary and 13.5% for secondary these have both reduced to around 13%. A simple 13% value has been applied to the ND/RC ratio splits:

Table 3: Proposed Pupil Generation Ratios By Sector

Sector	House Ratio Total	House ND	House RC	Flat Ratio Total	Flat ND	Flat RC
Primary	0.375	0.326	0.049	0.112	0.097	0.014
Secondary	0.23	0.20	0.03	0.046	0.040	0.006

The variations in the ratios generated by each development have also been analysed to look at their statistical validity. Standard deviations and coefficients of variation have been calculated for each dataset and it is still valid to use a single average for each sector, as has been applied previously.

The data has also been examined to determine the average number of years taken to reach peak pupil generation for developments. In housing developments it takes 8.1 years for primary and 11 years for secondary. In flatted developments it takes 10.2 years for primary and 8.5 years for secondary.

Summary of key findings:

- The primary ratios should increase to 0.37 for housing & 0.11 and for flats. Secondary to 0.23 & 0.05
- The Roman Catholic/non-denominational split should reduce to a ratio of 0.13
- The average years taken for peak pupil generation should be applied to the existing model

Education, Children and Families Committee

10am, Tuesday, 21 May 2019

School Grounds Update

Item number
Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
- 1.1.1 approve that two additional staff be recruited to the Council's Workshops to allow a saving of at least £270,000 to be realised and assist in the maintenance of school grounds and the manufacture of play installations for Early Years settings;
 - 1.1.2 note that these positions would be funded from capital projects including the Early Years Scottish Government grant allocation;
 - 1.1.3 note the ongoing work to improve the access the Council has to a range of inspection services with a view to establishing a more comprehensive framework by March 2020;
 - 1.1.4 note the intention to tender for inspection services in May to allow inspections of all Communities & Families establishments grounds to be undertaken in September/October 2019.

Alistair Gaw

Executive Director for Communities and Families

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School Grounds Update

2. Executive Summary

- 2.1 Play Services Ireland were appointed to undertake inspections of all Communities and Families school, Early Years and Community Centre grounds. The inspections were conducted in December 2018 and Play Services Ireland have provided reports in batches since February 2019. The process of working through the inspection reports provided by Play Services Ireland is ongoing, however, key findings and recommendations are that there are significant savings to be made by having the Council's inhouse Workshops team undertake the repair work and the installation of new equipment and that access to inspection services must be improved to ensure the return of quality reports.

3. Background

- 3.1 At its meeting on 9 October 2018 the Education, Children and Families Committee considered the ["School and Early Years Playgrounds Development"](#) paper which reported that the availability to Parent Council's and Community Groups of various funding sources in recent years has allowed school communities to undertake school playground improvement projects that may previously have been unaffordable. The report highlighted that improvements could be made in the way that the Council is involved in and supports the development of playground transformation projects.
- 3.2 The "School and Early Years Playgrounds Development" report included as an Appendix "School Playground Development Guidance" which sets out the process those wishing to undertake a school playground improvement project should follow and the "Vision for School Grounds" document that makes clear the Council's aspirations for school grounds.
- 3.3 Committee approved the appointment of inspectors to undertake a first annual inspection of all City of Edinburgh Council's school and early learning establishment grounds and noted the intention to return a report to Committee setting out the findings of the inspections undertaken. This report sets out those findings and

makes recommendations following the conclusion of this process and the lessons learned.

4. Main report

- 4.1 In November 2018 Play Services Ireland were appointed following a competitive tender process to undertake inspections of all 242 Communities and Families school, Early Years and Community Centre grounds. The inspections were conducted in December 2018 and Play Services Ireland have provided reports in batches since February 2019.
- 4.2 The School Estate Planning Team have been coordinating the actions arising from these inspections which have highlighted the unregulated way in which school and nursery grounds have been developed over many years. They include items built by parents and by school or nursery staff that fail to meet minimum safety standards and a lack of regular maintenance of installations and surfaces.
- 4.3 Where risks have been identified officers from the School Estate Planning Team have engaged with the establishment concerned and also with a contractor or the Council's Workshops Team to ensure that repairs and alterations that allow the installation to meet the necessary safety and quality standards are undertaken swiftly and in a manner that offers best value to the school and to the Council.
- 4.4 Where the risk identified has been high the installation has been closed pending repair or removal. The inspector undertaking the inspections in December was given the power to close an installation at the time of inspection if he/she deemed that this was necessary. Specific items of equipment were closed at ten schools until the appropriate repairs were implemented.
- 4.5 Officers from the School Estate Planning Team and from the Council's Workshops have also worked very effectively with schools to design and build alternative and new installations that meet the required safety and quality standards.

Key Findings and Recommendations

- 4.6 The process of working through the inspection reports provided by Play Services Ireland is ongoing, however, key findings and recommendations arising from this first round of annual inspections of Edinburgh's school and nursery grounds are set out in the following sections.

Value from In-house Providers

- 4.7 The manufacturing and installation work undertaken by the Council's Parks Workshop team in school grounds has been praised by Head Teachers. The Workshops teams, who are experienced in the design, construction and installation of play equipment that meets the necessary play and safety standards in public parks have provided confidence that the final product will exceed expectations. The pool of external contractors with experience of constructing or repairing play

equipment is small and cannot offer the same value that is offered by the Workshop Team.

- 4.8 The savings offered to schools – who must pay for any work arising from the inspection reports from their own budgets – has been significant. In some cases schools have sought quotes for works themselves prior to the Council's Workshops involvement and so in some cases it is possible to compare the costs provided by the Council's Workshops with external providers. Examples are listed below:

Establishment		Parks Workshop Cost	External Provider Quote
Cramond PS	Replace burned out installation.	£7,500	£26,000
Granton PS	Removal of play ship, jetty, boulders, sandpit and level ground.	£6,250	£26,000
Craigmillar EY Centre	Partial removal of fence, build and install gate for access to wooded area.	£300	£3,000
Kirkliston PS Nursery	Removal of existing sandpit roof and supports. Build and install new roof.	£2,000	£6,000
		£16,050	£61,000

- 4.9 However, the amount of work being generated through the grounds inspection reports has placed significant pressure on resources within the Council's in-house Parks Workshop team. Accordingly, to retain the service being provided within school grounds it is recommended that two further workshop staff be recruited. One skilled joiner and an apprentice would be sufficient to allow this arrangement to continue.
- 4.10 The savings this could provide are evidenced not only by the work generated through inspections but also in the delivery of the Council's new school and nursery buildings.
- 4.11 The outdoor areas for new Early Years settings must be high quality to meet Care Inspectorate standards and allow outdoor space to be registered as additional capacity. The new designs for Early Years facilities include wooden structures and installations that enhance play and contribute to the Council's vision for a quality outdoor learning environment. Comparing the costs provided by contractors for the

manufacture and installation of these products with the estimates provided by the Council's in-house Parks Workshop shows a potential saving of at least £270,000 across 6 new nursery and 3 new primary school projects. The Parks Workshop team have also advised that greater savings could be achieved through materials selection and more efficient design.

- 4.12 The additional resource proposed would be funded from capital projects including the Early Years Scottish Government grant allocation

Inspection Services

- 4.13 Play Services Ireland were appointed following a tender process within the Scotland Excel Playground and Artificial Surfaces framework. Play Services Ireland are one of only two on this framework. The other organisation did not submit a tender.
- 4.14 The inspection reports provided by Play Services Ireland have not met expectations in terms of the quality of the content or the breadth of the inspections undertaken. The exercise has exposed the weakness in the depth and quality of the independent inspection services available on the Excel framework.
- 4.15 School Estate Planning Officers are working with colleagues in the Council's Procurement Service and with those administering the Excel framework to identify ways in which this can be addressed. The Excel framework will be renewed in March 2020 and it is hoped that this will provide a higher quality of service provider. For the round of annual inspections to take place in autumn 2019, an open tender process will be undertaken.

5. Next Steps

- 5.1 Schools have been provided with copies of their Play Services Ireland inspection reports and School Estate Planning Officers are assisting schools in addressing any outstanding actions.
- 5.2 School Estate Planning Officers are working with colleagues in the Council's Procurement Service and with those administering the Excel framework to identify ways in which the depth and quality of the inspection services can be improved.
- 5.3 A tender process will begin in May to appoint an inspection service to undertake the next round of annual inspections. These inspections will take place in September/October.
- 5.4 If approved, the recruitment of two additional staff to the Parks Workshop Team would be progressed as soon as possible to allow work on the installations for new nursery buildings to proceed. This will require the completion of a business case to employ a modern apprentice before the summer.

6. Financial impact

- 6.1 The cost of employing one skilled joiner and an apprentice would be £48,000 per year. The savings in the first year are estimated to exceed £270,000. There would be ongoing savings associated with the annual maintenance works required to ensure compliance with the actions arising from annual inspections. These positions would be funded from capital projects including the Early Years Scottish Government grant allocation.
- 6.1 The cost of inspection services is recharged to individual establishments. The Play Services Ireland reports were less than £60 per site and it is anticipated that through the forthcoming tender process annual inspections will be no more than £180 per site.

7. Stakeholder/Community Impact

- 7.1 By undertaking regular inspections and responding to the actions arising from the resulting reports, the Council is ensuring the safety and quality of play provision within its school grounds. This provides a safe play environment for pupils and staff at the school and ensures that the Council fulfils its responsibilities and duties to the users of its facilities.

8. Background reading/external references

- 8.1 Education, Children and Families Committee, 9 October 2018: "School and Early Years Playgrounds Development"

9. Appendices

None

Education, Communities and Families Committee

10.00am, Tuesday, 21 May 2019

Assisted Travel Policy and Guidelines. Home to School

Item number
Executive/routine
Wards All
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the existing Home to School Policy and Guidelines (Appendix 1) was first drafted in 1989 and last reviewed in 2011.
 - 1.1.2 Approve the proposed Assisted Travel Policy and Guidelines on the basis that they reflect the aims of the 2017/20 Edinburgh Children's Services Plan and take into account the changes to legislative framework that govern the delivery of Education and Social Work Services, including the Social Care (Self-Directed Support) (Scotland) Act 2013.
 - 1.1.3 Note that the revised Assisted Travel Policy and Guidelines (Appendices 2 & 3) will help to improve quality of information, reduce duplication, improve service delivery, and increase efficiency.

Alistair Gaw

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Education, Children and Families Committee 21 May 2019

Report

Assisted Travel Policy and Guidelines. Home to School

2. Executive Summary

- 2.1 Parents/ carers have a responsibility to ensure that their child/young person attends school including providing their required travel arrangements. The City of Edinburgh Council may however, provide travel assistance if the child/young person meets the distance criteria or has additional support needs that prevent them from travelling accompanied as necessary.
- 2.2 The Edinburgh Children's Partnership aims to ensure that children and young people's attendance, engagement and achievement will be improved, that all children achieve the best possible health and their families and their communities will be empowered to improve their wellbeing. This policy enables access to services through the provision of travel solutions in order to ensure that the above aims for children and young people are achieved by promoting the independence and well-being of all children and young people through a range of travel options.
- 2.3 The Council provides a wide range of assisted transport across Edinburgh to enable children to attend schools, respite services and assessed social work services. In many cases the arrangements for the allocation of assistance with travel and transport for children are historical and as services have become more responsive requests for transport flow from a wide range of professionals, parents, and carers.
- 2.4 The existing Home to School Policy and associated Head Teacher Guidance Note (Appendix 1) was revised in 2011 before the implementation of the Children and Young People (Scotland) Act 2014, the foundation of Getting it Right for Every Child (GIRFEC). In line with GIRFEC a support plan is created for every child who requires one and this plan considers, amongst other things, assisted transport requirements. The Social Care (Self-Directed Support) (Scotland) Act 2013 makes legislative provisions relating to the arranging of care and support and children's services to provide a range of choices to people for how they are provided with support. Key intentions of this legislation are to empower people who need support to achieve

more independence and participate fully in education, economic and social life. It is vital that moving forward assisted travel policy reflects this new legislation, empowers families and communities and promotes good outcomes and independence for children and young people.

- 2.5 As the current policy does not reflect these more recent legislative changes or current best practice it is considered that further efficiency and improved service provisions will be possible with the new policy and guidelines. The proposed new policy is attached in Appendix 2 and the supporting guidelines for parents and carers in Appendix 3.
- 2.6 While the policy is being updated to reflect recent changes to legislation and the new guidance highlights some of the best practice in travel assistance which has already started to be introduced by Officers when it is of benefit to children and their families/carers, the basic policy criteria remain the same. Any new travel assistance packages which have been introduced recently have been done so in full consultation with the children and their families/carers to make sure the new package provides more support or encourages greater travel independence. This process will continue and no changes will be made to travel assistance packages without full consultation with children and their families/carers. Where possible, the type of changes which will be considered and will have benefits to children either in the short or longer term (or both) are:
- Use of Council transport and on board support assistants rather than an impersonal service provided by private operators.
 - Use of support assistants and hire cars to provide children with an enhanced personal home to school transport service rather than reliance on taxis with no dedicated support.
 - Support assistants buddying children on public transport to encourage independence in later life rather than creating a life-long dependency on taxi use.
 - Provision of bus passes where appropriate with the long term aim that these can be used for personal travel as well as home to school transport without any added cost to the Council.
 - Use of smaller, more fuel efficient Council owned and operated buses rather than expensive private hire 40+ seat coaches

3. Background

- 3.1 The provision of transport and travel support for children accessing Education and Social Work Services has changed over the past 8 years in response to the

number of children in need of support from a variety of backgrounds increasing. Accordingly, the flow of referrals for transport and travel support has changed to reflect the way that services are configured. This has led to transport and travel solutions being provided which are not always both the most effective and efficient or the best long-term approach for the child involved. In some instances decisions are encouraging young people to be dependent on taxis when it would be better for their own independence and development to learn to self-travel or to enjoy other forms of travel.

- 3.2 The implementation of Travel Allocation Panels in 2018 has addressed some of these issues and has supported recommendations for children with complex needs improving opportunity and enhancing better use of trained staff and resources. Self-travel and travel training initiatives feature strongly in the provision of assistance with travel and transport and lead to improved health for individual children travelling to school.
- 3.3 These interventions are in line with current best practice and the Communities and Families objective to promote the independence and well-being of all children and young people. In relation to travel, all children and young people should be encouraged to follow a healthy lifestyle including walking a reasonable distance accompanied where necessary and where possible to school.
- 3.4 The proposed new Assisted Travel Policy and Guidance will provide a strategic approach to travel support that is consistent with Communities and Families strategic objectives to:
- Improve and maintain independence
 - Develop effective personalised services
 - Develop the capacity and involvement of parents, carers and communities
 - Improve support for carers, children and families
 - Integrate and improve our approaches using community based resources
- 3.5 Engagement with Parent Councils (ASN) and the Equalities and Rights Network has helped to shape the proposed policy and guidelines.

4. Main report

- 4.1 The aims of the proposed Assisted Travel and Transport Policy and Guidelines are to:

- Provide a definition of assisted travel that provides clarity, equity and fair access to transport and travel arrangements for children accessing schools and respite services and social work services.
- Reflect local and national priorities for children with disabilities and additional support needs and complements the City of Edinburgh Councils approach to delivering Education and Social Work Services.

4.2 The key principles which underpin the Policy are:

- Transport provided must support the person to be as independent as possible.
- A preventative approach should be taken always to maintain a child's abilities and capabilities
- Assisted travel shall be commissioned within the 2 mile and 3 mile criteria for children accessing primary and secondary education when considered necessary by the Travel Allocation Panel.
- Assisted travel support should be considered when accessing Additional Support Needs schools (ASN) and will be supported with an assessment and review process approved by the Travel Allocation Panel.
- Travel Allocation Panels will comprise Senior Social Work, Education, and Travel Hub colleagues.
- Individual children with access to a vehicle or powered chairs provided as part of the Motability Scheme or whom are in receipt of mobility component of DLA/PIP can be supported to use this alongside an additional option of a Personal Travel Budget in a Self-Directed Support model. This is a unique element of the proposed policy and guidelines and recognises that the current arrangements do not fit the complex needs of children traveling to school or social work service.
- Assisted travel will be provided if there is a risk that distance to primary, secondary school presents a barrier to education. Therefore, the 2 mile (primary school) and 3 mile (secondary school) eligibility criteria remains unchanged.
- The Assisted Travel Policy and Guidelines recognises the ways that the council provides services has changed and will continue to develop and evolve with the development Integrated Joint Board (as set out in the Public Bodies (Joint Working) (Scotland) Bill 2013) and implementation of the Self-Directed Support (Scotland) Act 2013.

5. Next Steps

- 5.1 If the proposed policy is approved, the new Policy and Guidelines will be implemented in time for the new academic year 2019/20 and further engagement with parents, carers and children will be arranged to raise awareness and account for any potential concerns.
- 5.2 The Travel Allocation Panel will make provision for any transition arrangements mitigating against any children or families that could be affected adversely by the implementation of the new policy and guidelines.
- 5.3 The new Assisted Travel Policy and Guidelines will be applied to help support initiatives to reduce the number of coaches, minibuses, and taxis with as much focus on the use of public transport network as possible.

6. Financial Impact

- 6.1 As the criteria for providing home to school travel assistance will remain the same there are no direct financial implications arising from approval of the updated policy and guidance documents.
- 6.2 As school rolls rise throughout the city there will continue to be growing demand for assisted travel and this creates pressures on the Communities and Families home to school travel budget. A Travel Demand Management project has been established to address these budget pressures and the updated policy and guidance documents will support this work. The expected outcome of the Travel Demand Management project is to provide a balance in terms of improved services for children and delivering efficient and sustainable travel solutions.

7. Stakeholder/Community Impact

- 7.1 As part of ongoing engagement and with parents, carers and staff the Equality and Rights Network (EaRN) have supported an event with representatives from youth groups, disability groups; Police Scotland, Citadel Youth Centre, EVOC, LGBT Youth and People First.
- 7.2 Further engagement sessions will be planned and delivered to support parents, carers and staff to understand the Assisted Travel Policy and Guidelines.

- 7.3 The proposed policy and guidelines attempts to focus on travel support and a move to utilise the public transport network, as far as possible. The use of smaller more agile vehicles may reduce carbon emissions and improve travel time for children.

8. Background reading/external references

- 8.1 <https://www.mygov.scot/free-school-transport/>.
8.2 <http://www.legislation.gov.uk/asp/2014/8/contents/enacted>
8.3 <https://www.legislation.gov.uk/asp/2011/1/contents>
8.4 <https://www.gov.scot/policies/girfec/>

9. Appendices

- 9.1 Appendix 1 - Current Home to School Policy. (Head Teacher Guidance)
9.2 Appendix 2 – Proposed Draft Assisted Travel Policy
9.3 Appendix 3 – Proposed Draft Assisted Travel Guidelines

Appendix 1



Head Teachers Guideline 22

Provision of Assistance with Travel to and from school

Legislation

The current legislation regarding assistance with travel to and from school is designed to ensure that parents do not have a reasonable excuse for failing to ensure that their child attends school. The legislation is contained in the Education (Scotland) Act 1980 and the relevant Sections of the Act are 42, 51 and 36 (which was amended in 1996).

In general terms an authority is required; to provide assistance with travel if the child is attending their catchment school and the walking distance is 2 miles or above for children under the age of 8 years, and 3 miles or above for children of 8 years and over; and to take safety into consideration.

The City of Edinburgh Council Policy

The City of Edinburgh Council has decided to provide assistance with travel for all primary pupils attending a catchment primary school providing they live two or more miles from that primary school, and for all secondary pupils attending a catchment secondary school providing they live three or more miles from that secondary school. The Council is also concerned about the safety of children and assistance with travel is provided if there is no suitable walking route to a catchment school within the appropriate walking distance limits. Consideration is also given to providing assistance with travel on medical grounds and if the Authority places a child in a non-catchment school, otherwise attendance at a non-catchment school requires the parent to be responsible for travel arrangements.

It is not the policy of the Council to award assistance with travel on the basis of parental income, health, working or social circumstances.

Children attending Special Schools do not qualify automatically for assistance with travel, however, their travel needs are assessed on an individual basis within the framework of the Council's policy.

Aims

The City of Edinburgh Council aims to provide a safe, reliable and high quality service and to ensure children are not subjected to unnecessarily long journeys (eg above 1 hour 15 minutes) or waiting times, while organising the service in the most cost-effective manner.

Basis for Award of Assistance with Travel

For many years the Committee's policy has been to determine qualification on the basis of the most suitable direct walking route between the pupil's home and the catchment school attended. Distances are currently measured by graphical computer software based on Ordnance Survey information.

Where the vehicle provided has seating capacity in excess of that required, spare capacity can be offered on a 'grace and favour' basis to non-qualifying pupils. In compliance with Local Government in Scotland Act 2003 Local Authorities were provided the power to charge for available 'grace and favour' places on contracted school transport. At present City of Edinburgh Council have not implemented this legislation, and continue to apply the 'grace and favour' allocation at no charge, subject to spare availability on contracted school transport. Further information regarding the application process can be obtained directly from the Corporate Transport Unit. The provision of additional capacity or the alteration of routes for 'grace and favour' pupils, would not be approved if additional costs were to be incurred or the route disrupted. It must also be stressed that 'grace and favour' pupils are required to give up their seat at short notice if the seat is subsequently required by an entitled child.

Where an application is received on medical grounds, advice is obtained from the Child and Community Health Service. However, assistance with travel on medical grounds is not given to pupils with a pre-existing medical condition whose parents have chosen to enrol them in a non- catchment school.

Where a child does not qualify for the provision of assistance with travel, the responsibility for supervising the child's journey to and from school lies with the parent. In cases where assistance with travel is provided, it is similarly the parent's responsibility to supervise the child's journey to and from the bus stop/pick-up/drop-off point.

All parents are responsible for the behaviour of their child/children on their way to and from school.

Where an application is received on grounds of safety the Authorities Health and Safety Adviser, together with representatives from the Road Safety Unit of Lothian and Borders Police, will assess the routes to school.

Discussions with the Police have led to the view that the factors, which should be taken into account in assessing safety for primary children travelling to school in the company of an adult, would include:

Traffic: nature of route
volume of traffic
type of traffic
width of carriageway
presence of footpaths
presence of lighting
presence of crossing facilities
existence of public bus service
temporary factors

Other: high bankings
wooded areas
subways
crimes committed at school times

While these factors are taken into account, the presence of one or more of them in any specific instance does not necessarily indicate that assistance with travel is justified.

Where a suitable bus service exists parents, whose children do not qualify for assistance with travel on grounds of distance from home to school, will have the opportunity to choose this as an alternative to walking, but at their cost.

It should be noted that assistance with travel is not necessarily provided on grounds of safety where there is no suitable bus service, provided that there is a suitable walking route.

These criteria are, as stated above, in relation to primary pupils. The view is taken that by the time a child reaches secondary school he/she should be capable of making appropriate decisions to negotiate traffic with relative safety. Nevertheless parents are still responsible for the safety of their child/children on the way to and from school.

Means of Provision

In meeting its obligations the Council uses a range of travel services: some children travel on regular bus services while others journey on specially hired contract vehicles, which may be buses, minibuses, taxis or private hire cars.

Assistance with travel will normally be provided by public transport. If this is inappropriate, as may be the case for some pupils with special needs, contract hire travel arrangements, which pupils will be required to share, may be made. Only in extreme and exceptional circumstances will consideration be given to providing individual travel.

In common with many local education authorities the City of Edinburgh Council tenders its transport contracts every few years. It is accepted that parents value continuity, however it must be recognised that this is not always possible.

Changes to pupils' travel requirements can occur throughout the period of a contract. New pupils enrol at school and existing pupils leave or change address and an individual pupil's travel requirements can change. In time, this can have a significant effect on the pupil profile of some contracts and, occasionally, it is necessary to terminate some contracts and amalgamate others.

Whilst the Authority does all it can to maintain continuity and it is understood that changes in travel arrangements can cause anxiety and concern, it does have a duty to ensure value for money.

The Council is committed to improving public transport services within the City of Edinburgh and reduce the use of cars. Extensive use is made of the services provided by stage-carriage bus operators in the City. It is recognised that changes in the allocation of school travel business between stage-carriage bus operators and contract hires could affect the Council's wider public transport policies and associated budgetary provisions. Accordingly, changes in the type of provision will not be made without taking these considerations fully into account.

Where major changes in school arrangements are envisaged, Head Teachers must advise their Neighbourhood Manager **at least a term in advance** if there are

travel implications.

It must be borne in mind that some schools use public service routes and that the Traffic Commissioner requires at least 56 days notice from the operator to vary the timetable.

Contract Hires

When contract hires are arranged the following conditions are observed:

Operators must undertake to use only vehicles that are totally roadworthy, comply with Construction and Use Regulations and where appropriate to have seat belts fitted;

Operators must be adequately insured and comply with all statutory regulations regarding operator, vehicle and driver licensing; drivers and escorts are Enhanced level Disclosure Scotland checked and escorts are issued with and are required to carry ID badges.

- a. Mainstream routes and times must be adhered to and no changes may be implemented without the approval of the Children and Families Department. Head Teachers of Special Schools can make minor ad-hoc changes locally providing no change in costs or disruption to the route is associated with the change and the Corporate Transport Unit is subsequently notified about the change. Corporate Transport Unit must be contacted to consider the implications of any proposed changes that may alter the cost or significantly change/disrupt a route.
- b. Contractors are required to have a two-way communication device on board each vehicle.
- c. In the event of an emergency, contractors are required to use the two-way communication device to contact the emergency services, the school, the Corporate Transport Unit or parents as appropriate. In the event of a medical emergency, contractors are under instruction to safely stop the vehicle and use the two-way communication device to call for medical assistance.
 - Parents should ensure that children are ready to leave when the vehicle arrives. Contractors are required to wait up to five minutes after first making their presence known but should report persistent incidents to the Head Teacher.

Contracts will be terminable upon an agreed period of notice:

- a) if the need ceases or diminishes significantly in scale;
- b) if an operator wishes to withdraw;
- c) if the Authority is dissatisfied with an operator's performance: in this respect the contract can be terminated immediately and without notice if certain conditions are not met.

As previously stated contracts will normally be subject to competitive tender, but, in deciding upon the allocation of school travel business, the City of Edinburgh

Council may take into account its responsibilities and policies as a transportation authority, as well as the operational record of the contractor. However, before allocating work to stage-carriage bus operators on such policy grounds, the implications for the Children and Families budget will be examined carefully.

Monitoring of Operator Performance

The capacity of operators and their performance is assessed and monitored by the Corporate Transport Unit. All complaints and irregularities are investigated.

While parents are responsible for the behaviour of their children while using transport, the school has a role in leading and co-ordinating the response to anti-social behaviour that, in certain cases, would also involve the parents, contractor and Corporate Transport Unit. Contractors are instructed that, in the event of difficulties arising through pupil behaviour or other reasons, they should maintain a close liaison with the school so that co-ordinated action may be taken.

In serious cases of pupil disturbance, drivers are under instruction to confiscate the pupil's permit and hand it to school staff with details of the reasons for withdrawal. If necessary, assistance with travel for pupils can be temporarily withdrawn by the school and in extreme cases the school can permanently withdraw assistance with transport. Advice may be sought from the Corporate Transport Unit on the required standards of behaviour.

Head Teachers should arrange to satisfy themselves that contractors serving their pupils are operating in an acceptable manner. In this context, if they are not fully satisfied with time-keeping, the standard of vehicles, or the conduct of drivers, they should report their concerns to the Corporate Transport Unit without delay.

Where escorts are provided as part of the travel contract, they also are under instruction to liaise closely with the school. Similarly, if Head Teachers are concerned about the way in which escort duties are being carried out, the Corporate Transport Unit should be advised without delay.

Children and Families escorts, employed by schools on routes operated by the Authorities vehicles, are school employees and Head Teachers should deal with any difficulties and/or complaints as they would for all staff.

Application for Permission to Travel

The parents of mainstream pupils wishing to apply for assistance with travel must make a written application each year to the Corporate Transport Unit. Application forms should be available in each school, or can be obtained from the Corporate Transport Unit. The school, on behalf of the parent/guardian, normally makes applications for assistance with travel for pupils with special needs. In May each year the Corporate Transport Unit issues application forms to Special Schools.

Route lists are issued to contractors and to schools detailing which pupils are entitled to assistance with travel.

Under the conditions of contract, operators are instructed to only carry mainstream pupils who hold permits issued by the Corporate Transport Unit. Except in emergencies, Head Teachers are not empowered to authorise pupils to travel on contract routes.

The Children and Families Department is responsible for arranging transport for 'looked after' pupils except where they also have special needs in which case the Corporate Transport Unit takes on the responsibility.

While travel to respite care facilities should be provided by the Support to Children & Young People service area Social Work Children Services, use can be made of home-to-school travel arrangements providing there is no additional cost involved and there is no adverse effect on the normal arrangements associated with the route. The same is true if pupils regularly travel to alternative addresses.

Requests should always be referred to the Corporate Transport Unit where an additional cost is involved or where there would be disruption to the normal arrangements associated with the route.

The City of Edinburgh Council
Children and Families
Department Waverley Court
4 East Market Street
Edinburgh
EH8 8BG
August 2010

Assisted Travel Home to School

Policy statement

- 1.1 It is the responsibility of the parent/carer to accompany a child (or arrange suitable supervision) as necessary when walking to and from school, including to and from a provided transport pick-up and setdown point, unless such arrangements form part of the provision arranged by the Local Authority. Passenger Assistants will only be supplied on provided transport arrangements where they are necessary to meet a child's assessed needs.
- 1.2 The Policy accounts for the implementation of the Children & Young People (Scotland) Act 2014; Getting it Right for Every Child (GIRFEC) and implementation of the Child's Plan; Education (Scotland) Act, 2004 (Additional Support for Learning); The Equality Act 2010; UN Convention on the Rights of the Child, 1990.
- 1.3 The Policy reflects the implementation of The Children's Hearing (Scotland) Act 2011, implemented in 2013, The Social Care (Self-Directed Support) (Scotland) Act 2013 and the Children and Young People (Scotland) Act 2014
- 1.2 The City of Edinburgh Council, in line with all education authorities in Scotland has a statutory duty to decide the measures it considers necessary to assist parents with home to school travel; to determine the terms and conditions that will apply and to pay all or part of reasonable travelling expenses for school children residing in the Council's area, attending designated schools.
- 1.3 The Council's statutory duty extends to keeping school transport provision under review to secure, as far as is reasonable and practicable, the ongoing safety of children under its charge, when travelling on dedicated school transport.
- 1.4 Under the Public Finance and Accountability (Scotland) Act 2000, the Council also has a duty to implement Best Value for assisted home to school travel that is subject to scrutiny by the Auditor General for Scotland.
- 1.5 Accordingly, the Council is responsible for the discharge of a fair, consistent, thorough, and transparent approach to the provision of assisted travel to achieve the required balance between demand and the allocation of available Council budgetary resources.
- 1.6 The Council's transport strategy aims to promote sustainable travel by encouraging the use of alternatives to the car, and seeks to reduce emissions from motorised travel, working towards the air quality standards set down in European legislation. As part of that strategy the Council is committed to improving public transport services within the City of Edinburgh. Accordingly, wherever feasible, assisted school travel will take the form of a free bus pass.
- 1.7 The Council is also committed to assisting children in moving towards greater travel independence wherever feasible to aid their transition to adult life, whilst having due regard

to safety, and equality considerations under the Equality Act 2010.

- 1.8 This policy outlines the parameters of the Council's statutory provision and priorities under the power of discretion to provide additional school assisted travel provision within available budgetary resources and subject to identified and assessed travel need.
- 1.9 The Council's [Home to School Assisted Travel – Parent Guidance](#) provides further detail on the application of this policy.

Scope

- 2.1 Within the legislation outlined above the scope of this policy encompasses the range of provision the Council chooses to make to deliver assisted home to school travel and includes social work services and respite provision.
- 2.2 The scope of the policy has been widened to include the values of Getting it Right for Every Child (GIRFEC) - requiring joined-up working, is child focused, early intervention, and an understanding of the full needs of the child and family.

Definitions

- 3.1 Special school: A school is to be identified as a special school if the sole or main purpose of the school (or standalone unit) is to provide education specially suited to the additional support needs of children selected for attendance at the school (or unit) because of those needs.
- 3.2 Specialist provision: education especially suited to the additional support needs of children selected for participation in such provision because of those needs.
- 3.3 This policy refers to the term 'parent' which includes anyone who has parental responsibilities under the Education (Scotland) Act 1980 as amended or has care of child or maintain a child.

Policy content

2. Assisted Travel Eligibility

Council statutory responsibility for assisted home to school travel

- 2.1 Under the Education Act free school transport must normally be provided for children of statutory school age under 8 living 2 or more miles away and children aged 8 and over living 3 or more miles away, from their catchment school.
- 2.2 Council entitlement to free assisted school travel is more generous than the above national parameters resulting in higher number of eligible children and associated costs. The Council's statutory walking/qualifying distance is:

- 2 miles or over for primary aged children
- 3 miles or over for secondary aged children.

- 2.3 The legal walking distance/ qualifying distance does not mean that a child must walk and represents the boundary limit for Council statutory duty to assist with school travel on distance grounds. It is the parents' responsibility where the child lives within the legal walking/qualifying distance to decide on the method that they think is most suitable to get their child to/ from school.
- 2.4 The statutory distance will be measured using Council approved software programs in a consistent manner along available walking routes from the address point of the child's main residence to the nearest school gate of the catchment school available for his/her use.
- 2.5 If no safe walking route is available to the catchment school, because all routes assessed by the Council are considered unsafe, even when accompanied by an adult, assisted travel will be considered regardless of distance.
- 2.6 Parents are responsible for home to school travel arrangements if their decision is to start or move their child to a non-catchment school.
- 2.7 Statutory school age is 5 to 18 years (or 19 years, with the authority's agreement). The Council's school admission arrangements allow for 'rising 5's i.e. aged over 4 years within the specified date range when due to start primary school in P1.
- 2.8 Where a child attends an Edinburgh school with a city-wide catchment area, the statutory walking distance threshold will still form part of the travel need assessment.

Non-statutory assisted home to school travel

- 2.9 The Council has the power to provide other assisted travel on a discretionary basis, subject to its budgetary resources and priorities and based on the outcome of travel need assessment by the Travel Allocation Panel. Further details of the main priority categories for discretionary travel consideration are provided in the [Parents' Guidance](#).
- 2.10 The Travel Allocation Panel will review all aspects of the child and family situation including transport means and mobility allowance in payment and, where necessary additional information sought from the school and through a relevant social work service assessment in support of a Personal Travel Budget option, for example.
- 2.11 Under the Equalities Act 2010, the Council's duty to make reasonable adjustment is to enable children with a disability to gain access to an education as close as is reasonably possible to the education generally offered to children.
- 2.12 Assisted travel provide on a discretionary basis will be subject to ongoing review with the aim of moving the child or young person towards independent travel wherever appropriate.

Living within one mile of the catchment school

- 2.13 Where a child lives within 1 mile of the school this is not routinely assessed as an assisted transport need, unless there are safety or child at risk issues. Where the Travel Allocation Panel has confirmed there is no requirement for vehicle transport and a parent cannot reasonably be expected to accompany the child, schools will provide walking escorts from amongst school staff.

Spare seat scheme (formerly grace and favour)

- 2.14 Where spare seats exist on dedicated Council school transport vehicles, a child who does not meet the eligibility criteria may be temporarily allocated a seat if there is no additional cost involved and the route is not disrupted. Where a spare seat is re-allocated to an eligible child the temporary occupant will no longer be provided with assisted travel.
- 2.15 All routes and vehicle size will be closely monitored and reviewed to ensure the most cost-effective use of overall Council resources for eligible child numbers and, wherever possible and efficient, smaller vehicles deployed to replace larger vehicles or routes amended.

3. Home to school assisted travel parameters

- 3.1 Assisted travel is from the child's main home residence to and from the catchment school, or nearest special school with a suitable place available, at the start and end of the normal school day.
- 3.2 The Travel Allocation Panel may consider requests for alternative arrangements within available budgetary resources in exceptional circumstances and subject to a robust assessment of travel need whilst ensuring the most cost-effective and efficient mode of transport is used with no adverse impact on other passengers.
- 3.3 Transition visits to/from another school or college or part-time attendance (other than the normal Council temporary reduced hours arrangement for children starting in P1 during the Autumn term) do not fall within the Council's assisted home to school travel parameters and schools must make their own travel arrangements for such circumstances if required.
- 3.4 Distances will be measured from the address point of the child's house to the nearest school gate available for children's use along available walking routes using a consistently applied software program. The statutory walking distance measurement is not necessarily the shortest distance by road but the shortest route along which a child, accompanied as necessary, can get safely to school.
- 3.5 The Council's is committed to improving public transport services within the city and, wherever feasible, assisted school travel will be provided using the most cost-effective form of public transport i.e. a free bus pass. Alternatively, where this is assessed as not appropriate for the travel need, a suitable Council vehicle will be used with contract private hire only used where Council provision is not available.
- 3.6 The Council will keep assisted travel under review, benchmark best practices and be proactive in offering parental choice options wherever better outcomes for children and improved value for money can be achieved.

- 3.7 Schools, other relevant Council officers and parents are expected to accommodate the alignment of school business delivery at the start and end of the day to facilitate the achievement of these objectives as an integral part of assisted travel management, wherever feasible.

Independent travel training

- 3.8 The Council will work in partnership with parents, schools, and other key agencies to provide appropriate travel training for children as required to aid their transition to adulthood by promoting and supporting independent travel to and from school, wherever feasible.

4. Assisted travel health and safety

- 4.1 A parent will accompany a child where it can reasonably be expected for them to do so and where they consider it necessary for safety along a suitable walking route or when getting their child to/from school by other means within the qualifying distance.
- 4.2 A parent will ensure their child's supervision to and from the designated drop off point for assisted travel by Council or contract vehicle to the home address where they consider this is necessary due to the child's age or disability.
- 4.3 Where no public transport exists and/or where route is assessed as unsafe, even when accompanied by a responsible adult, assisted travel will be considered subject to Travel Allocation Panel assessment where the child lives within the statutory walking distance from their catchment school or nearest special school with a suitable place available.
- 4.4 Schools will be responsible for ensuring the child's supervision as required to and from designated school transport vehicle drop off and pick up points and escorting the child into /out of the school building as necessary to ensure their safety.
- 4.5 The Travel Hub will be responsible for ensuring recruitment and performance of all transport staff complies with Council requirements and that of Disclosure Scotland for the protection of children during assisted travel. The Travel Hub will ensure that the Council's tender parameters and standards for private contract hire are adhered to where no Council vehicle is available.
- 4.6 The [Assisted Home to School Travel Support Risk Assessment Guidance](#) forms an integral part of this shared responsibility in the identification and management of anticipatory risk throughout the journey lifecycle.

School travel plans

- 4.7 All schools will be responsible for agreeing and committing to operating school travel plans as part of a whole school approach to supporting a child's health, wellbeing, and safety.

5. Application for assisted school travel

- 5.1 Parents who wish to apply for assisted travel will be responsible for submitting an annual application form ahead of the start of each new school session in line with Council communicated timescales and deadlines.
- 5.2 Schools and other relevant Council officers including a child's social worker where appropriate, will be responsible for providing support to parents in the completion of the application form where requested or where the school pro-actively identifies assistance would be welcome.
- 5.3 A completed application form will be required for any change request to existing travel provision during the session or if a child starts at an Edinburgh school during the session.

6. Home to school assisted travel code of conduct

- 6.1 The responsibility of ensuring safe and acceptable behaviour rests with the parents for children travelling on school transport vehicles or on public transport.
- 6.2 Misbehaviour or action of children during school transport that could put the safety of others at risk may ultimately result in the removal of their child's transport provision on a temporary or permanent basis and police involvement may be sought where considered necessary.
- 6.3 Parents who abuse Council staff or Council contractors involved in assisted school travel, either verbally or physically, may result in the removal of transport on a temporary or permanent basis and police involvement may be sought where considered appropriate.
- 6.4 Further information on the code of conduct is provided in the [Assisted Home to School Travel Code of Conduct](#).

7. Roles and responsibilities

7.1 Council Travel Hub

- Will plan, organise, and deliver school transport using the most cost-effective and efficient mode available that meets assessed travel need.
- Will act as first point of contact and support for parents, school and other council officers on all assisted travel matters.

7.2 Travel Allocation Panel (TAP)

- Will comprise professional assessors and senior social work and education managers qualified to make appropriate judgements, monitor their implementation, and regularly review these where travel needs change.
- Will comprehensively assess travel need and apply a consistent, fair, and transparent approach to the allocation of school travel budgetary resources using the most cost-

effective mode of shared transport where available.

- Will support and facilitate other travel support initiatives to supplement to Council vehicle transport, within the parameters of this policy that deliver best outcomes for children, efficient and effective use of Council transport resources and, wherever feasible, increase parental choice.

7.3 Communities and Families

- Senior management will ensure schools and child social work services act in accordance with this policy and its associated processes and procedures.
- Schools and other council officers involved with the child will support parents in the operational delivery of assisted home to school travel.

8. Implementation

- 8.1 For details of the completed **Implementation and Monitoring** form, contact the named author of the policy.

9. Related documents

Publications

- Education (Scotland) Act 1980 Sections 51, 60-60G
www.legislation.gov.uk/ukpga/1980/44
- <https://www.mygov.scot/free-school-transport/>
- <http://www.legislation.gov.uk/asp/2014/8/contents/enacted>
- <https://www.legislation.gov.uk/asp/2011/1/contents>
- <https://www.gov.scot/policies/girfec/>
- Standards in Scotland's Schools etc. Act 2000 Section 37 www.legislation.gov.uk/asp/2000/6/contents
- Local Government (Scotland) Act 2003 Section 45 www.legislation.gov.uk/asp/2003/1/contents
- Education (Additional Support for Learning) (Scotland) Act 2004
www.legislation.gov.uk/asp/2004/4/contents
- Guide to Improving School Transport Safety: www.transport.gov.scot/system/files/documents/guides/Improving_School_Transport_Safety_-_guide_-_final.pdf
- Scottish Executive School Transport Guidance Circular
www.gov.scot/Topics/Education/Schools/Parents/transport/transport-guidance
- The parent's guide to additional support for learning, Enquire, (2018)
Sustrans.org.uk school travel planning toolkit

Websites Disclosure Scotland www.disclosurescotland.co.uk/

Council documents

- Assisted Home to School Travel – Parents Guidance.
- Assisted Home to School Travel Support Risk Assessment Guidance.
- Assisted Home to School Travel Code of Conduct

10. Equalities impact

- 10.1 The rights of children and young people attending Edinburgh schools or other educational establishments as allocated by the Council include rights to education and protection.
- 10.2 Under the UN Convention on the Rights of the Child the Council has a duty to promote and protect children's rights which include rights to education and protection and it is committed to the protection, respect, and fulfilment of these rights.
- 10.3 This policy reflects the Council's statutory duties under the Education (Scotland) Act 1980 (as amended 2016) and its common law duty of care for the safety of pupils under their charge and this duty extends to children using school transport. Accordingly, parents and their children have a right to expect that suitable arrangements for a safe school transport system will be made by the Council for eligible children, taking account of local circumstances. Given these provisions are laid down in policy there will be no negative equality or human rights impact.

11. Sustainability impact

- 11.1 Under the Climate Change (Scotland) Act 2009 Act Edinburgh Council has a duty to ensure its policies, plans and strategies contribute to the emission reduction targets. This is because local authorities are well-placed to drive and influence emissions reductions in their wider areas through the services they deliver, including transport.
- 11.2 The Council's transport strategy aims to promote sustainable travel by encouraging the use of alternatives to the car and high carbon vehicles, and seeks to reduce emissions from motorised travel, working towards the air quality standards set down in European legislation. As part of that strategy the Council is committed to improving public transport services within the City of Edinburgh and for school transport provision to be reflect this commitment wherever feasible.

12. Risk assessment

- 12.1 The risk assessment has been conducted in conjunction with the Travel Demand Management Project Board and subsequent Project Initiation Documents submitted to the Board and Senior Responsible Officer.

13. Review

13.1 The policy and associated procedures will be reviewed within 12 months, subject to any further changes in legislation.

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Introduction

We have a statutory duty to provide free transport to children and young people who are entitled to receive it. This duty means we have to provide transport from their home to school and the return journey each school day.

The City of Edinburgh Council wish to promote the independence and well-being of all children and young people through a range of travel options. All children and young people should be encouraged to follow a healthy lifestyle including walking a reasonable distance, accompanied where necessary, and where possible, to school

We need to ensure we provide this in a cost efficient way and therefore use a number of different transport options to meet this entitlement.

In implementing this guidance (and policy), the Council aims to:

1. Assist parents and carers in their responsibility of ensuring that their child attends school safely and on time
2. Ensure that the right children and young people get the right option for travelling to school
3. Be responsible to the concerns of parents and carers in the provision of appropriate travel assistance arrangements
4. Ensure the most effective, safe and economical use of resource by the close monitoring of contract
5. Keep its arrangement for school travel assistance under continuous review

Who is eligible for home to school transport?

The Education (Scotland) Act 1980 says we must provide transport for any primary pupil up to the age of 8 living more than two miles from their catchment school or children over the age of eight who live more than three miles from their catchment school.

Here in Edinburgh we have agreed that we will provide transport for all primary aged children living over two miles from their catchment school and three miles for secondary pupils.

The Act also says we should also provide transport for children in exceptional and special circumstances.

All addresses in Edinburgh have two [catchment schools](#) – a denominational and non-denominational.

We also have several schools with a citywide catchment area:

- Gaelic medium primary or secondary
- The City of Edinburgh Music School
- The Edinburgh Dance Unit at Broughton High School
- The Scottish FA Performance School
- The Heart of Midlothian Performance School

We only provide transport support to children living with Edinburgh Council boundaries. If you live in another local authority area you will need to apply to them for support.

Please note if you make a successful placing request and send your child to a school other than one of your catchment schools or you move outside the catchment area they will not qualify for free transport and you will be responsible for transport arrangements.

Distance Measurements

We measure the distance from your home address to the nearest school gate by the shortest suitable walking route. We only consider routes that are well lit and have pavements throughout. Other factors like traffic speed and volumes and safe crossing points are also considered.

We take advice from the police and qualified road safety practitioners when assessing if a route is safe. If your house is less than the qualifying distance and they confirm a safe route is not available we will provide transport support.

If you disagree with our measurement, you can request a map from us that will show you the safe walking route we have measured. You also have the right to make a complaint if you disagree with our decision.

Exceptional Circumstances and Discretionary Assistance

There are some circumstances where we may provide transport support. Please ensure you provide as much information as possible to support your application when you apply. All applications for discretionary support will be reviewed by our Travel Allocation Panel who will decide whether support will be provided and agree what this should be.

No Suitable Walking Route:

If you do not meet the distance criteria we will provide transport if there is no safe suitable walking route to your school. We consider a route to be suitable for a child if they can walk with an adult along a pavement that is well lit throughout. Where required our own health and safety officers will carry out an assessment.

Medical Conditions:

If your child has a health condition that affects their mobility and would prevent them walking to school, we will provide transport if they are assessed as needing support.

Placed by us in an alternative school:

If there is no suitable place available in your catchment school and we place your child in an alternative school or a special school that is further to travel and meets our distance criteria we will provide transport

If we place your child in another school to ensure we can meet their needs and it is further to travel and meets our distance criteria we will provide transport

Temporary Relocation

If we move your family to another house on a temporary basis that is further from your child's school and the distance criteria are met or there are safety issues we will provide transport

Looked after children

If a child is looked after and living away from home but continuing to attend their previous catchment school

Single parent with disability

If you are unable to take your child to school and have no family or other support your child may receive transport support. This will require your social work to submit an assessment

Other Circumstances

If you believe there are other circumstances that should be considered please provide detailed information.

Transport Arrangements

Transport arrangements will be put in place to allow one daily journey from home to school and a return journey at the end of the school day.

We believe that a journey time of up to 45 minutes for primary pupils and 75 minutes for secondary pupils is an appropriate journey time. Occasionally it may be possible to exceed these times but only if the additional travel time does not place undue stress or strain on the child.

Edinburgh has good public transport links and wherever feasible we will provide a free bus pass. If this is not possible we have a range of other transport options that may be provided. Our aim where possible is to use shared transport but we recognise this may not always be appropriate.

Options provided include:

- Free Bus Pass
- The Council's own transport, for example minibus
- Coach, minibus or people carrier/taxi
- Black cab

External transport providers will be contracted following a tendering process. All vehicles will be expected to meet regulations on vehicle condition and road worthiness. In some instances for shared transport we will ask children to meet at a local pick up point. Parents are responsible for ensuring their child gets to the pick up point safely and should collect them at the same place at the end of the day.

There is no statutory requirement to provide passenger assistants when transport is provided. A passenger assistant will be provided if they are assessed as being required to meet the travel needs of a child. This is normally when a child has

complex additional support needs and/or health condition and require an additional level of support or supervision on a journey.

Additional Support Needs

In addition to the options outlined above, the following options may also be considered for children with **additional support needs**. **A Travel Allocation Panel will assess the most suitable travel support option available.**

Independent Travel

The Panel may consider providing support to enable children to travel independently.

For some children with additional support needs we will provide support to help them gain independent travelling skills. This could be through a member of staff initially escorting a child on a bus, practicing the route and or providing technology to support their journey.

Personal Assisted Travel Budget

A PTB is a sum of money paid to parents or carers of children with disabilities and additional supports needs special educational needs who qualify for free school transport.

The sum of money is based on the:

- distance from home to school
- child's travel needs

A PTB lets families decide how their child gets to and from school. Parents and carers can make arrangements which suit their needs.

School staff walking escort

If a child lives within a mile of their catchment school and there are reasons why a parent is unable to accompany their child to school, a walking escort may be provided on a temporary basis.

Shared Care Arrangements

If a child is living between parent addresses we will normally only provide transport support from one address. If more than one address is registered with the school, we will consider the address of the parent who receives child benefit to be the main residence for travel purposes.

Code of Conduct

We expect all children to behave appropriately on home to school transport. Parents are responsible for ensuring the safe and acceptable behaviour of their child to ensure that all children can travel in safety and comfort.

Misbehaviour or inappropriate conduct may result in transport being removed on a temporary or permanent basis. In these instances, parents will be responsible for ensuring their child gets to and from school.

We carry out risk assessments to ensure children are safe on their journey to and from school. We also have a duty to ensure our staff are safe. If a child's behaviour means we cannot safely transport a child in a contractor vehicle, even with a passenger assistant, we may need to look at other types of educational provision on a temporary basis until we can carry out an assessment and provide the additional support required for the child.

How to appeal a decision or raise a complaint

If your request for transport support has been refused or you believe the option offered is not appropriate you can raise a complaint through our complaint procedures. Please direct your complaint to our Travel Hub in the first instance.

Stage 1 Complaint

Our Travel Hub will aim to respond within five days unless there are exceptional circumstances. If your complaint is complex and cannot be resolved at this stage or you are unhappy with the decision you can take your complaint to Stage 2

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Please tell the Travel Hub you wish to take your complaint to Stage 2. It will then be passed to the Travel Allocation Panel. They will confirm within three working days they have received it.

The Panel will review your complaint and may ask you to provide further details or arrange to meet you. Within twenty days they will provide a response in writing. If for any reason they are unable to meet this deadline they will let you know and agree a revised timescale with you.

Scottish Public Service Ombudsman (SPSO)

If you have followed our complaints procedure and are still unhappy with the decision, you can ask the Scottish Public Service Ombudsman to look at it. They can only do this if:

- Our own complaints process has been followed and completed
- The complaint relates to an event that has happened or you have become aware of in the last year.

They cannot consider any matters that have been considered in court.

Contact SPSO

- In person: SPSO, 4 Melville Street, Edinburgh, EH3 7NS
- By post: FREEPOST SPSO

- Freephone: 0800 377 7330
- Online: www.spsa.org.uk/contactus

Contact us

Contact details for Travel Hub (and Travel Allocation Panel)

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If you have followed our complaints procedure and are still unhappy with the decision, you can ask the Scottish Public Service Ombudsman to look at it. They can only do this if:

- Our own complaints process has been followed and completed
- The complaint relates to an event that has happened or you have become aware of in the last year.

They cannot consider any matters that have been considered in court.

Contact SPSO

- In person: SPSO, 4 Melville Street, Edinburgh, EH3 7NS
- By post: FREEPOST SPSO

- Freephone: 0800 377 7330
- Online: www.spsa.org.uk/contactus

Contact us

Contact details for Travel Hub (and Travel Allocation Panel)

DRAFT

Education, Children and Families Committee

10am, Tuesday, 21 May 2019

Primary and Special School Lets Update

**Executive/routine
All Wards
Council Commitments**

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 note the actions taken to improve the management and customer service experience
 - 1.1.2 note the work done to manage the impact of the Asset Management Works programme
 - 1.1.3 request that an update report is brought to the next committee when the activity during the summer will be known and able to be compared with 2018/19
 - 1.1.4 request a further report in October 2019 on the numbers of lets applied and any issues for organisations not getting lets.

Alistair Gaw

Executive Director of Communities and Families

Contact: Scott Campbell, Lifelong Learning Service Officer

E-mail: scott.campbell@edinburgh.gov.uk | Tel: 0131 469 3108

Primary and Special School Lets Update

2. Executive Summary

- 2.1 Business Support for supporting community access to primary and special school through school lets has faced several challenges in the last twelve months namely
- Staff turnover and workforce development and training
- Implementation of 32 hours a year free access of community time in schools for HTs to deliver on statutory requirement for parental engagement and/or priority school activity e.g. parent council meetings.
- The CEC Asset Management Work Programme (AMP) involving significant investment in large number of schools but with an impact on community use when works are carried out
- 2.2 This report details the progress made in dealing with these challenges and highlights new ones that are expected to emerge in the future.

3. Background

- 3.1 The Primary and Special School Lets Team support the access to over one hundred and twenty buildings in the city. There are over four thousand permits issued each year and the majority support school, PTA, Parent Council, Active Schools and Out of School Care bookings. There are over four hundred bookings that pay a fee and these support activities such as swimming lessons, Scouts, Brownies, Beavers and Guides. A significant proportion of bookings support under 18's activities.
- 3.2 The School Lets Team is located within Business Support Services with three staff in the team supported by line management. Lifelong Learning Services provide policy and strategic guidance to the service.

4. Main report

- 4.1 The failure of the booking software in 2018 led to a significant backlog of booking requests for the academic year 2018/19. This has been addressed through the

creation of a new booking system without incurring any costs to the Council. The system has been refined in readiness for 2019/20 bookings.

- 4.2 There is a new set of schools entering the AMW programme in summer 2019 which brings the total number of Primary and Special School buildings unavailable for community use in summer to 50. Let holders have been informed and discussions are underway to support the 12 applications that require relocated or discussions with AMW Project Managers. 15 applications can go ahead without disruption.
- 4.3 At the commencement of Term 1 2019/20, the Asset Management Works will see 49 schools still in the programme and unavailable for general community use. This figure is anticipated to drop throughout the year as work is completed. All let holders have been made aware of this as part of the re-booking e-mail which included a list of the unavailable schools. School Lets will be managing a waiting list to ensure that when schools are available again, the historic let holders will have first opportunity to request the space again.

Re-booking for academic year 2019/20 was planned in a way to avoid the backlog of last year. Applications will be sent in May and processed by June latest allowing a minimum of six weeks' notice to let holders about the outcome of their request.

- 4.4 Schools in the AMW programme will continue to support Out of School Care and statutory school events during term time. Other school bookings such as after school clubs, Active Schools and concerts/fundraisers will only go ahead if they do not delay the works programme. All other bookings will be unavailable and the School Lets Team will be ready to help identify alternative options.
- 4.5 There are also routine maintenance and inspections carried out on school buildings which can affect access for bookings. There are regular meetings with colleagues from Facilities Management, Amey and Mitie to improve coordination, communication and minimise the impact on customers.
- 4.5 The 32-hour policy was introduced for 2018/19 and the systems tracking the bookings has been refined for 2019/20. Statements of hours used will be issued to Parent Councils. PTA's and Schools at the end of each term.

5. Next Steps

- 5.1 Re-booking for academic year 2019/20 is underway and was planned in a way to avoid the backlog of last year. Customers will send in their bookings no later than May to allow them to be processed by June latest allowing a minimum of six weeks' notice to let holders about the outcome of their request.
- 5.2 A new scale of charges was approved at the full City of Edinburgh Council meeting on the 21st February 2019. This information was part of the re-booking e-mail sent to all let holders.

6. Financial impact

- 6.1 All efforts will be made to relocate let holders and maintain the income from bookings that attract a fee. However, this will not always be possible and there will be a financial impact.

7. Stakeholder/Community Impact

- 7.1 Senior school management have had regular communication with Project Managers including pre-start meetings if they are in the AMW programme.
- 7.2 All let holders have been made aware of the AMW programme including a list of the affected schools and their anticipated completion dates.
- 7.3 Let holders have been advised of the alternative options available to them within the CEC estate. These include other Primary and Special Schools, Secondary Schools and Community Centres.
- 7.4 Extra support is being made available for Out of Schools Care providers to find alternative accommodation in holiday periods. This includes supporting two providers to use the same school.

8. Background reading/external references

- 8.1 The full meeting papers where the new scale of charges was approved can be found here:
http://www.edinburgh.gov.uk/meetings/meeting/4645/city_of_edinburgh_council

9. Appendices

None

Education Children and Families Committee

10am, Tuesday, 21 May 2019

Improving attainment - Care Experienced Children and Young People Fund

**Executive/routine
Wards
Council Commitments**

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
- 1.1.1 note the work being taken forward to improve learning outcomes for Care Experienced Young People supported by the Fund.
 - 1.1.2 ask for a follow-up report to this Committee in early 2020 setting out progress on the implementation of current proposals and the outcomes of participation work with Care Experienced Young People and how that work will impact on Fund spend next year and beyond.
 - 1.1.3 agree that the Corporate Parenting Member Office Group will continue to oversee attainment and other learning outcomes of Care Experience Young People and report to this committee as necessary.

Alistair Gaw

Executive Director of Communities and Families

Contact: Lorna Sweeney, Schools & Lifelong Learning Senior Manager Quality, Improvement & Curriculum

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Contact: Sean Bell, Senior Manager, Children with Additional Support Needs

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Report

Care Experienced Children and Young People Fund

2. Executive Summary

- 2.1 Educational outcomes for Care Experienced Children and Young People are generally poorer than the outcomes for non-Care Experienced Children. This is the case in Edinburgh, Scotland and the UK. The Scottish Government released additional Scottish Attainment Challenge funds in the 2018-19 session to help all local authorities achieve improvements and this report details the work that has been identified in Edinburgh to address the gap in educational attendance and, in particular, attainment.
- 2.2 The work programme has identified a Lead for each themed workstream who will track measures using qualitative and quantitative data. City of Edinburgh Council Participation Officers and other Care experienced young people will be key contributors to the oversight of the work as it progresses.
- 2.3 Evaluation of the outcomes of current activity and ongoing participation work with Care Experienced Young People will shape how the fund and other resources will be invested in future sessions.

3. Background

- 3.1 Attendance at school is a fundamental pre-requisite for academic attainment. In December 2018, at a meeting of the Member Officer Group, discussion focused on the attendance of Looked After Children where attendance was poor. This comprised 95 pupils across all our secondary schools and 47 pupils across all our primary schools, and it was recognised across partners, officers and members that this required attention.
- 3.2 We are also aware that fewer care experienced young people stay on at secondary school beyond 4th year, that educational attainment is poorer for this group compared to children who are not care

experienced, and they are also more likely to be excluded from school. Data shows that this is particularly significant for care experienced young people under the legal status of Looked After at Home, and again this matches the UK picture.

- 3.3 It is recognised, therefore that despite considerable effort across agencies to improve this picture, different approaches are required to address the attainment gap for care experienced young people. Our focus going forward will be targeted primarily on improving the attendance and attainment of this most disadvantaged group – young people Looked After at Home, and this report outlines seven new initiatives that will be implemented using the Care Experienced Fund.

4. Main report

- 4.1 The Care Experienced Fund (CEF) proposals were drafted following research into 'what works' (see Appendix 1) and following consultation with key partners, including our care experienced Participation Officers and members of HUB for Success, a partnership between CEC, higher and further education providers committed to improving the access and educational success of care experienced young people.
- 4.2 An Operational Group comprising the Leads for each workstream theme meets monthly with other relevant partners to review progress across each themed intervention. In addition, to ensure the full participation of care experienced young people in the work, Educational psychologists will collect individual feedback from Care Experienced Young People on their individual plans and, crucially, how their needs are being met.
- 4.3 The Edinburgh Learns Framework for Inclusion has the following vision for all learners: I belong, I learn, I am supported and I help others, I contribute and I am successful. This vision has been used as the basis for drafting the proposals to improve outcomes for care experienced children and young people. Specifically, this relates to improving attendance, improving the support in schools and empowering families (see below and Appendix 1)

4.4 Improving Attendance

Maximise! Attendance: This project targets specific families where there is a history of non-attendance – including young people Looked After at Home:

- 4.4.1. Identification of all children and young people with poor attendance with Educational Psychologists and Social Work Practice Teams informed to target support to these families.

- 4.4.2 Identification of schools with good practice in maximising attendance and case studies shared on the Edinburgh Learns 365 (digital platform) to promote good practice across the City.
- 4.4.3 Parent Call, a system that alerts professionals when young people do not register at the start of the school day, will be linked to keyworkers to ensure actions are taken immediately to address attendance. Other digital platforms such as Mind of My Own are also being considered
- 4.4.4 Review of curriculum pathways and links with Edinburgh Learns Pathways and Inclusion Strategic Groups to ensure young people have tailored support.

4.5 Improved Support in School

- 4.5.1 Forest schools: Each locality will offer a forest school based on outdoor learning that targets young people who have experienced trauma. If after a multi-agency assessment access to a forest school is regarded as the best resource a place will be guaranteed for Care Experienced Children. Our Forest Kindergarten initiative and our two pre-existing Forest Schools have had positive evaluations and this project is viewed as a targeted extension of this work for older primary age pupils. Disrupted attendance at mainstream school is a factor in selecting those children who will benefit from this work.
- 4.5.2 Secondary Wellbeing Bases: All secondary schools will offer an inclusive resource base which will cater for young people affected by trauma. Several bases already exist in Edinburgh and pupils who are Looked After at Home are often included in nurture classes. The roll out of this approach is combined with the existing Wellbeing Academies, which address lower level mental health issues in young people, and in our wider work on resilience. As part of this combined work, schools will be able to appoint well trained Pupil Support Officers to support the inclusion in school of pupils who are Looked After at Home.
- 4.5.3 MCR Pathways: This project exists to mentor secondary pupils to improve attendance and attainment. The project has started at Craigroyston High School and will be extended in the first instance to five other secondary schools in Edinburgh. Positive evaluations of this work can be found on Scottish Government and MCR Pathways websites. Mentors have been recruited and are ready to meet with individual young people.

4.5.4 The quality of teaching and learning is one of the highest factors in raising attainment for disadvantaged groups:

“What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development”

(Education Endowment Foundation The Attainment Gap Report 2017)

The Edinburgh Learns Teaching and Learning Team offers a range of core and intensive professional learning for teachers and managers. These universal offers are designed to ensure there is no gap in the quality of teaching received by pupils who are Looked After at Home compared with other children. Lesson Study is the methodology, which is based on proven techniques used to improve teaching and learning. It features in International research and is endorsed by Education Scotland and the Education Endowment Foundation.

4.6 Empowering Families

- 4.6.1 Maximise! Income: Benefits advisors and employability workers will combine their input at four different clusters in the four localities. This work is an extension of the positively evaluated project covering Tynecastle, Liberton and Gracemount High Schools. Lack of income is a large factor in disrupted school attendance and a factor in the inequalities of childhood as set out in the literature around Entitlements (e.g. Edinburgh’s 1in 5 project). Supporting families to increase their household income is an important way of improving outcomes and experiences for Care Experienced children and young people. It also gives direct autonomy to the families and allows them to determine their own outcomes.
- 4.6.2 School Matters (Family Group Decision Making and Multi-Systemic Team): Specific families where children are Looked After at Home will be targeted for input from Family Group Decision Making (FGDM). The aim is to maximise the capacity of the wider family in helping children attend school and achieve their academic potential. Within this group of families, a smaller set of parents and young people will be identified to receive input from the Multi-systemic team (MST) in combination with

FGDM. The MST approach (a well regarded evidence based and licensed model) involves the families in fine tuning plans that have been created to make them more effective in delivering outcomes. Evaluation of this combined approach has been positive. Evaluations of each of the approaches (FGDM and MST) are also positive.

4.7 Communication and Promotion

- 4.7.1 To promote the role of the Corporate Parent amongst teaching staff a short film by care experienced young people and adults is being prepared. The film will form part of a training offer for all schools. This film is designed to motivate frontline staff to improve attendance and attainment for care experienced children and young people.

5. Next Steps

- 5.1 In line with Scottish Government reporting requirements, the above projects will be evaluated for their impact, which will help to determine future funding. A further report will be prepared for Committee in early 2020 that sets out initial progress, with at least one interim report to the Corporate Parenting Member Officer Group planned for 2019.
- 5.2 The Council's Participation Officers, who are Care Experienced, will be invited to co-lead the evaluation work and participation activity in shaping future developments to improve attainment of care experienced children and young people. Future developments could include increased use of personalised budgets and self-directed support.

6. Financial impact

- 6.1 The Scottish Government, through the Scottish Attainment Challenge, has provided funding of £723,200 in 2018/19 to support this initiative. Funding for 2019/20 has yet to be confirmed but is expected to be approximately £1,084,500 based on the criteria used to determine the 2018/19 allocation.
- 6.2 The funding will be utilised to support new and enhance existing initiatives as set out in this report. In accordance with the guidance issued by the Scottish Government all funding allocations will be agreed jointly by the Chief Education Officer and Chief Social Work Officer.

7. Stakeholder/Community Impact

- 7.1 Relevant social work teams and education staff have been consulted as have the Participation Officers. The views of care experienced young people on the success of their individual plans will also be collected and analysed and the learning paths of care experienced young people will also be followed in each theme.
- 7.2 There are no health and safety, governance, compliance or regulatory implications that elected members need to consider.
- 7.3 There are no impacts relating to carbon impacts, adaptation to climate change and sustainable development. However in future we are seeking to expand our digital offer to make our Virtual Learning available where relevant to all pupils who are LAC and where attendance is disrupted.

8. Background reading/external references

- 8.1 <https://www.gov.scot/publications/care-experienced-children-and-young-people-fund-operational-guidance/>

9. Appendices

- 9.1 Appendix 1 Background Report
- 9.2 Appendix 2 Care Experienced Plan

Improving the academic attainment of Looked After Children – 2018-19

Summary

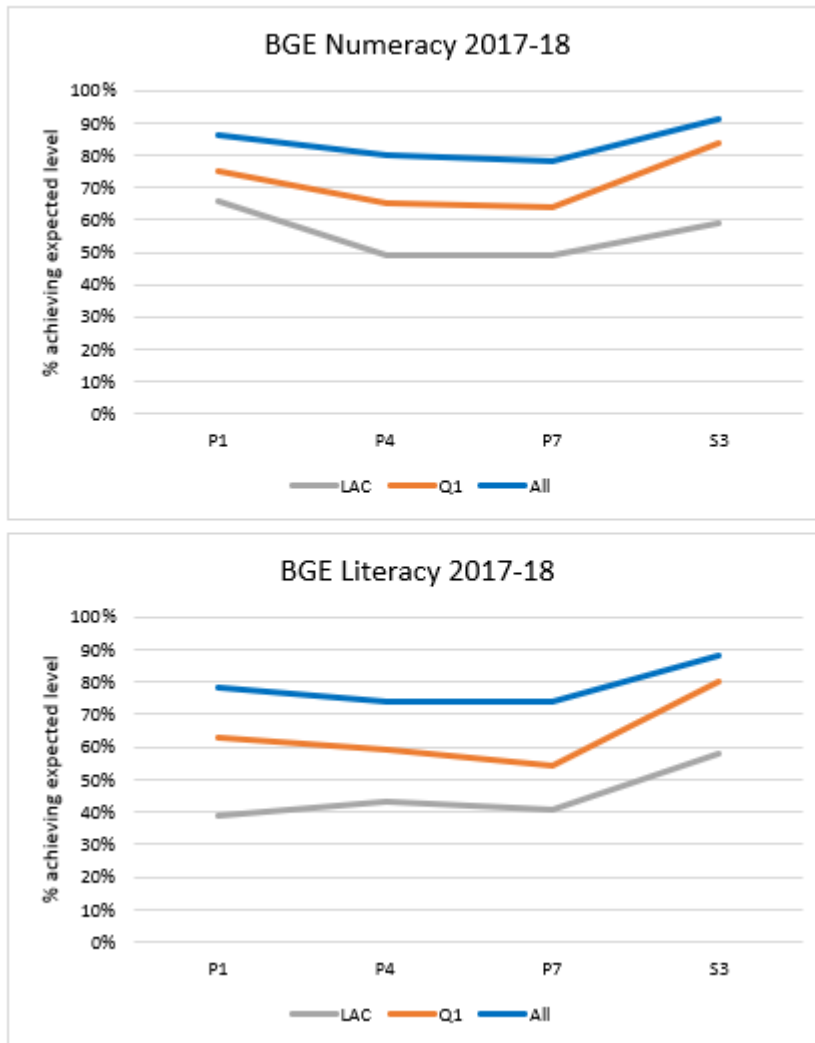
This report presents information on the attainment of looked after children in relation to their non-looked after peers. It describes strategic actions to raise attainment for all, as well as presenting new evidence of the need to strengthen actions for specific equity groups: the care experienced and those living in poverty. It recognises the need to adopt a full partnership, Getting it Right for Every Child approach with actions to improve teaching and learning, targeted supports such as nurture and mentoring, and developing parental capacity and learning together at home.

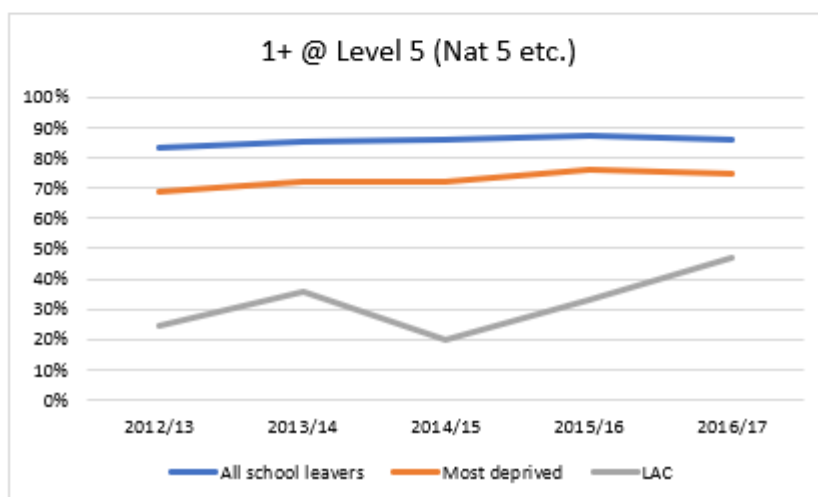
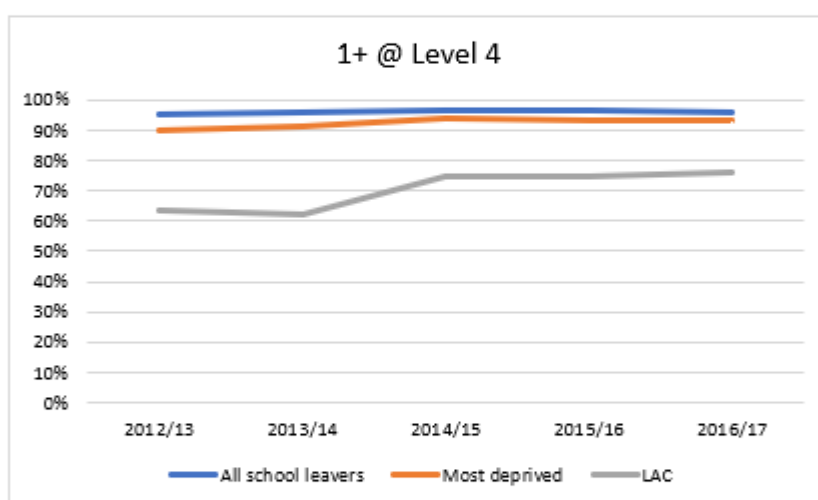
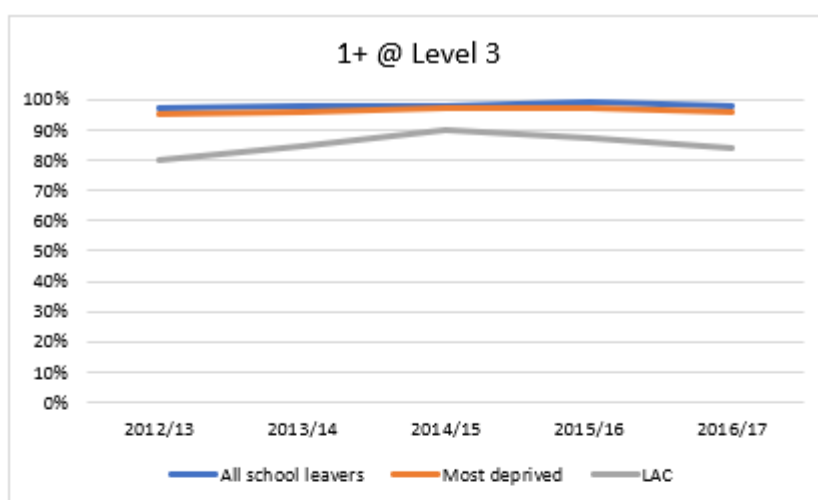
Background

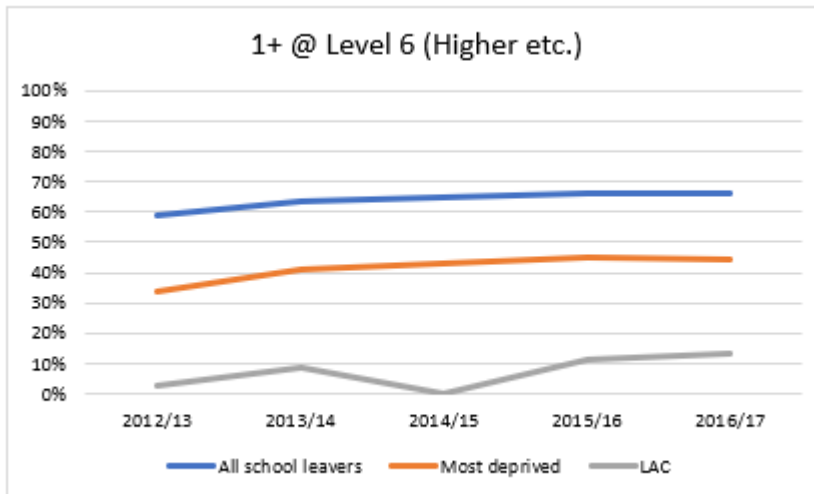
- 1.1 National and local evidence demonstrate that looked after children's attainment falls significantly behind other learners. This is a longstanding picture that gave rise to recognition in law that Looked after Children are deemed to require additional support for learning.
- 1.2 The principal factors that give rise to additional support needs of looked after children are:
 - Learning Environment
 - Family circumstances
 - Developmental factors
 - Social and emotional factors
- 1.3 Poverty is a key factor in the lives of most looked after children. Whilst the effects of poverty do account for part of the picture looked after children's attainment is 30-40% below those of children living in SIMD 1 households overall.
- 1.4 Looked after children are more likely to have had adverse childhood experiences that impact on the development of their language and emotional regulation. Their parents are more likely to have had similar experiences and/or to have wider support needs arising from a learning disability, poor mental health.
- 1.5 A key principle in the Scottish Attainment Challenge programme: 'to improve a child's attainment support may be required in all aspects of their wellbeing, in line with GIRFEC. Funding should be used in developing new or supplementing existing interventions or initiatives. This activity should

address the factors which could impact on the child or young person's attainment, which are not exclusively within the educational setting'. Scottish Government National Operational Guidance Note (2018-19) ([attach link](#))

Attainment of Looked After Children in Edinburgh







2. Improving Attainment for Edinburgh's Looked After Children 2018-21

- 2.1 This strategy is informed by Edinburgh's 2050 vision which describes an inspired, connected, fair, and thriving city, where all Edinburgh's children enjoy their childhood and achieve their potential as successful learners, confident individuals, responsible citizens and effective contributors¹.
- 2.2 As an inclusive City we are committed to:
 - closing the gap
 - work with children and families using a strengths-based approach,
 - building compassionate relationships and supportive communities
 - using restorative approaches to resolving differences
 - removing barriers to learning
 - avoiding working in ways that *create* problems for children and their families.
- 2.3 Our strategy to improve attainment outcomes for looked after children needs to address all the factors that give rise to barriers to learning.
- 2.4 We will improve attainment for looked after children in Edinburgh through:
 - Improving teaching and learning experiences, including universal and targeted support
 - Improving pathways and supports to achieve positive and sustained destinations
 - Supporting the families of children looked after at home to support their children's learning

¹ The Edinburgh Children's Partnership's vision

Improving Teaching and Learning Experiences

- 2.5 There is well established evidence that schools can make a difference and that children and young people attending a school with a positive school climate have been found to do better than might be expected based on their socio-economic background. ²
- 2.6 In line with the National Improvement Framework, reducing inequality is the prime aim of the Edinburgh Education Improvement Plan 2018-21. The plan identifies improving the attainment of Looked After Children as a key priority.
- 2.7 *Edinburgh Learns* is the City of Edinburgh Council's strategy to raise attainment for all. It comprises six key frameworks, each of which provide guidance for Headteachers on the main drivers known to raise attainment, and each cross referenced to ensure equity groups are prioritised.
- 2.8 Key among these are the frameworks regarding Equity, Inclusion, Pathways (forthcoming) and Teaching and Learning.
- 2.9 Based on extensive research, guidance from the Centre for Excellence for Looked After Children in Scotland (CELCS), and knowledge gained from our Scottish Attainment Challenge schools, our guidance to raise attainment for equity groups, specifically including care experienced children and young people, is themed in three areas:
- Teaching and Learning
 - Leadership
 - Families and Communities
- 2.10 Each of the frameworks provides clear guidance, is overseen by a strategic group and underpinned by professional learning. The delivery of high-quality professional learning is fundamental to ensuring the success of the frameworks, and implicit within the delivery are quality assurance approaches which will monitor success and make suggestions for next steps.
- 2.11 To fully and consistently ensure that looked after children experience the highest quality professional learning, a team of expert practitioners will work with schools to
- Conduct a needs analysis to embed the authority guidance on Teaching and Learning for Looked After children
 - Prepare personal action plans for staff
 - Deliver high quality professional learning, incorporating ACEs
 - Provide a structured model to ensure sustainability
- 2.12 *Edinburgh Learns* is supported by additional guidance such as the Equity Framework, which details actions schools can take to poverty-proof the

² Children's social circumstances and educational outcomes. Dr Jane White, Evidence for Action Team, NHS Health Scotland 2018

school day and ensure all children have an equal entitlement to participate in the full life of the school including out of school activities/clubs etc which are known to develop cultural and social capital.

Targeted Support for Looked After children

2.13 The social backgrounds of Looked After Children indicate that they most likely to come from families in the lowest SIMD deciles.

2.14 Not all Looked After Children face the same challenges. Barriers to learning come in many forms and supports should be timely, relevant and proportionate. We need to ensure that we have the best possible understanding of each individual child's wellbeing in order to anticipate needs, plan and delivery support and monitor progress. Additional support may take the form of, for example:

- creating opportunities for the strengths, talents and interests of a Looked After child to be recognised developed and supported/celebrated in school
- enhanced support such as Nurture and Wellbeing bases, key adult time, breakfast club, literacy interventions, homework club, appointing a Mentor etc.
- individual adjustments such as a soft start to the day, movement breaks, etc.
- additional targeted support such as Emotion Talks, ASL Service, Parent Mentoring, Parent coaching, Trauma informed support for Edinburgh Together or another partner, extended 'school day'/tutoring/after school Family Clubs

2.15 *'additional support is not limited to educational support, but can include multi-agency support from health, social services and voluntary agencies.... education authorities have a duty to make provision for the additional support needs of certain looked after children and this support, as above, is not limited to educational provision. 'Additional support for learning: statutory guidance 2017 Chapter 2 para 9*

Improving pathways and supports to achieve positive and sustained destinations

2.16 In addition to experiencing high quality learning, as they progress through the education system, care experienced young people increasingly require targeted support in the form of key adults and mentors.

2.17 Various mentor schemes have been in place in Edinburgh and other authorities over many years, with varying success. Among these are Plusone (YMCA) and Intandem which offer mentoring to LAC at home cohorts of children (and perhaps other cohorts). Children working with the mentors in these projects are age 8-14. MoveOn provide a

mentoring programme for 14-18 year old Looked After Children at home. There is a report on their work from 2015.

- 2.18 All three Edinburgh programmes are clear they work with looked after children and possibly in the future with mentoring whole families but their work is out with school hours. One option is a proposal to lengthen the school day for targeted LAC pupils / other under privileged cohorts, and should present an opportunity for existing or new mentoring programmes to be involved in a wrap around care and education programme for this longer day.
- 2.19 Before proposing such a radical option it is also important to look at what already exists and their overall aims, which to date have focussed more on health and wellbeing rather than academic improvements. There are other projects such as MST and FHS which provide support to families on the boundary of statutory engagement. Edinburgh Together also offers a range of support to families and schools focussing more on the behaviour of children and young people. Safer Families for Children are also intervening to help Edinburgh families in practical ways. Psychological Services have also helped to deliver the Psychology of Parenting Programme to parents of LAC at home (and carers of Looked after children). Gorton (2018 – personal communication) reports this was a successful intervention.
- 2.20 However, if we are to specifically improve the attainment of CEC LAC cohorts and particularly the attainment of LAC at home there is a need to develop or amend the existing work.
- 2.21 In 2016-17 a cohort of 90 children in Glasgow who were ‘care experienced’ was supported through the MCR Pathways mentoring programme and achieved similar grades and other outcomes to non-care experienced pupils. MCR Pathways has been working in Glasgow for nearly a decade and the results in 2016-17 have been achieved following a long build up in specific schools and a gradual roll out to all secondary schools in Glasgow.
- 2.22 The cost/benefit analysis of procuring a service such as MCR Pathways would indicate that after a long lead-in they appear to have good results. Such results cannot be simply replicated by a “lift and shift” methodology. MCR Pathways can begin to provide mentoring in Edinburgh but this will not mean that we quickly replicate the results of the 2016-17 Glaswegian cohort. The model for Edinburgh should be bespoke to the needs of this city, rather than simply replicating that which worked elsewhere.

Learning Together: Supporting the families of children looked after at home

- 2.23 For some children and young people who are Looked After at Home parents may not be fully engaged with their children's education. A Children's Hearing has determined that compulsory measures of care are necessary and social work services are involved in supporting families with these difficulties.
- 2.24 Services needs to build on families' strengths and compensate for potential deficits. One way of doing this is to extend Wellbeing (nurture and 'enhanced' nurture) bases to more centres across the city. Other approaches are to target families for wrap around care and education services.
- 2.25 Most schools now run breakfast clubs. It is therefore imperative that LAC at home pupils can benefit from these clubs. Activities at lunch time and after school should also be combined with balanced meals, the opportunity to be active in exercise/sport and participating in homework clubs. Homework clubs can be fun and could include enjoyable software such as the Sumdog programme which is a computer games based approach to supporting high quality maths teaching.
- 2.26 Edinburgh recently ran Discover - a holiday programme in the summer holidays which has been a great success and engaged families in activities and provided two meals each day. Psychological Services have helped to train staff in 25 schools who are striving to be Wellbeing Academies. This approach can be targeted at LAC cohorts. School staff are becoming more trauma informed and aware of the impact of ACEs. Nurture training is also being rolled out. NHS staff such as CAMHS workers could become involved in such initiatives.
- 2.27 City of Edinburgh also has children who are fostered out with Edinburgh. Psychological Services are monitoring as many of these children as they can and we seek to create a Virtual School for these pupils.
- 2.28 Recent research by the London School of Economics reference? concluded that poverty impacts on children's engagement and attendance, test scores, and their choices are decision making points in their school careers.
- 2.29 In addition, it provides strong evidence that addressing the impact of poverty in the home is as powerful as intervention in the school environment: *'Effects from the most robust studies*

were found to be comparable in size to effect sizes for spending on school or early education interventions... that increases in household income would not eliminate differences in outcomes between low-income children and others but could be expected to contribute to substantial reductions in those differences.' P1

2.30 The evidence demonstrates that the effects start early and that they escalate over time. The effects are evident from an early age, Growing Up in Scotland demonstrated that children from low-income families were about 13 months behind in vocabulary skills and 10 months behind in problem-solving skills at school entry compared to their more affluent peers. Cohort studies demonstrate that these effects on children's wellbeing increase over time impacting on learning and behaviour in school.³

2.31 In light of this effective intervention for looked after children living at home needs to incorporate a robust approach that work *with* families to address:

Direct and indirect effects of poverty

- Strengthening children's resilience in particular in relation to language development and emotional regulation
- Strengthening parental resilience and providing the emotional and practical support parents may require.⁴

³ Primary schools and the amplification of social differences in child mental health: a population-based cohort study. *Journal of Epidemiology and Community Health* Jan 2018

⁴ **Supporting families at the early help stage**

1. Provide early help based on an assessment of the needs of children, young people and families.
2. Discuss early help support and interventions with children, young people and families as part of building close working relationships with them and gaining their consent
3. Explain what the support will involve and how you think it may help.
4. Give children, young people and their families a choice of proposed interventions if possible. Recognise that some interventions may not suit that person or family. **NICE Guideline NG76 2017**

EDINBURGH LEARNS

Care Experienced Children and Young People Plan

2018-2021

I belong
I learn
I am supported and I help others
I contribute
I am successful

	High level improvements	Authority Actions /Themes
I belong I am supported and I help others I contribute	Ethos, Climate, Relationships and Resources <ul style="list-style-type: none"> • Improved attendance at school or base • Improved number of schools graded good or better in 3.1 • Improved engagement and participation of learners • Improved parental engagement and involvement • Reduced exclusions 	<ol style="list-style-type: none"> 1. Maximise Attendance (Martin Gemmell) 2. Income maximisation and entitlements to cultural and leisure activities 3. Primary Forest Schools are established in each locality (Joanne Matchett) 4. Secondary Wellbeing Bases are established (including special) featuring (Lorna Sweeney) <ol style="list-style-type: none"> 1. Nurture and high quality inclusive practice 2. Multi-agency Team around the cluster/Pupil Support Group 3. Access to Multi Systemic Therapy and Family Group Decision Making
I learn I am successful	Personalised Support, Attainment and Achievement <ul style="list-style-type: none"> • Improve CfE levels in reading, writing talking and listening, and numeracy attainment at P1, P4, P7 and S3 • Improve average complementary tariff score for school leavers • Improved number of schools graded as good or better in QI 2.3 • Improved Annual Participation Measures 	<ol style="list-style-type: none"> 5. Edinburgh Learns Teaching and Learning Team professional learning (Louise Stevenson) 6. MCR Pathways (various schools) (Lorna Sweeney)

Education, Children and Families

10.00, Tuesday, 21 May 2019

Choose Youth Work

Item number
Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 note the awards in Appendix 1.
 - 1.1.2 note that a further report detailing awards in North West locality will be reported to Committee at a later date.
 - 1.1.3 thank the young people for their work and support to help make Choose Youth Work happen.

Alistair Gaw

Executive Director, Communities and Families

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Report

Choose Youth Work

2. Executive Summary

- 2.1 This report is to inform Committee of the process of the third and final year of the Choose Youth Work programme and the outcome in terms of awards granted to the organisations listed in Appendix 1 for the citywide and North East, South East and South West localities' programmes for 2019-20. The awards in North West will be reported at a later date.

3. Background

- 3.1 The [Youth Work Funding 2017-19](#) report was presented to the Education, Children and Families Committee on 13 December 2016 outlining a strategy of funding open access youth work in the city.
- 3.2 The report included recommendations to run participatory budgeting grant programmes from 2017-18 onwards with increasing budgets.
- 3.3 The first programme was run in 2017-18 with a budget of £60,000 and 11 awards were made
- 3.4 In 2018-19, the second programme was run, made up of a citywide programme and a separate programme in each of the four localities. The total budget available was £166,000. The budgets available were as follows:
- | | |
|------------|---------|
| Citywide | £60,000 |
| North East | £23,758 |
| North West | £24,035 |
| South East | £27,555 |
| South West | £30,652 |

4. Main report

- 4.1 Following evaluation of years 1 and 2 of Choose Youth Work (CYW), Education, Children and Families Committee approved, in May 2018, the recommendation that the voting element of the programme be discontinued. Instead, it approved the use of a 'participatory mechanism' that would emphasise the meaningful engagement of

young people in shaping CYW and its priorities, including the questions in the grant programme application form, and in making decisions on funding.

- 4.2 The chosen mechanism for the citywide programme was to link CYW to priorities identified through consultation with young people by Young Edinburgh Action and which featured in the Edinburgh Youth Work Strategy. These were: Equal Opportunities for All Young People; and, Stress. The mechanisms chosen to consult with young people in each locality was either Youth Talk, a tried and tested approach to identifying the priorities of young people, or engagement with young people based around the priorities for children and young people in the respective Locality Improvement Plans, originally identified through local consultation.
- 4.3 Following feedback from previous applicants, the maximum award in the citywide programme was raised to £15k (with a minimum of £10k). In the localities, the maximum was raised to £5k (with a minimum of £2,500).
- 4.4 For the programme in 2019-20 the total budget available remained the same as in 2018-19, i.e.:
- | | |
|------------|---------|
| Citywide | £60,000 |
| North East | £23,758 |
| North West | £24,035 |
| South East | £27,555 |
| South West | £30,652 |
- 4.5 The application period for the citywide programme opened on 5 December 2018 and closed on 1 February 2019. Two briefings were held for organisations interested in applying for funding.
- 4.6 Applications were received from a total of 24 organisations in the citywide programme. The total value of the applications received was £327,800, meaning the fund was almost six times over-subscribed.
- 4.7 Applications were jointly assessed by young people and officers working together. Six young people were involved in the assessment.
- 4.8 Responsibility for the localities programmes was devolved to each locality. This required them to set their own priorities following consultation with young people. Central support was available with developing the application process and training assessors.
- 4.9 The application period for the NE programme opened on 5 December 2018 and closed on 1 February 2019. Two briefings were held for organisations interested in applying for funding. The themes chosen, identified through Youth Talk, for the NE programme were: health and wellbeing; access to learning activities; and improving participation in youth activities. Applications were received from nine organisations to a total value of £40,173. Six applications were assessed as successful, to a total

of £23,758. Three were rejected because they did not meet the funding criteria. Nine young people took part in the assessment process.

- 4.10 The application period for the SW programme also opened on 5 December 2018 and closed on 1 February 2019. Young people across the South West were engaged across seven locations to determine their most important priorities. Over 120 young people contributed to setting three priorities: safety; accessible activities; and sports. Applications were received from 10 organisations to a total value of £38,513. Awards were made to eight organisations to the total value of the available fund (£30,652). Four young people were involved in the assessment process.
- 4.11 The application period for the SE programme opened on 23 January and closed on 8 March 2019. The themes identified for the SE programme were: addressing anti-social behaviour and violence carried out by young people; tackling bullying, stress, social media pressure and its effects; creating a better, healthier community environment to live in. Applications were received from seven organisations to a total value of £29,750. All were assessed as meeting the criteria. Awards were made to a total value of £27,555 including a partial award. Eight young people were involved in the assessment process.
- 4.12 Applications were assessed by a total of 27 young people working with Council officers.
- 4.13 The successful organisations from each programme and a brief description of the activities to be provided are listed in Appendix 1.
- 4.14. In the North West locality, the available budget is being used against the outcomes from three YouthTalk processes. The first of which has been completed in the Kirkliston / South Queensferry area where young people have identified a range of initiatives they feel could help improve activity and participation. A call for interest in helping to support delivery of universal work for young people aged 14+ years has been circulated where any applications received will then be assessed by a panel of local young people.
- 4.15 The YouthTalk programme is currently underway in the Clermiston / Drumbrae / Corstorphine / East Craigs area with over 2,000 young people having been involved to date. The YouthTalk event is planned for 21st June where the outcomes from the process will then be identified which will then lead to a call for interest in helping to support a chosen outcome.
- 4.16 In North, planning is underway to begin the development of the YouthTalk process and it is intended that the outcomes will be identified late summer. Thereafter organisations will be invited to support the delivery of agreed activity.

5. Next Steps

- 5.1 This will be the third and final year of Choose Youth Work. From 2020 onwards, the budget for CYW will be incorporated into the Main Revenue Grant programme and awards made will be for three years. The proposals for the Main Revenue Grant will be reported to Committee in May 2019.

6. Financial impact

- 6.1 The total figure for the Choose Youth Work grant awards recommended in Appendix 1 is £141,965 from a total budget available of £166,000, which is the allocation agreed by Committee on 13 December 2016. The £24,035 devolved to NW is still to be allocated (see paragraph 4.14).

7. Stakeholder/Community Impact

- 7.1 Young people from across the city have been involved in deciding priorities, designing the application form and questions, and co-assessing applications.
- 7.2 The awarding of grants to third parties enables the Council to meet Climate Change (Scotland) Act 2009 Public Bodies Duties as well as contributing to the city's Sustainable Edinburgh 2020 objectives.

8. Background reading/external references

- 8.1 [Youth Work Funding 2017-19](#) report to Education, Children and Families Committee 13 December 2016
- 8.2 [Choose Youth Work Participatory Budgeting - phase 1](#) report to Education, Children and Families Committee 15 August 2017

9. Appendices

- 9.1 Appendix 1: Choose Youth Work Grants to Third Parties 2019/20

Appendix 1

Choose Youth Work Grants to Third Parties 2019/20

Citywide	Project Summary	Award
Equal Opportunities for All Young People		
The Yard	Fun and Friendship Clubs for disabled teenagers	£15,000
Media Education	Free filmmaking club for young people aged 13-20. The club brings together young people with and without disabilities and additional needs to make films together.	£10,899
6VT	Inc U: a new youth support service for young people who need extra help to get involved in youth services	£12,335
Stress		
Edinburgh Young Carers	It's ok not to be ok: with HOT, run two health and wellbeing programmes - Social Education Plus (SE+) and Turn Around for young carers aged 11- 14 based in Edinburgh	£11,100
Venture Scotland	The Etive Awards – Personal Development in The Outdoors. A 12 month long outdoor-based personal development programme which empowers young people to develop the skills to make positive and lasting changes in their lives.	£10,666 (partial award)
Total		£60,000

North East	Project Summary	Award
Citadel Youth Centre	The North East Youth Ambassadors: a new project to create a blog/social media platform which will promote activities to ensure that more young people have access to services across the North East.	£4,771
People Know How	Outdoor Journeys project for young people aged 11-15. Outdoor Journeys is an alternative education approach that enables young people to connect with nature/learn about the place where they live.	£2,933
Pilmeny Development Project	Girls' Health and Wellbeing Group providing a tailored gender-specific group to allow them to explore topics such as body image and sexual health	£3,615
Jack Kane Centre	This programme will provide sessions focusing on young people between 12-18	£5,000

	years olds' physical and emotional wellbeing through sport, leisure and educational activities.	
Multi-Cultural Family Base	Improve mental health and wellbeing for BME young people S2-S5	£4,971
RUTS	Improve participation for young people to participate in activities through the themes of motorbikes, bicycles and boxing	£2,468
Total		£23,758

South East	Project Summary	Award
Canongate Youth Project	INSTA V REALITY-creative digital project aimed at 11-16-year olds looking at social media pressure and its effects -covering topics such as on-line safety, image sharing, mental health and wellbeing	£3,800
Dunedin Canmore Housing	YOUTH CAFÉ /DROP IN-to further develop a youth drop in /café at Valleypark CC -as well as offering a safe space to come to, the themes of violence/gangs/bullying and antisocial behaviour will be explored	£5,000
Inch Sports Hub	LET'S GET ACTIVE -this will focus on working with 11-13-year-old girls from the Liberton Gilmerton area who are not involved in physical or sporting activities - looking at the negative experiences that they are facing in relation to body image, bullying, low self-esteem and reasons why girls tend to drop out of sports post primary transition	£4,200
Goodtrees Centre	BREAKING DOWN BARRIERS-focus will be on looking at the divides in the community and reasons behind gangs and territorialism in the Moredun/Gilmerton area -using football and associated activity to work with a group towards a multicultural sporting event	£5,000
Edinburgh Book Festival	CITIZEN-DELIVER A CITIZENSHIP PROJECT -looking at local community, city wide and international citizenship and working with young people in Moredun and Liberton areas	£4,000
Tollcross Community Action	UNDERSTANDING AND COMBATING HATE CRIME-offering a series of workshops for young people across the SE locality in schools and community centre settings -challenging young people to look at	£2,750

	hate crime/discriminatory behaviour and their roles as citizens in combating this	
Gilmerton Community Centre	LIVING OUT LOUD- A new group based in the centre focussed on 11-15 years olds looking at combining a safe place for young people to come and explore issues such as body image, gender, sexual health, safe relationships and positive mental health	£2,805 (partial award)
Total		£27,555

South West	Project Summary	Award
CHAI	Expansion of activity agreement. Working with highly disadvantaged young people through group work and individual sessions that focus on increasing their employability skills, overcoming their personal barriers and supporting them towards personal development.	£3,120
About Youth	Youth group for young people P7 to S2 in the Calder and offering a range of activities and opportunities	£4,481
Tynecastle Parent Council	Mindfulness project: an active approach to supporting our young people's mental health and wellbeing, including extending this even further by commissioning a series of workshops and other resources on mindfulness.	£5,000
Big Hearts	Our T.E.A.M ('Together Equality Achieves More') Project uses football as an engagement tool to improve the wellbeing and social connections of local (South West Edinburgh) young people from multi-cultural communities. Delivered by a team of trained youth workers and a community football coach	£2,930
RCCG Open Heavens	Youth club: The purpose of the Youth Haven Project is to provide a place where youngsters can learn, develop new skills, meet new people and have fun. The funding will be used to provide free: - <ul style="list-style-type: none"> • IT programming course • Games Room • Interactive discussions (facilitated by relevant specialist) 	£4,890

Whale Arts	Digital skills programme: WHALE Arts will build upon ongoing work around the Digital Sentinel, a community news website for Wester Hailes, and digital inclusion and job search drop-ins, to work with young people. The work would be framed around how to create content for the Digital Sentinel using different technologies (making videos, podcasts, conducting interviews etc.)	£4,995
Edinburgh Napier Knights	Youth American Football: to enable 20 more young people to play organised sport on a regular basis	£2,500
Dunedin Canmore	Young people attending our Youth Cafes in Gorgie/Dalry and Oxfords have chosen to work towards two residential projects, this summer, with Benmore and Lagganlia Outdoor Centres being two of the most popular options, with projects taking place during the school summer holidays (2019).	£2,736 (partial award)
Total		£30,652

Education, Children and Families Committee

10am, Tuesday 21 May 2019

Senior Phase Attainment, 2017-18

Item number
Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 note the progress and areas for improvement in educational attainment in the Senior Phase in City of Edinburgh secondary schools.
 - 1.1.2 agree to receive further annual reports on attainment/improvements in performance in the Senior Phase.
 - 1.1.3 note the continued hard work of pupils, staff and parents to support the successful delivery of national qualifications in session 2017-18.

Alistair Gaw

Executive Director of Communities and Families

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Educational Attainment in the Senior Phase for Secondary Schools, 2018

2. Executive Summary

- 2.1 This report provides the members of the Education, Children and Families Committee with a summary of the key outcomes in relation to attainment/improvements in performance in the City of Edinburgh Council (CEC) secondary schools for the Senior Phase (S4 to S6) in the academic session 2017-18. The report focuses on the attainment of school leavers for session 2017-18.

3. Background

- 3.1 This report complements the report *Educational Attainment in the Broad General Education for Primary and Secondary Schools, 2018* which was discussed at committee on 09/10/18.
- 3.2 The focus on attainment and accountability is well embedded in the authority and head teachers are fully engaged in improving performance at school level and working together with other schools, CEC officers and other partners to achieve this. Overall evaluative statements made in this report are arrived at using a range of school self-evaluation approaches. As the information provided in this report is focussed on attainment/improvements in performance for one academic session only, the resulting findings are indicative rather than conclusive.
- 3.3 The national Senior Phase benchmarking tool for attainment and achievement, *Insight*, analyses the attainment of school leavers in four key areas: Improving Attainment in Literacy and Numeracy; Increasing Participation (by improving leaver destinations); Improving Attainment for All; and Attainment Versus Deprivation. This report uses these measures to analyse progress; fuller details of the measures used, as well as more detailed analysis (including graphs and tables) are contained in the appendix to this report.

4. Main report

- 4.1 The appendix, *Edinburgh Learns – Improving quality in learning: Senior Phase Attainment, 2017-18* provides a detailed breakdown of improvements, as well as areas for development, in the attainment of leavers last session. The overall picture shows improvements in most areas of Edinburgh's data, but these improvements are in some cases mitigated in comparison to the performance of our Virtual Comparator, or the national picture.
- 4.2 **Improving attainment in literacy and numeracy** (see pp4&5)
Improvements - the percentage of leavers achieving at SCQF levels 4 and 5 has increased (or remained steady) year-on-year and are broadly in line with national figures.
Areas for Improvement - the figures for level 5 remain consistently below those of the Virtual Comparator. Note however that the gap has been closing, year-on-year.
- 4.3 **Improving leaver positive destinations** (see pp6&7)
Improvements - following a drop in 2016-17, the figure for this session has increased significantly and is now the highest over the five-year period (and, in fact, beyond). The figure for 2017-18 is very much in line with the national one.
Areas for Improvement - the figures are consistently below those of the Virtual Comparator. Note however that the difference in 2017-18 was not significant (unlike in 2016-17).
- 4.4 **Improving attainment for all** (see pp8-10)
Improvements - the attainment of the highest-attaining 20% of leavers has been consistently above the Virtual Comparator (and national figures) for five years. The figures for the middle-attaining 60% have increased year-on-year for five years, and are consistently above the national figures.
Areas for Improvement - the figures for the middle-attaining 60% are consistently and significantly below the Virtual Comparator. The figures for the lowest-attaining 20% are consistently and significantly below the Virtual Comparator; they are also consistently below the national figures.
- 4.5 **Closing the gap: attainment versus deprivation** (see pp11-13)
When comparing the attainment of leavers from the 20% most-deprived areas with those from the 20% least-deprived, in terms of those achieving one or more awards at SCQF levels 3 to 6, the following can be noted:
Improvements - there is evidence of closing the gap at SCQF level 3 by this measure. The figure for the most deprived at level 6 reversed a decrease from the previous session.
Areas for Improvement - the gap has increased at SCQF levels 4 and 5 by this measure. There is a two-year decreasing trend at level 5 by this measure.

- 4.6 Improving attainment for care-experienced young people** (see pp14&15)
Improvements - there has been a slight increase in the percentage of “Looked After” leavers who achieved one or more award at level 3.
Areas for Improvement – the percentage of “Looked After” leavers who achieved one or more awards at levels 4 and 5 has decreased. There is no clear overall pattern of attainment in this area.

5. Next Steps

- 5.1 Actions taken in the light of the attainment data are outlined in each section of the full report (see appendix 1).
5.2 We will report on the success of these actions in a year's time.

6. Financial impact

- 6.1 There are no financial implications contained in this report.

7. Stakeholder/Community Impact

- 7.2 Consultation and engagement took place with school senior managers and officers within the local authority.

8. Background reading/external references

- 8.1 [Attainment Report 2007-2008, 17 March 2009](#)
8.2 [Attainment Report 2008-2009, 18 March 2010](#)
8.3 [Attainment Report 2010, 25 January 2011](#)
8.4 [Attainment Report 2011, 15 November 2011](#)
8.5 [Standards and Quality Report 2012, 9 October 2012](#)
8.6 [Educational Attainment/Improvements in Performance 2013, 10 December 2013](#)
8.7 [Educational Attainment 2014, 3 March 2015](#)
8.8 [Educational Attainment 2015, 24 May 2016](#)
8.9 [Update on Attainment in City of Edinburgh Schools 2015-16, 7 March 2017](#)
8.10 [Educational Attainment in Primary and Secondary Schools 2017, 22 May 2018](#)
8.11 [Educational Attainment in the Broad General Education for Primary and Secondary Schools, 2018](#)

9. Appendices

- 9.1 Appendix 1 Edinburgh Learns: Improving quality in learning – Senior Phase Attainment, 2017-18

EDINBURGH LEARNS

Improving quality in learning: Senior Phase Attainment, 2017-18



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Executive Summary

“Young people’s achievement will be improved and the poverty related attainment gap will be reduced.”

Children’s Partnership Plan 2017-20

Our goal is for all Edinburgh’s children to thrive and take their place as highly skilled workers in a world-class city. To achieve this, they must develop excellent skills for learning, life and work, regardless of socio-economic barriers or other additional needs. It is a vision that is both ambitious and inclusive.

The City of Edinburgh Council is committed to the delivery of a high-quality education service for all children and young people, and to working in partnership with parents and communities. A culture of continuous improvement underpins all activity and is the responsibility of all staff working within schools and centres, supported by the Quality Improvement and Curriculum Service.

The role of officers is to provide guidance and support schools to continually adapt and improve so that the needs of all learners can be met. The Quality Improvement and Curriculum Service places self-evaluation at the heart of all activity, supporting schools to make effective use of data, improvement planning, research and innovative practice.

The focus on attainment and accountability is well embedded in the authority and head teachers are fully engaged in improving performance at school level and working together with other schools, CEC officers and other partners to achieve this.

This report provides a summary of attainment in the Senior Phase for City of Edinburgh schools for session 2017-18, as well as giving an overview of the work of the Quality Improvement & Curriculum Service and secondary schools to support to improvement of attainment across the city.

Background to measures used in this report

Overall evaluative statements made in this report are arrived at using a range of school self-evaluation approaches. As the information provided in this report is focussed on attainment/improvements in performance for one academic session only, the resulting findings are indicative rather than conclusive.

*How good is our school?*⁴ is the Education Scotland quality framework which schools used in 2017-18 to evaluate improvements in performance. They used the national measures of success set out in the Quality Indicator (QI) 3.2, Raising Attainment and Achievement. This QI concerns the standard of attainment over time as well as the overall quality of learners' achievements.

The national Senior Phase benchmarking tool for attainment and achievement, Insight, analyses the attainment of school leavers in four key areas: Improving Attainment in Literacy and Numeracy; Increasing Participation (by improving leaver destinations); Improving Attainment for All; and Attainment Versus Deprivation (see Appendix 1 for more detail on these measures).

In respect of SQA national examinations in the Senior Phase, attainment is expressed in terms of the Scottish Credit and Qualifications Framework (SCQF). A list of the SQA qualifications included in the framework can be found in Appendix 2.

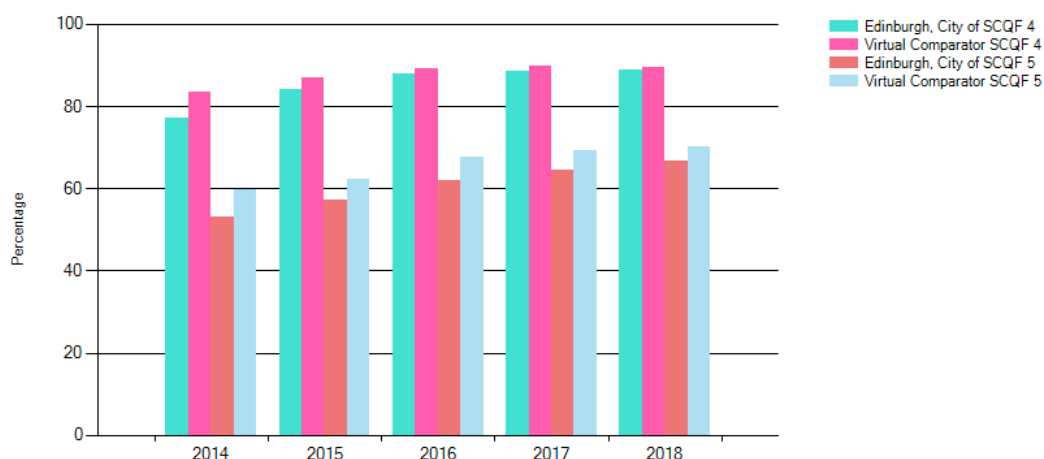
Evaluative statements in this report are based on the Education Scotland, Inspectorate of Education's six-point scale which can be found in Appendix 3.

Note: to aid readability, in most cases, percentages have been rounded to the nearest whole number.

Improving attainment in literacy and numeracy

The graph and tables below show the percentage of leavers attaining literacy and numeracy at SCQF levels 4 and 5, compared to the Virtual Comparator and the national figures, for the last five academic sessions.

Figure 1: leaver attainment in literacy and numeracy, SCQF levels 4 and 5



Literacy and Numeracy at Level 4 or better

Year	Edinburgh, City of (CEC)	Virtual Comparator (VC)	National
2014	77%	83%	81%
2015	84%	87%	86%
2016	88%	89%	88%
2017	89%	90%	89%
2018	89%	90%	89%

Literacy and Numeracy at Level 5 or better

Year	CEC	VC	National
2014	53%	60%	55%
2015	57%	62%	59%
2016	62%	68%	64%
2017	65%	69%	66%
2018	67%	70%	67%

Improvements

- The percentage of leavers achieving at each level has increased (or remained steady) year-on-year and are broadly in line with national figures.

Areas of concern

- The figures for level 5 remain consistently below those of the Virtual Comparator. Note however that the gap has been closing, year-on-year.

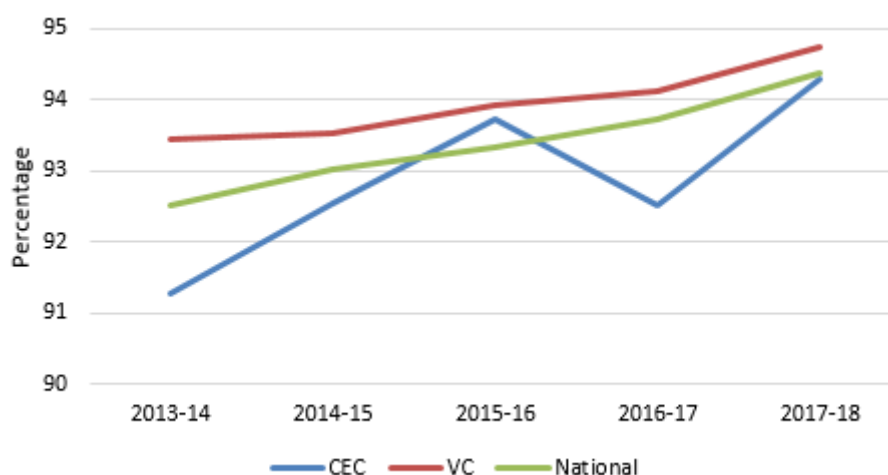
Actions

- The removal of units as a compulsory part of National 5 course has presented challenges for schools in this area and there is need to identify and share good practice, particularly in promoting alternative pathways to qualifications in literacy and numeracy at level 5.
- This support will be offered via Subject Leaders' meetings for Curricular Leaders of English and Mathematics.
- Several secondaries are currently taking part in intensive training and support to improve attainment in writing (this is a project working across both primary and secondary sectors).
- The South East Improvement Collaborative (SEIC) has identified improvements in mathematics: one of the workstreams for this area is to develop support materials and build networks to share effective delivery of alternative pathways.
- Several secondary schools have volunteered to be part of a SEIC workstream which seeks to use improvement science to identify effective pedagogies and practices to raise attainment in mathematics.
- Schools will be offered additional targeted support in mathematics by the Edinburgh Learns Team.

Improving leaver positive destinations

The table and graph below show the percentage of school leavers entering a positive initial destination for the last five academic sessions.

Figure 2: leaver initial destinations



	2013-14	2014-15	2015-16	2016-17	2017-18
CEC	91.3%	92.5%	93.4%	92.5%	94.3%
VC	93.5%	93.5%	93.9%	94.1%	94.8%
National	92.5%	93.0%	93.3%	93.7%	94.4%

Improvements

- Following a drop in 2016-17, the figure for this session has increased significantly and is now the highest over the five-year period (and, in fact, beyond). The figure for 2017-18 is very much in line with the national one.

Areas of concern

- The figures are consistently below those of the Virtual Comparator. Note however that the difference in 2017-18 was not significant (unlike in 2016-17).

Actions

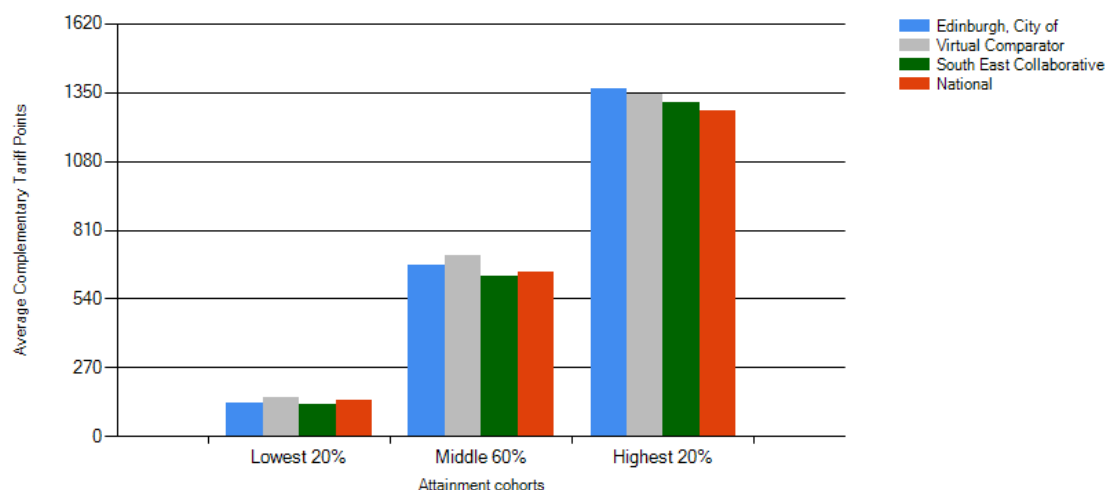
- There has been a strong focus on support in this area following the drop in positive destinations in session 2016-17. This has included focus visits from QIEOs.
- We have developed stronger links with Skills Development Scotland; this includes monthly data updates.

- There has been an increased focus on developing links with employers and providers of further education.
- Schools are provided regular support via the Depute Head Teachers' 16+ Network which allows sharing of effective practice as well as dissemination of information. These networks are regularly attended by representatives from SDS, Edinburgh College and Developing the Young Workforce (DYW) staff.
- The forthcoming Edinburgh Learns Pathways framework will provide additional advice and support.
- Schools will be supported to engage further with the Career Education Standard.

Improving attainment for all

The graph below shows the average complementary tariff points for leavers, based on the attainment of the lowest 20%, middle 60% and highest 20%.

Figure 3: leaver attainment by cohort



	Lowest 20%	Middle 60%	Highest 20%
Edinburgh, City of	132	671	1366
Virtual Comparator	151	710	1341
South East Collaborative	128	632	1311
National	143	645	1281

Improvements

- The attainment of the highest-attaining 20% has been consistently above the Virtual Comparator (and national figures) for five years.
- The figures for the middle-attaining 60% have increased year-on-year for five years, and are consistently above the national figures.

Areas of concern

- The figures for the middle-attaining 60% are consistently and significantly below the Virtual Comparator.
- The figures for the lowest-attaining 20% are consistently and significantly below the Virtual Comparator; they are also consistently below the national figures.

As a complement to these measures, the tables below show the percentage of school leavers attaining a variety of measures for SCQF levels 3 to 7.

Figure 4: leaver attainment by SCQF measures for City of Edinburgh, compared to Virtual Comparator and national figures

CEC 2018	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	99%	96%	86%	67%	28%
3 or more	95%	91%	75%	51%	6%
5 or more	89%	85%	63%	37%	

National 2018	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	98%	96%	88%	66%	23%
3 or more	95%	92%	77%	50%	4%
5 or more	90%	87%	64%	36%	

VC 2018	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	98%	97%	89%	69%	28%
3 or more	95%	93%	79%	55%	5%
5 or more	91%	88%	68%	42%	

Improvements

- All but one of the figures for session 2017-18 have improved compared to 2016-17. Some notable examples include: the percentage of leavers achieving five or more awards at level 6 has increased by 2 percentage points; the percentage achieving one or more at level 7 has increased by 3 percentage points.
- The figures for level 7 (Advanced Higher or equivalent) are above the national figures, and above the Virtual Comparator.

Areas of concern

- The figures for levels 4 and 5 are below both the national figures and the Virtual Comparator.
- The figures for level 6 are below the Virtual Comparator.

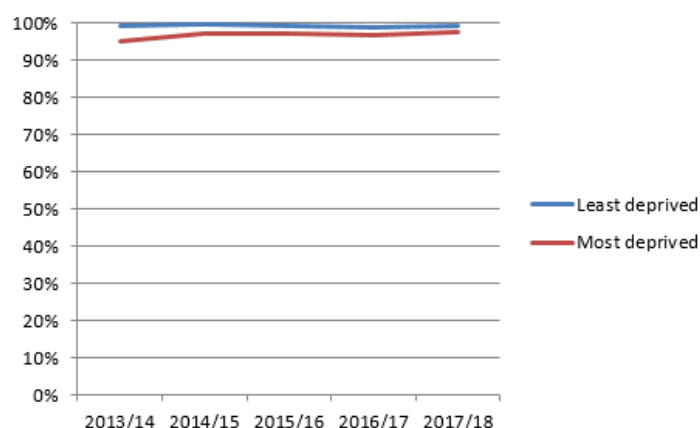
Actions

- There has been an increased focus on developing appropriate curricular pathways and provision. The introduction of the Edinburgh Learns Pathways framework will strengthen this area, which should result in improvements for the lowest-attaining 20%.
- Improved attendance will also result in improvements in attainment: work is underway to support schools with this as well.
- The introduction of a council-wide tracking and monitoring system will support schools to identify young people at risk of not achieving.
- The Edinburgh Learns Team will deliver a suite of high-quality professional learning, with a focus on improving the quality of teaching and learning. This should help facilitate improvements in attainment for all.
- Subject Lead Teachers will continue to facilitate improvements in the delivery of SQA National Qualifications (SQA have made changes to the Highers this session, 2018-19, and Advanced Higher will be updated next session).

Closing the gap: attainment versus deprivation

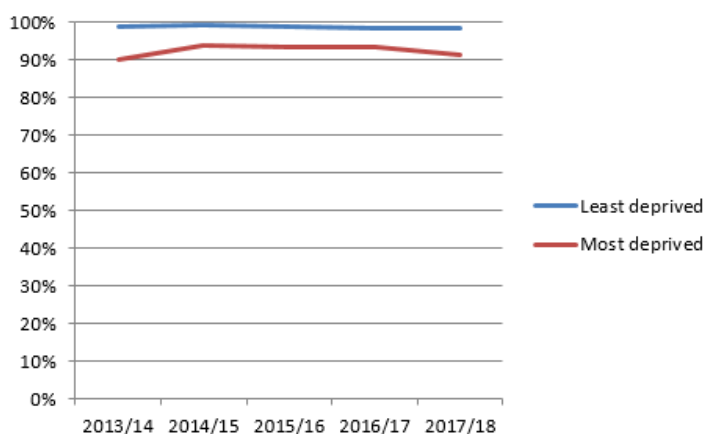
The graphs and tables below compare the attainment of leavers from the most deprived 20% (SIMD deciles 1 and 2) with that of the least deprived 20% (SIMD deciles 9 and 10) for the past five sessions by considering the percentage of leavers who have gained at least one qualification at SCQF levels 3, 4, 5 and 6.

Figure 5: leaver attainment – one or more SCQF level 3



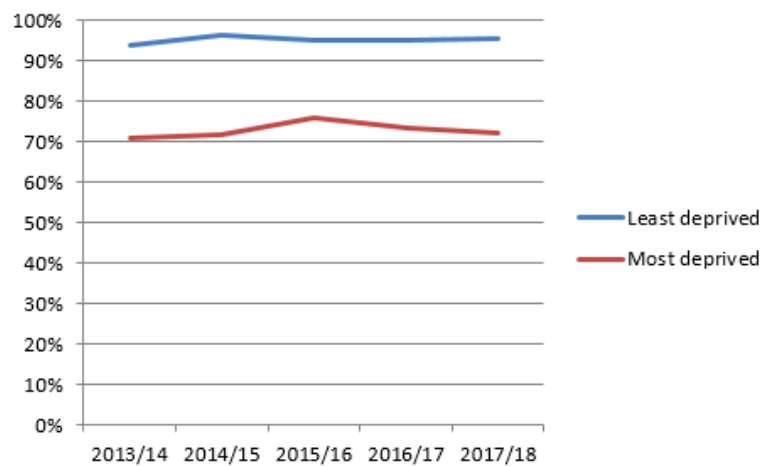
	2013/14	2014/15	2015/16	2016/17	2017/18
Least deprived	99.3%	99.6%	99.5%	99.0%	99.3%
Most deprived	95.0%	97.1%	97.3%	96.7%	97.8%
Gap	4.2%	2.5%	2.2%	2.3%	1.5%

Figure 6: leaver attainment – one or more SCQF level 4



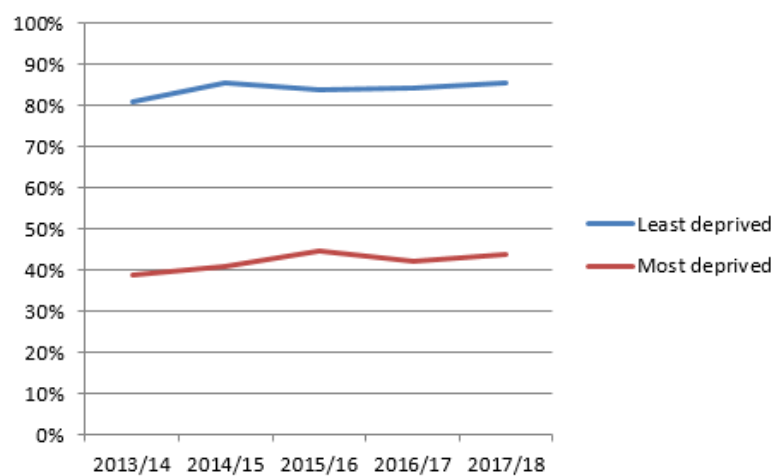
	2013/14	2014/15	2015/16	2016/17	2017/18
Least deprived	98.9%	99.2%	99.0%	98.5%	98.6%
Most deprived	90.3%	93.7%	93.5%	93.6%	91.4%
Gap	8.6%	5.4%	5.5%	4.9%	7.1%

Figure 7: leaver attainment – one or more SCQF level 5



	2013/14	2014/15	2015/16	2016/17	2017/18
Least deprived	94.0%	96.3%	95.1%	95.3%	95.7%
Most deprived	71.1%	71.9%	75.8%	73.6%	72.1%
Gap	22.9%	24.4%	19.3%	21.6%	23.7%

Figure 8: leaver attainment – one or more SCQF level 6



	2013/14	2014/15	2015/16	2016/17	2017/18
Least deprived	81.0%	85.5%	84.0%	84.4%	85.5%
Most deprived	38.8%	41.1%	44.7%	42.2%	43.8%
Gap	42.1%	44.4%	39.3%	42.1%	41.7%

Improvements

- There is evidence of closing the gap at SCQF level 3 by this measure.
- The figure for the most deprived at level 6 reversed a decrease from the previous session.

Areas of concern

- The gap has increased at SCQF levels 4 and 5 by this measure.
- There is a two-year decreasing trend at level 5 by this measure.

Actions

- The Edinburgh Learns Equity framework includes advice to schools about closing the poverty-related attainment gap.
- The Edinburgh Learns Team will be offering targeted support in sharing effective pedagogies and practices for closing the gap.
- Session 2017-18 saw the introduction of Pupil Equity Funding and work is ongoing to identify and share effective practice in the deployment of these funds.

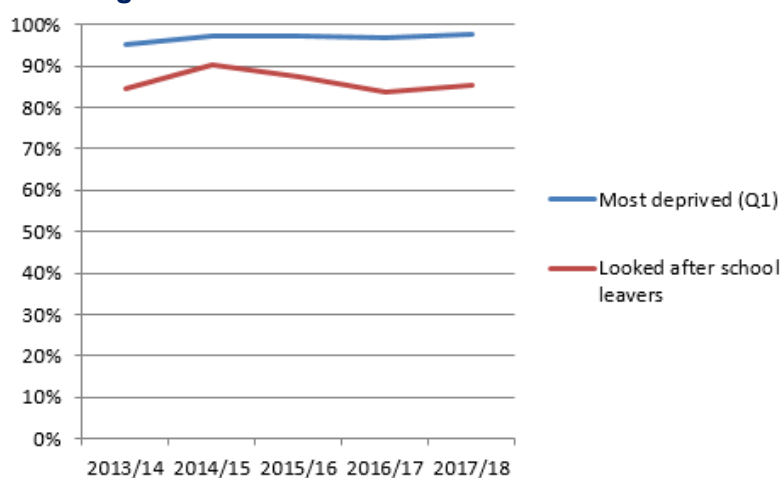
Improving attainment for care-experienced young people

In the academic session 2017-18, 61 City of Edinburgh leavers were classified as “Looked After Children” (LAC) compared to a national figure of 1012.

28 of these young people left school by the end of S4; 22 by the end of S5; and 11 by the end of S6.

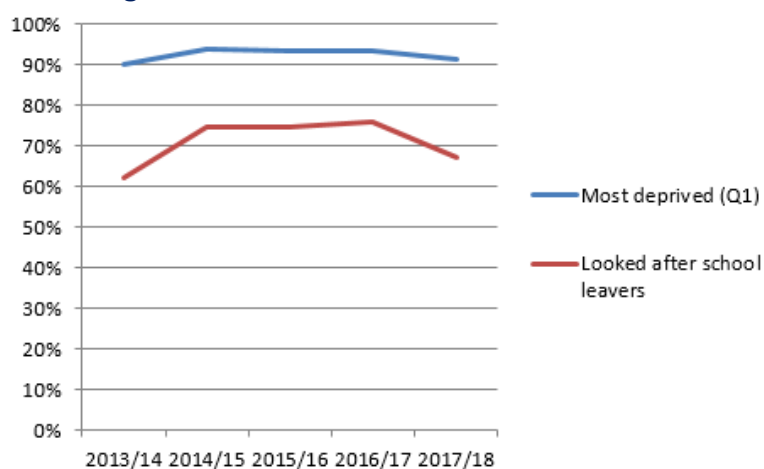
The graphs below compare the attainment of LAC leavers in City of Edinburgh with the attainment of leavers in City of Edinburgh from the most deprived area, for the past five sessions. The measures used are achieving one or more award at each of SCQF level 3, 4 and 5.

Figure 9: leavers achieving one or more level 3



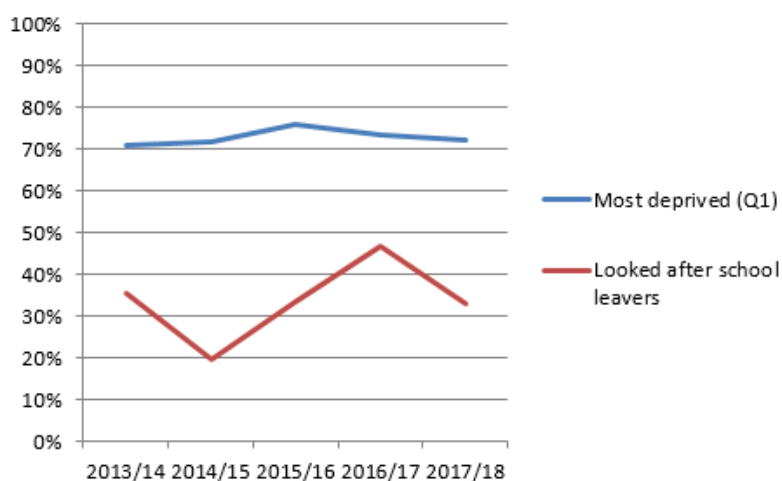
	2013/14	2014/15	2015/16	2016/17	2017/18
Most deprived	95%	97%	97%	97%	98%
Looked after school leavers	84%	90%	87%	84%	85%

Figure 10: leavers achieving one or more level 4



	2013/14	2014/15	2015/16	2016/17	2017/18
Most deprived	90%	94%	93%	94%	91%
Looked after school leavers	62%	75%	75%	76%	67%

Figure 11: leavers achieving one or more level 5



	2013/14	2014/15	2015/16	2016/17	2017/18
Most deprived	71%	72%	76%	74%	72%
Looked after school leavers	36%	20%	33%	47%	33%

Improvements

- There is a slight improvement at level 3 by this measure.

Areas of concern

- Figures at levels 4 and 5 have decreased.
- There is no clear pattern over time.

Actions

- All Edinburgh Learns Frameworks contain specific guidance or actions to raise awareness and improve quality of service for this cohort
- All Professional Learning delivered by Edinburgh Learns Teaching and Learning Team focuses on the specific needs of care experienced in terms of ethos, differentiation and support
- All Supported Self Evaluation (local authority reviews) will feature tracking of care experienced pupils by the review team – this will be reviewed by the EL Quality Improvement Strategic Group
- All schools are required to track, monitor and report the attendance and attainment of care experienced youngsters through the authority database.
- All secondary schools will review arrangements for Pupil Support Groups to ensure appropriate tracking of wellbeing and inclusion needs for this cohort
- All frontline staff (including teaching, support and social workers) will be made aware of the specific needs of this group through the new promotional film and actions within the Care Experienced Fund
- Identified youngsters (S3-S6) in selected schools will have an MCR Pathways Mentor
- Identified youngsters (S1 and S2) in selected schools will access supportive group work

Appendices

Appendix 1

The new attainment measures

Prior to Curriculum for Excellence it was standard practice for all pupils in S4 to be presented for SQA qualifications at appropriate levels. Under CfE schools and partners are able to offer greater personalisation and choice in the Senior Phase (S4 to S6) in a range of ways, for example by designing the Senior Phase as a three-year experience rather than planning each year separately, or by delivering qualifications over a variable timeframe in response to young people's needs and prior achievements.

It is therefore important that we look at the attainment of young people at *the point of exit* from school (leavers), not at some specific point during their school career (e.g. in S5) or in specific qualification types (e.g. Highers). *Insight* analyses the attainment of school leavers (combining those from S4, S5 and S6) against a number of attainment measures. The four key measures now used for measuring the attainment of leavers are:

- **Improving Attainment in Literacy and Numeracy:** the percentage of leavers attaining literacy and numeracy at SCQF level 4 or better and SCQF level 5 or better;
- **Increasing Participation:** the percentage of leavers achieving a positive initial destination (approximately three months after leaving school);
- **Improving Attainment for All:** the average total tariff points of leavers based on the attainment of the lowest performing 20%, middle 60% and highest 20%.

The table below shows the tariff points carried by each SQA qualification.

Course	Result	Tariff Points
National 3	Pass	12
National 4	Pass	33
National 5	A	84
	B	74
	C	64
	D	59
Higher	A	204
	B	182
	C	160
	D	149
Advanced Higher	A	480
	B	440
	C	400
	D	380

- **Attainment Versus Deprivation:** tackling disadvantage by improving the attainment of pupils from the most deprived areas relative to pupils from the least deprived areas: the average total tariff points of leavers, by decile, using the Scottish Index of Multiple Deprivation (SIMD).

The Virtual Comparator

Instead of comparing schools with each other, *Insight* creates a Virtual Comparator for each school in order to measure progress. The Virtual Comparator is created by matching each pupil in a school to ten other pupils from across Scotland, randomly selected to match the pupil in terms of age, gender, level of additional support needs and SIMD decile.

National Improvement Framework – measures for Senior Phase

In 2018 three measures were agreed for use in measuring progress in closing the poverty-related attainment gap. These measures involve comparing the performance of school leavers from the 20% most-deprived areas in Scotland (SIMD quintile 1) with those from the 20% least-deprived areas (SIMD quintile 5).

The measures focus on school leavers achieving one or more awards at SCQF levels 4, 5 and 6.

Appendix 2

List of SQA qualifications included in Scottish Credit and Qualifications Framework.

SCQF level	Qualifications included
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Level 3	National 3
---------	------------

Level 4	National 4
---------	------------

Level 5	National 5
---------	------------

Level 6	Higher
---------	--------

Level 7	Advanced Higher
---------	-----------------

Note that there are other (ungraded) qualifications which also accrue tariff points on Insight, for example National Progression Awards.

Appendix 3

Education Scotland scale for evaluating performance:

Excellent	Outstanding or sector leading	(Level 6)
Very Good	Major strengths	(Level 5)
Good	Important strengths with areas for improvement	(Level 4)
Satisfactory	Strengths just outweigh weaknesses	(Level 3)
Weak	Important weaknesses	(Level 2)
Unsatisfactory	Major weaknesses	(Level 1)

Education, Children and Families Committee

10am, Tuesday, 21 May, 2019

Response to Incident Survey

Item number
Executive/routine
Wards
Council Commitments

1. Recommendations

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

1.1.1 note the update following the deputation to December Committee by the Educational Institute of Scotland (EIS).

Alistair Gaw

Executive Director, Communities and Families

Contact: Lorna Sweeney, Schools & Lifelong Learning Senior Manager Quality, Improvement & Curriculum

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Report

Response to Incident Survey

2. Executive Summary

- 2.1 This report provides an update following the deputation to December Committee by EIS, "to consider the findings in the survey and report back to the next Committee on proposed changes and improvements which can be made."

3. Background

3.1 Effective Guidance, Procedures and Professional Learning

In session 2016/17 a working group of officers and Headteachers, chaired by the then Inclusion Officer (Seconded Depute Principal Psychologist) began to support the development of Inclusive Practice across the city. This work continued from extensive prior work on inclusion and Additional Support for Learning and is based on the core principal that when children are appropriately included, they are less likely to feel stressed and therefore to act out. Most recently this group has developed the following guidance:

3.1.1 Procedures on Flexible and Alternative Timetables

3.1.2 Procedure for Managing Risk (including Weapons in Schools)

4. Main report

- 4.1 A review of practice in line with recommendations from Education Scotland as completed and is detailed in the Policy on Included, Engaged and Involved. This is presented at the March 2019 Committee.
- 4.2 As part of the overall strategy to raise attainment across the city, Edinburgh Learns, it was recognised that an overarching framework and strategic group were required to ensure that advice, professional learning, research and reporting to committee were brought in line with the other key drivers, such as

Teaching and Learning and Equity. This Framework will be presented to Committee in May 2019.

- 4.3 In summary, we believe we have ensured sufficient contemporary, high quality guidance on inclusion to meet the needs of learners to fulfil the vision of Child-Friendly Edinburgh. Embedding the guidance and ensuring that it meets its stated aims will be overseen by various processes and groups
- Edinburgh Learns Strategic Group on Inclusion
 - Health and Safety Committee
 - LNCT
- 4.4 As well as developing our approaches to prevention, we recognise that instances of physical harm can and do occur. Use of corporate policies and procedures was highlighted as an area that required a refreshed approach. Following discussions with the teaching unions at LNCT, the service immediately took action to ensure that all schools communicated the key actions in connection with the SHE Portal, in posters and meetings with staff.
- 4.5 A short-life working group of officers, school leaders and unions was also convened to examine all of the above guidance on inclusion and corporate policy. This group concluded that there was sufficient guidance in place, but that a process map should be produced to show how the guidance linked and was related. This work is almost complete and will be issued to schools within the next cycle, accompanied by events for practitioners to raise awareness and develop capacity on inclusion and risk management. The details of this will be agreed by this short-life working group.

4.6 Strategic Planning to meet the needs of the learner population

In response to feedback from Headteachers, Alistair Gaw convened a review of practice and requested the establishment of 4 workstreams:

- 4.6.1 The creation of an overarching statement on Inclusion for school handbooks (appendix 1)
- 4.6.2 A mapping of all resources available to schools
- 4.6.3 A National Good Practice Group to assess provision elsewhere in Scotland
- 4.6.4 A pilot of alternative resourcing arrangements in clusters of schools

These groups will complete their recommendations by the end of the session.

4.7 Appropriate Resources and Interventions

In line with the expectations of GIRFEC and the Developing the Young Workforce policies, there is an increasing understanding of the need to provide alternative curricula, resources and learning pathways. Many schools have developed approaches but more requires to be done to support learners who

learn better in alternative environments, such as the outdoors and work placements.

5. Next Steps

- 5.1 These groups will complete their recommendations by the end of the session.
- 5.2 Currently we are developing Forest Schools for the primary sector, Wellbeing Academies, Nurture and Inclusion Hubs in the secondary sector. This is accompanied by enhanced offer of pathways with partners such as Edinburgh College or our own Foundation Apprenticeship in Early Years (due August 19).
- 5.3 The Edinburgh Learns Strategic Groups on Pathways, Equity and Inclusion will report to Committee on progress in each of these areas as part of the annual reporting mechanism
- 5.4 Our schools are inclusive communities of learning. To make this work for all learners and staff we are striving to provide:
 - 5.4.1 Effective guidance, procedures and professional learning for staff to support inclusive practice
 - 5.4.2 Strategic planning to meet the needs of the learner population
 - 5.4.3 Appropriate resources and interventions

6. Financial impact

- 6.1 There is no financial impact arising from this report.

7. Stakeholder/Community Impact

- 7.1 This report refers to the co-production of guidelines formed through negotiation of management, professional associations and unions.

8. Background reading/external references

- 8.1 None

9. Appendices

- 9.1 Appendix 1 Inclusion Statement

Appendix 1 Inclusion Statement

In Edinburgh children and young people are at the heart of our vision for the future.

As an inclusive community we work with parents, carers and, where appropriate, partner agencies to support all children and young people.

Working together we help children and young people develop understanding about relationships, respect, teamwork, honesty, fairness, patience, and compassion. We do this by offering interesting and relevant learning experiences, by providing our staff with the training and resources they need and by working with the whole community to accept and care for one another. This isn't always easy, but we believe it is essential so that our children and young people understand the people they meet and learn how to work together to handle setbacks and difficult situations throughout their lives.

When children and young people experience adverse events or as a response to their additional support need, they let us know by reacting in different ways. This can present difficulties for those around them. By working together, by understanding the cause and working out solutions, we can find a way to solve or deal with a problem. If it takes time to get over a problem we will work with a child, young person, and their family to work out the best way forward. This may involve making adaptations and providing additional support or in exceptional circumstances identifying a change of environment.

We recognise that we all experience difficult times and that everyone deserves the best possible care and support. In Edinburgh we support children and young people to learn in different ways according to their needs. As children and young people learn, some require more support than others do". This need for support arises for a variety of reasons including learning difficulties, challenges with emotional regulation and social communication issues. We must meet the needs of all our students in a fair, compassionate, and proportionate way.

In considering how to support all children and young people reach their full potential it may not always be possible to arrive at a resolution all parties agree. However, we will listen to any parent, young person, child or member of staff and work together to resolve difficulties.

We are committed to do all we can to make Edinburgh an inclusive place to live and learn.

Education, Children and Families Committee

10am, Tuesday 21 May 2019

Edinburgh Learns: Equity

Actions to improve outcomes for children in poverty

Item number
Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
- 1.1.1 note the areas of improvement in equity in Edinburgh schools.
 - 1.1.2 note the wide range of strategies and resources that are deployed to raise attainment, support equity and achieve excellence in schools and with partners.
 - 1.1.3 agree to receive further annual reports on Edinburgh Learns: Equity.
 - 1.1.4 note the continued hard work of pupils, staff, partners, communities and families to support the successful delivery of National Improvement Framework priorities 1 and 2 (see Appendix 2).

Alistair Gaw

Executive Director, Communities and Families

Contact: Lorna Sweeney, Schools & Lifelong Learning Senior Manager Quality, Improvement & Curriculum

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Report

Edinburgh Learns: Equity

2. Executive Summary

- 2.1 This report provides a summary of the work of the Quality Improvement Team, primary and secondary schools (including those in the Scottish Attainment Challenge Schools Programme) to support and improve equity in learning and attainment. This includes additional staffing, resources, programmes and interventions funded by Pupil Equity Funding.
- 2.2 The Edinburgh Learns: Equity framework (Appendix 1) is a key strand of the City of Edinburgh's Raising Attainment strategy.
- 2.3 Areas for further improvement are also identified in the report and include:
 - 1. To continue to measure the impact of interventions to support equity and the impact on outcomes for children experiencing poverty at regular intervals.
 - 2. To continue to focus on improving outcomes for the most disadvantaged pupils, in particular those who are Care Experienced (Looked After Children and Young People) and Young Carers.

3. Background

- 3.1 This report provides the members of the Education, Children and Families Committee with a summary of the key outcomes from key workstreams in relation to equity in City of Edinburgh Council primary and secondary schools and establishments for academic session 2017-18. The local authority and head teachers are fully engaged in improving equity at school level and working together with other schools, officers and partners to achieve this.
- 3.2 The Edinburgh Learns: Equity framework has been written collaboratively. A strategic group tasked with continuing governance is chaired by a Quality Improvement Education Officer (Equity).

4. Main report

4.1 Monitoring Progress

This session all schools set out their plans to raise attainment and improve equity in their Standards & Quality and Improvement Plan. This included the use of funds specifically designed to improve outcomes for children in poverty, the Pupil Equity Fund.

The yearly Attainment Report completed by schools included additional prompts on the attainment and achievement of identified equity groups, on their participation, and on parental engagement. Additional data was provided to schools on attainment in the Broad General Education, exclusions and attendance over time, in comparison with city and national averages. This has led to a better quality data set and richer use of data to inform next steps.

4.2 Attainment versus Deprivation

The Scottish Government's National Improvement Framework (NIF) identified a suggested "basket of measures" in 2017 with which to measure progress in closing the poverty-related attainment gap in Scottish schools. In the BGE, the gap is measured by comparing the performance of those pupils from the 20% most deprived areas of the country (SIMD quintile 1) with those from the 20% least deprived (SIMD quintile 5).

The tables below show this "gap" for pupils in the BGE, sessions 2016-17 and 2017-18. If the gap is narrower for a measure in 2017-18 than it was in 2016-17, the cell is highlighted in **green**; likewise, if the gap has increased, this is highlighted in **red**.

Table 1: the attainment gap in literacy: reading

Reading	2016-17			2017-18		
	Q1	Q5	Gap	Q1	Q5	Gap
P1	69%	92%	23%	71%	92%	20%
P4	65%	90%	25%	67%	92%	24%
P7	65%	90%	25%	65%	91%	26%
S3 (Third Level)	78%	94%	16%	83%	96%	13%
S4 (Fourth Level)	37%	66%	29%	43%	77%	34%

Table 2: the attainment gap in literacy: writing

Writing	2016-17			2017-18		
	Q1	Q5	Gap	Q1	Q5	Gap
P1	69%	92%	23%	66%	91%	25%
P4	57%	86%	28%	62%	87%	26%
P7	57%	85%	29%	58%	88%	30%
S3 (Third Level)	76%	93%	17%	83%	96%	13%
S4 (Fourth Level)	36%	66%	30%	43%	76%	33%

Table 3: the attainment gap in numeracy

Numeracy	2016-17			2017-18		
	Q1	Q5	Gap	Q1	Q5	Gap
P1	75%	94%	19%	75%	93%	18%
P4	65%	88%	23%	65%	90%	25%
P7	60%	87%	27%	64%	88%	24%
S3 (Third Level)	80%	96%	16%	84%	97%	13%
S4 (Fourth Level)	34%	74%	40%	39%	85%	46%

Table 4: the attainment gap in the Senior Phase

(Baseline data from Insight)

	1@L4	1@L5	1@L6
Most deprived 30%	93.54%	71.85%	42.94%
Middle 40%	96.19%	85.19%	58.39%
Least deprived 30%	98.68%	95.20%	83.30%
'Gap'	5	23	40

4.3 Analysis of gap data

It is important to acknowledge that the effects of interventions to raise attainment and narrow the gap must be given time to embed and show impact. A period of 3-4 years is suggested as an appropriate timescale.

Tables 1-3 for the Broad General Education show a narrowing of the gap for all aspects of literacy in P4 and S3 (Third Level), and for numeracy in P7 and S3 (Third Level). In most of the stages for writing, the gap has widened.

The relatively stagnant performance in P1 and P4 numeracy is of concern; note the gap in P1 numeracy has only narrowed because of a drop in performance at quintile 5. The widening of the gap in both literacy and numeracy for S3 (Fourth Level) is of concern, though it should be noted that in each case the performance at quintile 1 has increased from 2016-17 to 2017-18.

Table 4 for the Senior Phase shows that the gap widens as the SCQF level of the qualification increases. (Note: L4 equates to National 4, L5 to National 5 and L6 to Higher)

4.4 Actions to support further improvements in addressing the academic attainment gap

Edinburgh Learns

The main driver in Edinburgh Learns is the improvement of teaching and learning in our schools. This will improve the performance of learners in literacy and numeracy in the broad general education. A team of expert practitioners has started to offer high quality professional learning which will be expanded next session.

To improve the gap in the senior phase, a better range of courses and programmes needs to be offered. The Edinburgh Learns Pathways Framework will provide schools with guidance on how to achieve this.

Stretch Aims: In September 2018 schools were issued with a “data pack” which gave an analysis of BGE attainment by QIMD quintile for each school, for sessions 2016-17 and 2017-18. Accompanying this data were “stretch aims” for each school, by SIMD quintile, which were based on the national stretch aims set by the Scottish Government as part of the National Improvement Framework. These aims are set for session 2019-20 and staff will be encouraged and supported to use the data to identify and address the “gap” as it relates to their own school over the coming two academic sessions.

Raising Attainment in Writing: The gap in writing is being addressed by the Edinburgh Learns: Raising Attainment in Writing Strategy. There are 8

primary schools and 2 secondary schools involved in a pilot of a research-based approach using 10 identified principles of teaching writing effectively (see Appendix 3).

High-quality professional learning has been delivered to staff from the pilot schools and 250 further staff between September-November 2018. This has been very positively evaluated.

The year 1 pilot project is due to culminate in May 2019, whereupon the approach and data gathered will be fully evaluated by the CEC Raising Attainment in Writing Group, chaired by Quality Improvement Education Officers (Primary/Secondary Literacy) and includes Literacy Development Officer, primary head teacher, secondary curricular leader of English, Media and Literacy, Education Scotland Attainment Advisor, Educational Psychologist and teacher of English as an Additional Language. Each pilot school is “mentored” by a member of the group.

Empowerment and Collaboration: In line with current Scottish Government and COSLA guidance on Empowerment, the Quality Improvement & Curriculum Service works in partnership with school leaders, practitioners and representatives from other service areas in the planning, delivery and governance of the Edinburgh Learns frameworks.

Learner Voice

Children and young people attend the Edinburgh Learns: Equity strategic group. This provides a forum for them to share their views and influence thinking. Senior pupils from Gracemount High School, for example, recently shared their work to reduce the stigma of financial hardship, of their school as a Rights Respecting School, of their shared understanding of positive destinations and their very strong feeling that no destination is given prominence over any other. The group was left in no doubt that Gracemount’s ethos was about what was the best option for every individual. Children from Castleview Primary School will present at the next meeting in May 2019.

Quality Improvement Education Officers are often involved in carrying out pupil focus groups in school which creates an opportunity for young people to share their views on equity. The chair of the Edinburgh Learns: Equity group has shared professional learning on Learner Participation and is a “What Kind of Edinburgh” Champion, which is a mechanism through which learners’ views can continue to shape Edinburgh’s strategic approach to equity in schools.

4.5 Looked After Children (LAC)

In session 2018-19 the number of children classified as “looked after” (LAC) in P1, P4, P7 and S3 within CEC were as follows:

P1 – 41 pupils; P4 – 49 pupils; P7 – 51 pupils; S3 – 76 pupils.

This gives a total of 217 pupils classified as LAC for whom we have available

attainment data in terms of CfE levels as reported to the Scottish Government.

The number of “care experienced” children will of course be higher than is recorded formally here. At present, schools are asked to analyse data for Looked After Children (LAC) with a continuous focus on support and improving their outcomes. All head teachers are aware that this remains a priority.

Research-based advice for school leaders as to how best to continue to support the attainment and achievement of LAC pupils is clearly set out in Edinburgh Learns: Equity.

Graphs comparing the attainment of LAC pupils in City of Edinburgh with the attainment of all pupils in CEC education, and with those pupils living in the 20% most deprived areas according to SIMD, at P1, P4, P7 and S3 (Third Level) stages can be found in Item 7.8 – Educational Attainment in the Broad General Education for Primary and Secondary Schools –Education, Children and Families Committee, October 2018.

(http://www.edinburgh.gov.uk/meetings/meeting/4553/education_children_and_families_committee)

It is clear that the attainment of LAC children is consistently lower than that of those living in the most deprived areas, with a gap widening at S3. Raising attainment for care-experienced learners remains a high priority. Both the Edinburgh Learns: Inclusion and Edinburgh Learns: Equity frameworks contain clear guidance that all schools should prioritise to implement. The strategic groups oversee implementation and agree amendments, for example new advice from Education Scotland.

The new Care Experienced Young People Fund will be used to raise attainment for this group of learners. A separate report will be published to demonstrate the plan and intended impact of interventions.

4.6 Child Poverty Action Plan

Both the chair of the Edinburgh Learns: Equity Group and a further member of the Equity group, the head teacher at Craigroyston High School, are on the CEC Child Poverty Action Group, which is working towards a draft action plan to reduce and tackle child poverty. This demonstrates the willingness of all stakeholders to work towards this aim in a collaborative manner. The Edinburgh Learns: Equity group would welcome the opportunity to support and promote key strategic actions from this plan when it is complete.

4.7 Wider Achievement versus Deprivation

Almost all schools have indicated in their Attainment Report that Pupil Equity Funding is being used to support the building of cultural, social and emotional capital for children and young people experiencing poverty-related

disadvantage. Funding is no longer considered a barrier to accessing opportunities.

Many schools are beginning to track and monitor wider achievement for identified equity groups more effectively and strategically, and many use the Leuven Scale to measure learner engagement in the classroom. The authority tracking and monitoring database will be rolled out across all schools to ensure consistency of approach.

A significant number of schools have used this funding to “poverty proof” school activities, in line with the guidance from the “1 in 5” approach. This includes providing free access for identified groups or individuals to residential experiences, school trips and extra-curricular clubs, including those provided by Active Schools. Many schools are increasingly seeking innovative and creative ways to engage with business and community partners to support their endeavours.

Fully-funded breakfast and after-school/homework club places are made available to those with the greatest need. Schools are working closely with Community Learning and Development partners to engage families in and refer families to the Discover! programme of funded, planned activities and meals over holiday periods.

The recycling of pre-loved uniform and sports kit, recycling books, the provision of free, healthy snacks, being mindful of the need for “inclusive” school proms and other celebratory events, keeping donations for dress-down days voluntary without a “recommended amount” are all evident across the school estate.

Some schools are reporting the positive impact of initiatives based on outdoor learning, gardening and Forest Schools/Kindergarten on identified groups in terms of supporting mental health.

Based on data gathered from school Standards and Quality reports June 2018 (which will be gathered again in June 2019), it is clear that literacy and numeracy approaches are being enriched and expanded, and this includes an offer of social and cultural activities leading to wider achievement. Schools continue to target their offers effectively to those facing poverty-related barriers to learning and achievement.

Some schools have appointed Literacy and Numeracy Development Officers to support this and work closely with learners and families facing significant poverty-related barriers to learning. There is practice which demonstrates how parents can be included in supporting literacy – from co-designing a school library, to reading groups targeted at fathers, to “Books for Breakfast” and “Bedtime Stories” initiatives, to making the school library available to parents and carers at the end of the school day.

Children and young people's engagement in national initiatives such as the First Minister's Reading Challenge (primary and secondary) are considerable. The development of "junior librarians" in several primary schools is underway. Author visits and excursions to the Edinburgh Book Festival "for all" are taking place. Read, Write, Count resources are distributed and used widely.

4.8 Impact of Pupil Equity Funding

Schools continue to use the National Improvement Framework drivers and local authority advice and guidance to plan their Pupil Equity Funding spend. Quality Improvement Officers and the Education Scotland Attainment Advisor are currently engaging in support and challenge visits to a sample of schools. The results will be reported to the Edinburgh Learns Equity Strategic Group.

In addition, a comprehensive survey (PEF Planning for Improvement and Impact Analysis) of all primary, secondary and special schools was issued to support planning for improvement and impact analysis. This allowed better understanding of what is working well and what barriers continue to exist for schools in making use of this funding stream.

Data gathered is as follows:

Which of the three organisers for Equity did you plan to develop with this intervention?

Learning and Teaching	Leadership	Communities and Families
271	35	91

The majority of interventions being delivered are designed to strengthen learning and teaching.

Please confirm if the planned intervention will demonstrate success in any of the following ways:

Attainment	Attendance	Lates	Increased inclusion/reduced exclusion	Participation	Engagement (of pupils in classes)	Engagement (of parents in school)
242	120	77	133	259	305	130

The use of Education Scotland's 5 key measures of impact of intervention is embedded; further advice and guidance can be found in Edinburgh Learns: Equity (see appendix 1).

How did you plan to address these objectives?

Human resource e.g. appointment of DO or SDO, additional hours provided by SLT	Material resource e.g. IT or other learning resource	Activity e.g. attendance at external provision	Intervention e.g. workshops delivered in school	Other
260	173	72	150	39

Schools are identifying the right person to lead each intervention; many schools have appointed a Development Officer or Senior Development Officer to coordinate PEF/SAC.

Were services provided through:

The school	City of Edinburgh Council	External procurement	Partnership working with other agencies
236	45	61	48

The PEF Procurement Framework ensures that external providers meet core requirements in providing a service to schools through PEF. An example of a City of Edinburgh Council service would be the Wellbeing Academy, an upskilling training programme for newly-appointed Pupil Support Officers. It is clear that schools are being innovative with existing school resources in terms of improving outcomes for children and young people in poverty.

It should be noted that, at the time of survey, 62% of interventions had progressed well without barriers. The remaining 38% of interventions also progressed but with some barriers to the pace of this progress. A key action taken to remove these barriers included a review of the HR service and introduction of an online Ask HR portal. Fewer schools continue to report issues with HR and procurement, both of which have been identified nationally as areas of challenge with the Scottish Attainment Challenge itself. There is an improving picture but removing barriers to recruitment remains an ongoing priority for the local authority.

Case studies:

Tynecastle High School

Tynecastle High School has used PEF to support their ongoing poverty-proofing work and focus on equity for all. One of the initiatives having a measurable impact is the recently launched Breakfast Club, providing a healthy start to the day. Well-supported by a Pupil Support Officer, whose post is funded by PEF, the school is able to track and monitor uptake across SIMD deciles and target those who would benefit from attending. Other initiatives such as a recent “formal wear” donation campaign aiming to provide suitable attire for Christmas dances and prom, the school’s provision of free feminine hygiene products, and the usage of local business partnerships show the school’s commitment to equity. PEF has enabled the school to increase staffing to support the continuing implementation of the school’s Digital Learning Strategy, which includes equity of resource provision. More recently, Brilliant Club, a STEM initiative to raise aspiration, and the appointment of a Development Officer of Outdoor Learning has continued to enrich the curriculum for identified learners. Participatory Budgeting has been used for the second year; young people have chosen health and wellbeing for investment and are leading this work.

Juniper Green Primary School

Juniper Green Primary School has used PEF to support literacy, numeracy and health and wellbeing effectively. In the Nursery, independent numeracy learning has been enhanced by an outdoor number track in the playground and all Nursery staff have attended Word Boost training sessions, using this professional learning to develop vocabulary further. For the second year, Juniper Green has run a mentoring project for children in SIMD deciles 1 and 2 who had a negative trend to their attainment. 19 children were matched with either staff or volunteers who met with them for 1 hour each week from October-April. The volunteers and staff were trained by the PT; all mentees showed improvement for the indicator 'I am confident about my ability in this area of learning'. Mentees' wellbeing indicators such 'I can persevere'; 'I feel confident' have also shown an improvement. Further to this, PEF was used to fund and staff a Study Club and also to set up and run a Nurture Base this session, used at break and lunchtimes as the "Place to Go" an indoor and outdoor space for children with ASN or social and emotional challenges. Engagement and participating have improved for all pupils. A Home Link service for parents, with parental home visits and a support booklet, was also established.

4.9 Impact of Scottish Attainment Challenge (Schools Programme)

Schools report positively about the progress and impact of the majority of their planned outcomes within the Scottish Attainment Challenge Schools Programme. Supported by the Attainment Advisor, almost all SAC schools show strength in distributed leadership, innovative uses of staffing and more diverse roles being given to pupil support assistants with appropriate training. Almost all SAC schools have

- reported measurable success in parental engagement with their child's learning and a more equitable parental role
- improved skills in using qualitative and quantitative data and have improved data tracking mechanisms
- as a result of increased awareness of the impact of poverty, reported staff being more inclusive in their practice. Teacher mentoring programmes have enabled staff to engage with pupils in a way which has led to a deeper understanding of their circumstances. In turn, pupils' ability to learn in school has then improved
- increased nurture provision. This is leading to reduced exclusion with one secondary school achieving its lowest exclusion figures in 5 years.

- Focused on improving early level pedagogy in primary schools to ensure children's needs are more closely met through play-based learning. This is at an early stage of development but it is beginning to impact positively on attainment in most primary schools.

Challenges experienced are due to changes in leadership in some of the SAC schools, ongoing difficulties with recruitment and cover for absence, and the complex nature of the barriers faced by some children and young people who attend SAC schools.

4.10 Professional Learning

Within Edinburgh Learns: Equity there is emphasis on supporting Head teachers and school leaders at all levels to ensure that all staff, including support staff, access regular, appropriate training, professional reading, established professional development programmes (local and national) and learning opportunities.

The recently-formed Edinburgh Learns Team will support schools to improve the quality and inclusivity of learning and teaching approaches in the classroom.

All school staff, including support staff, have an increased familiarity with relevant data for their school and their learners, including SIMD information. The importance of an inclusive ethos is emphasised at all key learning and network events.

The South East Improvement Collaborative (SEIC) ran a successful event on parental engagement for school leaders in November 2018. Evaluations are currently being collated. The keynote speaker at this event was Dr Janet Goodall, University of Bath.

A further SEIC event for practitioners is planned for March 2019. The focus will be on pedagogy for equity, empowerment and collaboration.

5. Next Steps

- 5.1 All City of Edinburgh schools will continue to have National Improvement Framework Priority 2 (closing the gap) on their improvement plan.
- 5.2 Continue to implement and embed the guidance provided in the Edinburgh Learns Frameworks for Equity through the oversight of the Equity Strategic Group.
- 5.3 Ensure close working with all other Equity workstreams across the council, for example Single Outcome 4 Equity Group and Corporate Parenting Attainment sub-group.

- 5.4 Ensure clear links with South East Improvement Collaborative Equity workstream and officers.

6. Financial impact

- 6.1 There are no financial implications contained in this report.

7. Stakeholder/Community Impact

- 7.1 There are no adverse impacts arising from this report. No regulatory implications require to be considered.

8. Background reading/external references

- 8.1 Item 7.5 - Raising Attainment - Frameworks for Learning.pdf – Reports, Education, Children and Families Committee, March 2018
http://www.edinburgh.gov.uk/meetings/meeting/4345/education_children_and_families_committee
- 8.2 Item 7.8 - Educational Attainment in the Broad General Education for Primary and Secondary Schools –Education, Children and Families Committee, October 2018
http://www.edinburgh.gov.uk/meetings/meeting/4553/education_children_and_families_committee

9. Appendices

- 9.1 Appendix 1 – Edinburgh Learns: Equity A5 Booklet
- 9.2 Appendix 2 – National Improvement Framework 2019 Priority 2
- 9.3 Appendix 3 – City of Edinburgh Raising Attainment in Writing Strategy visual

EdinburghLearns

Equity



Teaching and Learning

Teaching and Learning remains the single most important feature for dynamic school improvement.

Key features of excellent classroom practice which support equity in learning include:

- * A reflective, pedagogical culture in every classroom with explicit AifL, Skills and Differentiation
- * A clear cycle of planning, teaching and assessment in every classroom
- * Collaborative, professional enquiry approaches to classroom improvement
- * Moderation which informs all classroom practice
- * Assessment Arrangements are in place for learners with additional support needs who require support to demonstrate their learning



Families and communities

Promoting partnerships with families and parents in all aspects of their children's learning will support equity.

Key actions to support the promotion of equity through excellent partnership working with families include:

- * Parents being involved and engaged in a range of ways to support learning and school improvement
- * Staff understanding and respecting the social, economic and cultural context in which they work
- * Staff having secure understanding of impact of their own and the learners' social context on children's learning
- * Nurture being highly valued and consistently applied
- * Staff taking action to reduce impact of poverty



Leadership

A culture of leadership where there are shared strong values, clear vision and high ambition for all will support equity in learning.

Strong leadership for equity will include the following key features:

- * Leaders who value and respect the community
- * High quality teaching and learning being constantly developed
- * A culture of self-evaluation underpinning all improvement activity
- * Collaboration embedded at all levels: cluster, authority and Regional Improvement Collaborative
- * Intelligent use of data: data literacy and numeracy skills well-developed in all staff
- * Effective management of resources to promote equity



Appendix 2

National Improvement Framework 2019

Our vision for education in Scotland

- **Excellence through raising attainment:** ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and
- **Achieving equity:** ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

We need Scottish education to deliver both **excellence** in terms of ensuring children and young people acquire a broad range of skills and capacities at the highest levels, whilst also delivering **equity** so that every child and young person should thrive and have the best opportunity to succeed, regardless of their social circumstances or additional needs.

We want to develop with our partners an empowered and collaborative system, where everyone's contribution is heard and valued and improving children and young people's outcomes is at the heart of everything we do.

Key priorities of the National Improvement Framework

- **Improvement in attainment, particularly in literacy and numeracy**
- **Closing the attainment gap between the most and least disadvantaged children and young people**
- **Improvement in children and young people's health and wellbeing**
- **Improvement in employability skills and sustained, positive school-leaver destinations for all young people**

Writing Strategy Visual



Key Research and Resources

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/183390/DfE-RR238.pdf
<https://literacyforpleasure.wordpress.com>
<https://educationendowmentfoundation.org.uk/school-theme/literacy>
http://www.nwip.org.uk/uploads/517/512/517522719/poster_right_to_write2.pdf

Education Children and Families Committee

10am, Tuesday, 21 May 2019

Edinburgh Learns: Framework for Digital Learning

Item number
Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 approve the Edinburgh Learns Framework for Digital Learning, to develop and extend digital learning across the City
 - 1.1.2 note the need for partnership working
 - 1.1.3 note the adherence to commitment on improving equity
 - 1.1.4 request a report in December 2019 which details the progress made on the implementation of the digital strategy. This should focus on any technical difficulties encountered with the infrastructure and any technical support required as identified by the officer working group including cluster technicians, school budgets and the affordability of hardware, and wifi access at home.

Alistair Gaw

Executive Director Communities and Families

Contact: Lorna Sweeney, Senior Education Manager

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

Framework for Digital Learning

2. Executive Summary

- 2.1 Part of the Edinburgh Learns suite of guidance, this report details how attainment will be raised across the city's schools through improved teaching and learning, using digital technologies. It specifies the actions required at all levels to consistently and sustainably provide digital access and emphasises the need for close partnership working and the requirement to ensure equity of access.

3. Background

- 3.1 The use of digital technology is an essential part of life and learning. Evidence shows that where it is planned for strategically, and seen as complementary to learning and teaching, the impact on learners is strong¹. This Edinburgh Learns Framework provides an extensive research base, and clear guidance for officers, teachers and Headteachers on how to achieve consistent high quality digital learning in schools. It makes explicit reference to current Education Scotland advice and is based on a legacy of good practice in certain schools across the city.

4. Main report

- 4.1 Research clearly shows the benefits of well-planned, equitable use of digital technology to enhance learning (Appendix p4-6).
- 4.2 The views of previous ECF Committee (2015) show approval for the use of a 1:1 approach as 'the most equitable way to embed information and communication technology.'
- 4.3 The Framework follows guidance detailed in the Digital Learning and Teaching Strategy for Scotland namely:
- 4.3.1 to develop the skills and confidence of educators in the appropriate and effective use of digital technology to support learning and teaching.
 - 4.3.2 to improve access to digital technology for all learners.

¹ HMI report on Tynecastle High School 2018

- 4.3.3 to ensure that digital technology is a central consideration in all areas of curriculum and assessment delivery.
- 4.3.4 to empower leaders of change to drive innovation and investment in digital technology for learning and teaching.
- 4.4 To achieve this officers will support schools to work together with their cluster to define their strategy; they will work with colleagues to ensure that schools have the appropriate hardware and improved network; and they will develop professional learning that can be easily accessed and disseminated.
- 4.5 This will require improved communication and planning with our digital partners, currently CGI, as well as better arrangements to provide equitable technical support to schools.
- 4.6 In common with other Edinburgh Learns Frameworks, the guidance will be kept under review by a Strategic Group of school leaders, stakeholders and officers. This group will report annually to this Committee on progress.
- 4.7 To ensure full success, a Quality Improvement Officer has been remitted to oversee the delivery of this framework and to make the necessary links with services and partners.
- 4.8 The devices used in the delivery of digital learning are a factor considered in this strategy. The overwhelming majority of schools have followed previous guidance and deliver a 1:1, school managed approach. The consideration of the Council to trial 'Bring Your own Device' is still under review at James Gillespie's High School. The Digital School's Award self-evaluation document is being used to gauge the success of this approach. This is the same self-evaluation process identified in the Framework and is used by all schools in determining the effectiveness of their approaches and their next steps. This document will be presented to the ECF Committee in May.
- 4.9 To date, 267 users are currently accessing LT_Open wifi on their own devices at James Gillespie's High School. No learners living in poverty have been allocated a school device. The school is working with officers from the Digital Learning Team and the Quality Improvement Service to develop a strategic approach to embedding digital technology in learning and teaching, and members of staff have visited Tynecastle High School to observe good practice. To date the following successes have been noted:
 - 4.9.1 the school have a Digital Leaders group comprising of staff from a variety of subject areas who are working to develop and improve the school's Digital Strategy. This group have also created a comprehensive CLPL schedule offering digital workshops to all staff.
 - 4.9.2 Several staff are developing their use of Microsoft Notebook and Microsoft Teams with their classes. These approaches ensure that digital technologies support learning and teaching.

5. Next Steps

- 5.1 The Quality Improvement and Curriculum service aims to begin negotiations with the Digital learning Team and CGI to strengthen and improve the service to schools. We will also review the manner in which technical support is delivered to schools. This will require full consultation with Headteachers and a review of the technician service.

6. Financial impact

- 6.1 Headteachers have a devolved budget to purchase devices and employ a technician

7. Stakeholder/Community Impact

- 7.1 A programme of consultation has been planned and has already taken feedback from primary Headteachers. The Framework is currently with schools for discussion with their Parent Councils. Further events with the other Frameworks are scheduled before the end of the session.

8. Background reading/external references

None.

9. Appendices

- 9.1 Appendix 1 - Edinburgh Learns Framework for Digital learning

Teaching and Learning



Excellence in Learning

Framework for Teaching and Learning: **Digital Learning**

City of Edinburgh Council

*working to embed digital technologies in learning and
teaching to improve outcomes for all learners*

January 2019

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Aims & Rationale

The aim of this framework is to ensure excellence in the use of Digital Learning within Teaching and Learning in all of our schools and Early Learning and Childcare (ELC) settings.

The rationale for the use of digital technologies in learning and teaching (Digital Learning) is grounded in research and advice from the Scottish Government and supported by international agencies.

Since 2011, Scotland has had a national Digital Learning Strategy, the most recent second version published in 2016 - 'Enhancing Learning and Teaching through the use of Digital Technology: A Digital Learning and Teaching Strategy for Scotland' (Scottish Government, 2016). This strategy ensures that the use of digital learning is considered, promoted and supported to ensure that its contribution to the overarching vision for Scottish Education is realised: 'excellence through raising attainment' and 'achieving equity'.

The four objectives of the Digital Learning and Teaching Strategy for Scotland are:

- to develop the skills and confidence of educators in the appropriate and effective use of digital technology to support learning and teaching
- to improve access to digital technology for all learners
- to ensure that digital technology is a central consideration in all areas of curriculum and assessment delivery
- to empower leaders of change to drive innovation and investment in digital technology for learning and teaching

(Scottish Government, 2016, p3)

The Scottish Government, in pursuit of these objectives, has asked local authorities to develop their own local strategies to take forward those objectives and deliver key actions. This framework sets out how the City of Edinburgh will work to support this national strategy and continue to enhance outcomes for all learners through the use of digital learning.

Background

In 2011, the Scottish Government published its first Digital Learning Strategy in the form of the ‘Technologies for Learning Strategy’. The five objectives of this strategy were to:

- change the culture of digital technologies in education
- improve the confidence in the use of ICT for learners, teachers, school leaders and parents
- promote new behaviours for teaching
- increase and strengthen parental engagement
- provision the best support for hardware and associated ICT infrastructure

CEC supported this strategy by developing and publishing the ‘Edinburgh ICT Self-Evaluation Framework’. This was created to provide a structure for schools to review their use of ICT and its impact on school improvement, based on the BECTA Self-Review Framework and National Objectives set out above. The framework enabled schools to review their use of ICT in the context of leadership and management, planning, learning and teaching, professional development and resources.

Education Scotland had also previously published in 2006 their Curriculum for Excellence ‘ICT to Enhance Learning’ experiences and outcomes which were the responsibility of all practitioners. (Scottish Government, 2006)

In 2012, the City of Edinburgh, after consultation with schools and a mobile technology research paper commissioned on their behalf, published a 1:1 Toolkit for schools who were ready to adopt mobile technologies as a means of delivering the national digital strategy and enhancing learning and teaching.

In 2014 the Digital Learning Team, in agreement with Headteachers, published the paper ‘Developing 1:1 Digital Learning’ highlighting two key objectives for all schools and establishments: that ICT is routinely and effectively embedded in all aspects of learning and teaching, and that all learners have personal access to ICT whenever and wherever it benefits learning (Developing 1:1 Digital Learning, City of Edinburgh Council. 2014). In 2015 the Education, Children and Families Committee of the City of Edinburgh Council noted *“the deployment of 1:1 devices as the most equitable and effective way to embed Information and Communication*

Technology (ICT) in learning and teaching". (1:1 Digital Learning Rollout Report, City of Edinburgh Council, 2015).

The Scottish Council for Development and Industry commented that *'Digital skills should be embedded in the curriculum and developing a digital literacy for all has to be integral throughout the Curriculum for Excellence'* (Scottish Council for Development and Industry, 2014, p17).

In 2015, the Scottish Government commissioned a 'Literature Review on the Impact of Digital Technology on Learning and Teaching'. The conclusion of this review noted that there was *'conclusive evidence that digital technologies can support educational attainment in general', 'indicative evidence that digital technologies can support educational attainment in literacy and closing the gap in attainment between groups of learners' and 'promising evidence that digital technologies can provide assistance to overcoming the challenges faced by some learners; improvements in employability skills and knowledge of career pathways; improved communications with parents; and time efficiencies for teachers'* (Scottish Government, 2015, p41-42).

The literature review highlighted the areas necessary for the successful implementation of digital learning. Successful implementation required *'support to teachers in the form of opportunities to learning (both formally and informally), embedding digital learning in continuing professional development and initial teacher training, direction and leadership within a school, functioning digital equipment and tools, and an environment that gives teachers the flexibility to introduce and use digital learning'* (Scottish Government, 2015, p44).

Education Scotland, also in 2015, published the 4th and current edition of How Good Is Our School? (HGIOS4) where digital technologies were mentioned throughout all three quality indicators.

The OECD, again in 2015, published their report 'Student, Computers and Learning: Making the Connection'. Whilst making quick headlines that 'computers do not improve pupil results' (BBC, 2015), the report states that *'Technology is the only way to dramatically expand access to knowledge' and that 'to deliver on the promises technology holds, countries will need a convincing strategy to build teachers' capacity. And policy-makers need to become better at building support for this agenda. Given the uncertainties that accompany all change, educators will always opt to maintain the status quo. If we want to mobilise support for more technology-rich schools, we need to*

become better at communicating the need and building support for change. We need to invest in capacity development and change-management skills, develop sound evidence and feed this evidence back to institutions, and back all that up with sustainable financing. Last but not least, it is vital that teachers become active agents for change, not just in implementing technological innovations, but in designing them too' (OECD, 2015. P4).

In 2017, Education Scotland revised their 'ICT to Enhance Learning' experiences and outcomes as part of a wider refresh of the Technologies experiences and outcomes. This refresh produced the current 'Digital Literacy' outcomes which, along with literacy, numeracy and health and wellbeing, *'should be placed at the heart of all learning, not only the technologies area of the curriculum. Digital literacy outcomes could be met in any/all curriculum areas and so all practitioners can contribute to and reinforce them'* (Education Scotland, 2017, p3).

The current Digital Learning and Teaching Strategy for Scotland emerged out of this research, insight and knowledge. This Framework seeks to turn that strategy into a reality and ensure that we are continuously working to embed technologies in learning and teaching to improve outcomes for all of our learners and ensuring equitable access to digital learning for all. We are proud to have a number of schools across Edinburgh who are leading the way nationally in their use of mobile technologies to enhance learning and teaching. This strategy will help to ensure that this opportunity extends to all schools and learners in Edinburgh.

Roles and Responsibilities

The roles and responsibilities set out below are in addition to those set out in the Framework for Teaching and Learning.

These roles and responsibilities are essential for us to move forward with digital learning and teaching in order to ensure student skills in digital technologies are developed and nurtured, that students have access to technology and are able to leverage the benefits of technology to access the curriculum and work creatively, that there is a consistent approach to the development and pursuit of excellence in digital learning across all schools and establishments, that pedagogy is improved with digital learning and also collaboration across classes, schools and clusters is improved through digital learning, that family learning is enhanced and savings made in money and time.

Role and responsibilities for the following staff are set out in the next pages: Chief Education Officer, Quality Improvement Team, Digital Learning Team, Head Teachers, Digital Leaders, Class Teachers, ICT Technicians.

With the enriching of learning and teaching and equity of opportunity at the heart of our work around digital learning, students will be entitled to:

- Experience the benefits of digital technologies at each stage of their learning
- Make use of digital technologies to support access to the curriculum
- Make use of digital technologies to support creativity

In the roles and responsibilities set out in pages 8-12, the following abbreviations are used to indicate where items have originated:

GTCS CLPL GTCS Standard for Career Long Professional Learning (2012)

GTCS SFR GTCS Standards for Registration (2012)

HGIOS4 How Good is our School 4 (2015)

NDLTS National Digital Learning and Teaching Strategy (2016)

To ensure the effective use of digital technologies across the curriculum, the **Chief Education Officer** will:

1. Provide an annual overview to Education Scotland of our progress in delivering the objectives of the Digital Learning and Teaching Strategy for Scotland, informed by School Improvement Plans
2. Actively look for opportunities to continually invest in an equitable and sustainable digital estate and infrastructure, including the procurement of appropriate digital devices (LA)
3. Ensure that digital technology is a key consideration in all local authority investment programmes pertaining to improvements in the education estate, including development resources (LA)
4. Facilitate dialogue between local authority education and IT departments to ensure that education establishments receive appropriate and effective digital access and that the future needs of learners are proactively and regularly considered (LA)
5. Ensure appropriate technical ICT support is available to all establishments to ensure ICT resources are available and online at all times
6. Support education establishments in enabling equitable digital access to all learners (LA)

To ensure the effective use of digital technologies across the curriculum, the **Quality Improvement Team** will:

Develop the skills of our educators

1. Identify and promote effective practice in digital learning in all schools, establishments and settings (LA)

Enhance curriculum and assessment delivery

2. Support education establishments in identifying how digital technology can be used to enhance learning and teaching across all curriculum areas (LA)
3. Provide support and challenge to schools, establishments and settings to bring about improvements in learning and teaching through the use of digital technologies

To ensure the effective use of digital technologies across the curriculum, the **Digital Learning Team** will:

Develop the skills of our educators
<ol style="list-style-type: none"> 1. Provide educators with access to an inspiring and ambitious range of career-long professional learning opportunities that will allow them to make the most effective use of digital technology to enrich learning and teaching and develop the digital skills of their learners (LA) 2. Create a Digital Learning Leaders' Network and actively grow the network to build capacity in schools and establishments in order to promote the benefits of digital learning for and to all learning and educators (LA) 3. Actively participate in the Regional Improvement Collaborative and share knowledge across education establishments (LA)
Improve Access
<ol style="list-style-type: none"> 4. Ensure that all learners and educators within the local authority can access the relevant Office 365 and Glow online resources (LA)
Enhance Curriculum and Assessment Delivery
<ol style="list-style-type: none"> 5. Actively work with SQA and Digital Leaders to share experiences in order to help develop and improve approaches to digital assessment (LA) 6. Support education establishments in delivering the Digital Literacy experiences and outcomes
Empower Leaders
<ol style="list-style-type: none"> 7. Provide advice and support to clusters, schools, establishments and settings regarding their current use of digital learning and support self-evaluation to identify areas for improvement 8. Support schools and establishments in developing localised cluster digital learning strategies (including integrated support for progression in digital learning and the sharing of knowledge and skills across establishments to ensure that all learners benefit from an education enhanced by digital technologies) 9. Provide access to a range of CLPL opportunities for educational leaders, allowing them to make informed decisions about the best use of digital technology to enrich education and promote digital skills development (LA) 10. Advise schools and establishments around measuring the impact of digital technologies in learning and teaching 11. Provide advice and support for schools around the Digital Schools Award Scotland

To ensure the effective use of digital technologies across the curriculum, **Headteachers** will:

Develop the skills of our educators
<ol style="list-style-type: none"> 1. Encourage educators to share innovative and effective practice both face-to-face and through digital platforms (EE) 2. Look for opportunities to use digital technology to engage with parents and carers, allowing them to understand the benefits of digital technology in education (EE) 3. Ensure that appropriate CLPL opportunities are offered to all staff (EE) 4. Engage parent/carer groups in discussions around the benefits of digital learning, online safety and cyber resilience (EE)
Improve Access
<ol style="list-style-type: none"> 5. Ensure that all learners, including those with additional support needs, are able to access appropriate digital technologies for learning, teaching and assessment (EE) 6. Work with the local authority to procure appropriate digital hardware and software that supports learning and teaching (EE) 7. Ensure that all learners, including those with additional support needs, are able to access appropriate digital technology for learning and teaching (EE)
Enhance Curriculum and Assessment Delivery
<ol style="list-style-type: none"> 8. Ensure that all available resources, including digital technologies, are used effectively to create and sustain effective learning environments. (HGIOS4 QI 1.5)
Empower Leaders
<ol style="list-style-type: none"> 9. Ensure that the use of digital learning within their establishment aligns closely with self-evaluation and improvement guidance at local and national level (e.g. HGIOS4 and Digital Schools Award Scotland) (EE) 10. Appoint a Digital Leader 11. Ensure that their school and learning community regularly interrogate data, making use of digital technology to support this where relevant and appropriate (HGIOS4, 1.1) 12. Measure the impact of digital technologies in learning and teaching 13. Make effective use of digital communication and balance this well with opportunities for face-to-face discussions and collegiate time (QI 1.4, Leadership and Management) 14. Engage with the Digital Schools Award Scotland

To ensure the effective use of digital technologies across the curriculum, **Digital Leaders** will:

Develop the skills of our educators

1. Keep up to date with current digital learning best practice, taking advice from and liaising regularly with the Digital Learning Team
2. Take an active role in the Digital Leaders' Network
3. Work with school leaders to ensure that appropriate CLPL opportunities are offered in their establishments to a range of educators to ensure that educators have a critical understanding of digital technologies and how these can be used to support learning (GTCS, CLPL, 3(i)) (EE)
4. Ensure that students and new staff are sufficiently supported in the appropriate and effective use of digital learning (EE)

Enhance Curriculum and Assessment Delivery

5. Work to identify opportunities to enhance assessment using digital technologies (EE)
6. Be aware of the Digital Literacy experiences, outcomes and benchmarks and support colleagues in how these may be met across the curriculum (EE)

Empower Leaders

7. Support schools and establishments in measuring the impact of digital technologies in learning and teaching
8. Support their school in working towards the Digital Schools Award Scotland

To ensure the effective use of digital technologies across the curriculum, **Class Teachers** will:

Develop the skills of our educators
<ol style="list-style-type: none">1. Have secure knowledge and understanding of current guidance on the use of digital technologies in school and know how to use digital technologies competently to enhance teaching and learning (GTCS SFR, 2012, 2.1.4)2. Engage with appropriate CLPL digital learning opportunities
Improve Access
<ol style="list-style-type: none">3. Enable learners to make full use of well-chosen resources, including digital technologies to support teaching and learning (GTCS SFR, 2012, 3.2.1)
Enhance Curriculum and Assessment Delivery
<ol style="list-style-type: none">4. Provide a range of opportunities for learners to develop their digital skills across the curriculum (EE)5. Make the best use of available resources, including digital technologies, to create, sustain and enhance a motivating environment for effective learning (QI 1.5 Management of Resources to promote equity)6. Ensure that learning is enriched and supported by effective use of digital technologies (QI 2.3, Learning, teaching and assessment)7. Ensure appropriate Digital Literacy experiences, outcomes and benchmarks are embedded in their area of the curriculum8. Provide a range of opportunities for learners to develop their creative skills using digital learning across the curriculum9. Employ a range of teaching strategies and resources including digital technologies to meet the needs and abilities of learners (GTCS SFR, 2012, 3.1.3)

To ensure the effective use of digital technologies across the curriculum, **Digital (ICT) Technicians** will

<ol style="list-style-type: none">1. Keep up to date with current trends in digital learning and liaise frequently with the Digital Learning Team and Digital Leaders2. Ensure that digital technologies, including hardware and software, are fit for purpose, up to date and easily accessible for users (EE)
--

Key Strategic Actions

To ensure the effective use of digital technologies across the curriculum, Headteachers and Heads of Centres should incorporate the following key features into the work of the school in a planned approach taking account of local circumstances:

- **Self-Evaluation**

All schools and establishments should complete a digital learning self-evaluation supported by the Digital Learning Team. This will be used to inform next-steps in improvement planning and ensuring that all students have access to an equitable digital learning experience.

- **Digital Leaders**

All schools and establishments will appoint a member of staff as Digital Lead. The Digital Lead will liaise with the Digital Learning Team and keep up to date with current developments in digital learning.

The Digital Leader will be passionate about ensuring CLPL opportunities and opportunities for sharing good practice are available for all staff within the establishment, and across establishments as well, in collaboration with other Digital Learning Leads.

- **ICT Coordinators**

All schools and establishments will nominate a member of staff as ICT Coordinator. The ICT Coordinator will liaise with the Digital Learning Team, Digital Leaders and other ICT Coordinators to ensure that software and hardware are operational and up to date and any issues recorded.

- **Locality and Cluster Working**

Digital Leaders will work across clusters, offering inspiring CLPL to all staff as necessary. The Digital Learning Team will coordinate locality events to encourage further networking and sharing of good practice around digital learning.

Schools will develop cluster digital strategies to take advantage of the benefits of digital learning at all stages of learning, and during times of transition. At all times the use of digital technologies will be a key consideration in the planning of time and space. We will choose, wherever possible, to use digital technologies to work more efficiently and effectively.

References

Education Scotland (2017) [Curriculum for Excellence: Experiences and Outcomes](#)

Education Scotland (2015) [How Good Is Our School?](#) (4th Edition)

OECD (2015) [Students, Computers and Learning. Making the Connection.](#) Paris: OECD

Scottish Council for Development and Industry (2014) [Digital Solutions to the Productivity Puzzle](#)

Scottish Government (2015) [Literature Review on the Impact of Digital Technologies on Learning and Teaching](#)

Scottish Government (2016) [Enhancing Learning and Teaching through the use of Digital Technology: A Digital Learning and Teaching Strategy for Scotland](#)

Appendices

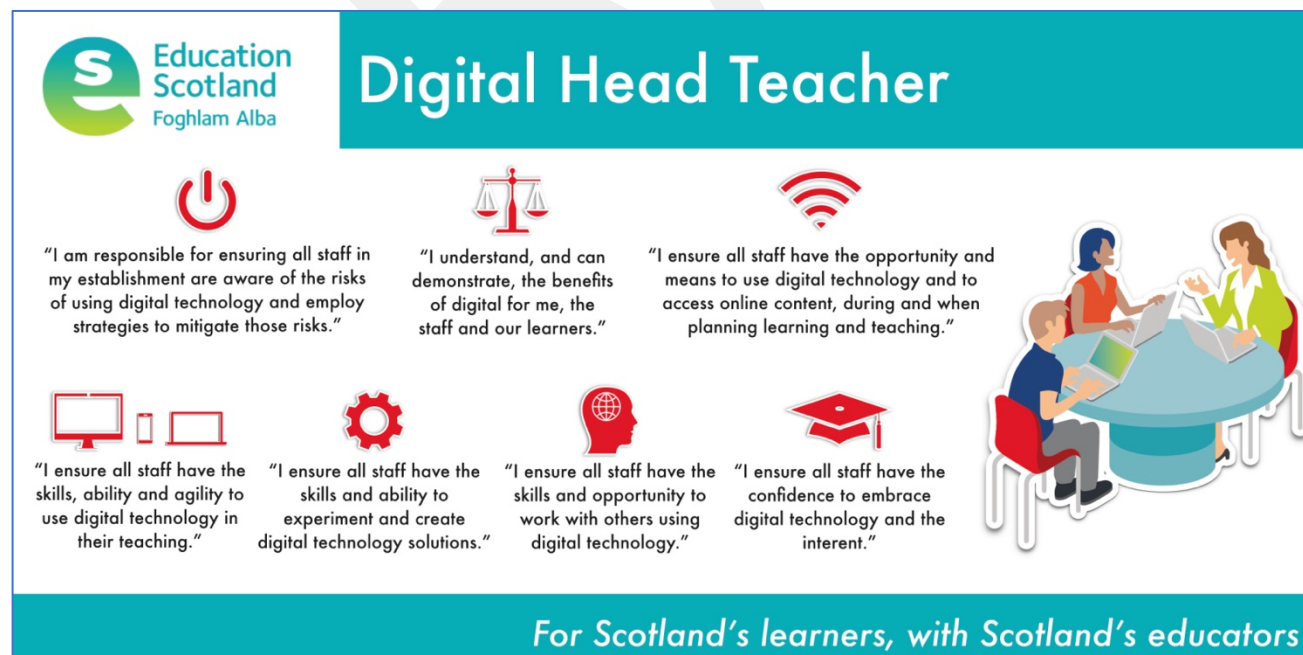
Appendix A: Education Scotland Digital Vision Diagrams

Available at <https://digilearn.scot/digital-vision/>


Digital Local Authority




Digital Head Teacher




Digital Teacher




Digital Teacher




"I have the skills and ability to experiment and create digital technology solutions."




"I understand and can demonstrate the benefits of digital for me and my learners."




"I have the opportunity and means to use digital technology and access online content, during and when planning learning and teaching."




"I have the skills, ability and agility to use digital technology in my teaching."




"I have the skills and knowledge to use the internet and digital devices safely and responsibly."



"I have the skills and opportunity to work with others using digital technology."




"I have the confidence to embrace digital technology and the internet."




For Scotland's learners, with Scotland's educators


Digital Learner




Digital Learner




"I understand and can demonstrate, the benefits of digital technology."




"I have the skills and ability to experiment and create innovative digital solutions."




"I have the skills and knowledge to use the internet safely and responsibly."




"I have the skills and opportunity to work with others using digital technology."



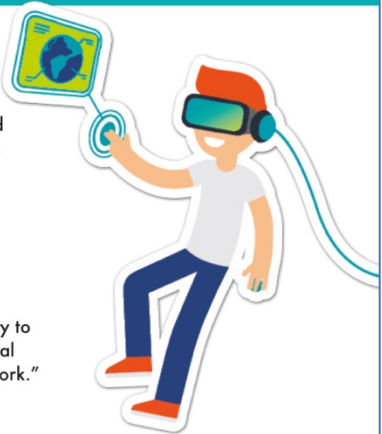
"I have the opportunity and means to use digital technology to access online content."




"I have the confidence and competence to embrace digital technology and the internet."




"I have the skills, ability and agility to select and use appropriate digital technology for learning, life and work."




For Scotland's learners, with Scotland's educators




Digital ELC & Primary School




"We will integrate digital technologies across the curriculum. Staff will demonstrate a clear understanding of how digital technology can be used to improve learning."




"We will demonstrate a commitment to ongoing professional development around digital technology, informing teachers of courses in professional development, as well as offering general support."




"We will have a digital technology strategy, and a positive attitude towards digital technology."




"We will have appropriate digital technology resources, including hardware, software and infrastructure to support particular learning environments and reflect plans for digital technology development as outlined in our policy."




"We will demonstrate an awareness that digital technology affects the quality of learning and teaching, pupil attitudes and behaviour, and the school community."




For Scotland's learners, with Scotland's educators




Digital Secondary School




"We will integrate digital technologies across the curriculum. Staff will demonstrate a clear understanding of how digital technology can be used to improve learning."




"We will demonstrate a commitment to ongoing professional development around digital technology, informing teachers of courses in professional development, as well as offering general support."




"We will have a digital technology strategy, and a positive attitude towards digital technology."



"We will have appropriate digital technology resources, including hardware, software and infrastructure to support particular learning environments and reflect plans for digital technology development as outlined in our policy."



"We will demonstrate an awareness that digital technology affects the quality of learning and teaching, pupil attitudes and behaviour, and the school community."



For Scotland's learners, with Scotland's educators

Appendix B: Models of Digital Technology Integration

When considering an equitable digital learning experience for all pupils, a number of successful deployment models already in use in Edinburgh. Schools should consider at what stage they are in this process during their self-evaluation and ensure that they are working towards a model where all students have equitable access to technology.

Staff have access to their own digital technology	To ensure schools and establishments enable staff to make best use of digital and mobile technology staff are issued with a mobile device. This ensures consistency of experience, improved access to CLPL and the ability to work ‘digitally by default’ working across their own establishment, cluster, neighbourhood, authority and RIC, making use of the systems available to enhance sharing and anywhere, anytime working.
Students have access to digital technology as required	In this model, popular throughout ELCs, primary schools and lower secondary, students have access to technology at the point of need via a shared model. This may be a set of mobile devices in a classroom or a shared set that can be used as required.
Students have access to their own digital technology	In this model, commonly referred to as 1:1, used in secondary schools and upper primary, students have access to their own digital technology for learning. Since 2012 this model has proved successful and has enabled learning, teaching and assessment to be more easily accessed by all learners, breaking down barriers to learning, working more creatively and improving outcomes. This model continues to enable an equitable and effective 1:1 anywhere, anytime digital learning experience for all students.

The authority’s recommended mobile device since 2014 is the iPad and this continues to be the recommended device for education. The paper ‘Developing 1:1 Digital Learning’ sets out the 1:1 implementation process and the 1:1 toolkit which was created to support schools by the Digital Learning Team.

Education, Children and Families Committee

10am, Tuesday 21 May 2019

Edinburgh Learns: Health and Wellbeing

Item number
Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 note the progress and areas for improvement in Health and Wellbeing in City of Edinburgh schools.
 - 1.1.2 agree to receive further annual reports on Health and Wellbeing in Edinburgh schools
 - 1.1.3 note the continued hard work of teams across departments within City of Edinburgh, our staff in schools and partners to support the health and wellbeing of our children and young people.

Alistair Gaw

Executive Director of Communities and Families

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Edinburgh Learns: Health and Wellbeing

2. Executive Summary

- 2.1 This report summarises some of the main approaches to developing health and wellbeing across schools in Edinburgh as part of Edinburgh Learns, the strategy to raise attainment for all. While mental health and wellbeing remains the most important area for support, the strategic group has also focused on the full range of wellbeing indicators, and provides information on the actions and progress for these.

3. Background

- 3.1 Developing the health and wellbeing of learners in Edinburgh is a fundamental part of our strategy to raise attainment for all.
- 3.2 We gather information on progress from a range of sources, including the Pupil Wellbeing Questionnaire and the Secondary Pupil Survey.
- 3.3 Each year our schools evaluate themselves against the HGIOS? 4 Quality Indicator 3.1. This provides information on the extent to which schools feel they are 'Ensuring Wellbeing, Equality and Inclusion'. This provides additional information regarding the strengths and areas for improvement for Health and Wellbeing.
- 3.4 HMIE inspections (full model) also evaluate Quality Indicator 3.1 and this provides further information regarding health and wellbeing – both in relation to sharing good practice and in identifying areas for improvement.
- 3.5 This information alongside consultation with young people, helps to guide the priorities of the Health and Wellbeing Strategic Group and the Quality Improvement Team in supporting the improvement of Health and Wellbeing across the city.

4. Main report

4.1 In common with all other agencies, we use wellbeing indicators when reporting or planning on aspects of HWB across our schools. The information below shows the highlights from some of these organisers.

4.2 **Safe**

Aspects of the curriculum are being reviewed to ensure they better meet the current needs of our learners

Our surveys demonstrate a decrease in how safe children and young people feel safe in school. Our Anti-Bullying Policy has been revised to address this. Children and young people will be consulted via Pupil Councils and Young Edinburgh Action as the new policy is implemented, to ensure success, and keep under review.

4.3 **Healthy**

Relationships, sexual health and parenthood education continues to be a priority across the authority. Strong partnership working is in place and new national guidance will be implemented next session.

4.4 **Achieving**

Wider achievement is widely celebrated across our schools. The new tracking and monitoring system supports this and will be used to help schools target children who are not yet accessing all their entitlements. An animation about 'Entitlements' for care experienced young people is under production.

4.6 **Active**

Physical activity is promoted across our schools and is very well supported by Active Schools. Almost all our primary and all our secondary schools meet the government target of two hours quality physical education.

4.7 **Respected**

94 of our schools have engaged or achieved the Rights Respecting Schools Award. Meaningful learner voice is becoming a priority in more of our schools, however, our pupil questionnaires indicate more work still needs to be done in this area.

4.8 **Included**

A range of approaches are used to ensure our young people feel included. These include our 1:5 programme and LGBT Awards. We encourage our schools to celebrate diversity. The new Edinburgh Learns: Inclusion Framework is soon to be released and will support our work in this area.

5. Next Steps

5.1 Use of data from primary and secondary surveys to inform next steps in schools.

5.2 Review national RSHP materials to ensure they meet the needs of our learners.

- 5.3 Develop support for secondary schools in relation to PSE curriculum.
- 5.4 To implement new Scottish Government HWB survey.
- 5.5 To provide high quality professional learning responsive to professional learning needs, where appropriate with partners.
- 5.6 Provide clear strategic direction to Headteachers on evaluating improvement in health and wellbeing
- 5.7 We will report on the success of these actions in a year's time.

6. Financial impact

- 6.1 There are no financial implications contained in this report.

7. Stakeholder/Community Impact

- 7.2 Consultation and engagement took place with school senior managers and officers within the local authority.

8. Background reading/external references

- 8.1 <https://education.gov.scot/improvement/self-evaluation/HGIOS4>
<https://rshp.scot/>

9. Appendices

- 9.1 Appendix 1 – Edinburgh Learns: Health and Wellbeing Annual Report



EDINBURGH LEARNS

Health and Wellbeing

Contents

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Executive Summary

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

The Edinburgh Children’s Partnership has the highest aspirations for all Edinburgh’s children and young people. Good mental, emotional, social and physical health is important for success in all areas of learning and will ensure that today’s healthy learners become tomorrow’s healthy citizens.

Developing approaches to support health and wellbeing across all the organisers below will help ensure we meet the needs of all our learners;

- Mental, emotional, physical and social wellbeing
- Relationships sexual health and parenthood
- Substance misuse
- Food and health
- Physical education, physical activity and sport
- Planning for choices and changes

Collaboration is the key to success with health and wellbeing. Teams within the authority and partners across Edinburgh must work together to draw together the skills and expertise needed to navigate the complexities of health and wellbeing. It is vital our children and young people have the strongest voice in shaping this work and we will endeavor to be responsive to their needs. Relationships are at the heart of health and wellbeing and we will model positive relationships with our stakeholders to help us ensure every child and young person has good wellbeing and can achieve the best possible health.

This report provides a summary of the work of the Quality Improvement & Curriculum Service, primary, secondary and special schools to support to improve the health and wellbeing of learners across the city.

What the Children Said

Balerno High School

The Health and Wellbeing Ambassadors and Senior Team met with the Strategic Group to share what health and wellbeing looks like in their school and to discuss what issues they think are important to young people currently.

They feel the key areas we need to focus on are;

- Learner voice
- Mental health
- Respect
- Relationships sexual health and parenthood education
- Substance misuse education

They thought the initial focus of the group should be RSHP education.

Holycross Primary School

The meeting in on 18 June will take place at Holycross Primary School. Their pupils will speak to the Strategic Group to share what health and wellbeing looks like in their school and what they think our priorities should be.

The strategic group will use the feedback from children and young people to help determine their priorities for next year.

Evaluating our progress in health and wellbeing

The Scottish Government has made clear its commitment to closing the poverty related attainment gap and it recognises the role health and wellbeing has in achieving this ambition. Specific stretch aims have now been set nationally to show the required improvements in children's health and wellbeing and Edinburgh will aim for improvements in line with these.

Scottish Government is currently piloting their new Health and Wellbeing Questionnaire. This will be issued to all local authorities from August 2019 and they must then upload all results by June 2020. This data will be submitted to Scottish Government every 4 years. City of Edinburgh can decide to use this questionnaire or its own in the intervening years.

Currently schools evaluate progress in HWB through a range of measures.

- Pupil Wellbeing Questionnaire (P3-7) and Secondary Pupil Survey
- Self-evaluation by a range of stakeholders using the wellbeing indicators
- Pupil participation and inclusion

Pupil Wellbeing Questionnaires and Secondary Pupil Survey

These are completed by pupils every two years. The data from the latest questionnaire will be available to schools and the authority in May 2019. Schools will use this data to identify their health and wellbeing priorities. It may also be used when schools evaluate the Wellbeing, Equality and Inclusion Quality Indicator 3.1 each year to provide evidence of impact of their work.

Attendance

% Attendance	2015/16	2016/17	2017/18
Primary	95.1	95.0	94.7
Secondary	92.4	92.3	92.0
Special	90.5	90.5	90.3
<i>Source: ScotXed Attendance, Absence & Exclusions Census</i>			

The following actions are currently underway to address identified issues with attendance for particular groups of learners:

Attendance across all schools is collated monthly by the Senior Change and Delivery Officer. This data is reviewed by Senior Managers and shared with schools. Targeted visits undertaken by the Quality Improvement and Curriculum Service support schools to identify where there are concerns to be addressed, and strategies for managing this. Within schools attendance is routinely reviewed as part of school Senior Leadership Team meetings, and any requirement for targeted action identified, with action for individual learners undertaken in line with GIRFEC planning procedures, led by the Named Person or identified Key Adult.

There are several additional initiatives currently underway to improve attendance in individual schools and across clusters of schools, focusing on proactive identification of learners most at risk of poor attendance and targeted supports to address this. The Education Welfare Service continues to work closely with schools to improve the attendance of learners most at risk of disengaging with school, including those whose attendance has fallen below 85%.

These measures have resulted in a reduction of 0.3% in the number of primary aged children with low school attendance, and a reduction of 1.7% in the number of secondary school aged young people with low attendance.

Additional actions underway to improve the attendance of Looked After and Care Experienced Young People are detailed in the Care Experienced Learners report.

Quality Assurance and Inspection

Quality Improvement (Indicator 3.1)

Following analysis of School Standard and Quality Reports, most schools self-evaluate quality of provision as good for Quality Indicator 3.1

Primary Schools

Grade	1	2	3	4	5	6
No of schools			10	43	35	

Secondary Schools

Grade	1	2	3	4	5	6
No. of schools			2	15	6	

School Inspections

During session 18/19, 2 primary schools and one special school were inspected using the full model which includes evaluation of the Wellbeing, Equality and Inclusion Quality Indicator 3.1. To date, two reports has been published. One school was graded at very good and the other good. Analysis of comments relating to Health and Wellbeing included the following key strengths and areas for improvement:

Strengths

The school has a strong, inclusive ethos where children are encouraged to achieve their best. The commitment to rights education is evident across the life and work of the school. Policies and practices relate very well to the United Nations Convention on the Rights of the Child.

Wellbeing of children, staff and parents is valued and understood by the whole school community.

Relationships across the school are very positive. Children, staff and parents are proud of the school and its strong sense of community. Staff and children support one another and articulate the core values of the school very well.

The continuous cycle of improving wellbeing throughout the school is very good and impacts very well on children. Rights education features prominently and is increasingly embedding across the life and work of the school.

The recent work on developing learning conversations is supporting young people to have a greater say about their learning.

Teachers have a good understanding of the need to support young people to understand and value diversity. Young people are gaining confidence in their ability to recognise and challenge discrimination through religious and moral education, and interdisciplinary learning.

Most staff model positive behaviour and are calm and patient in their interactions with young people. Almost all young people feel that staff treat them with respect and as an individual.

Areas for improvement

Develop children's understanding of the new behavior policy

Improve further the level of understanding of a few children on the wellbeing indicators and how this affects them as individuals.

Further work is now needed to embed the wellbeing indicators in the day to day work of the school.

Senior leaders recognise that they need to continue to embed nurturing approaches more fully across the school.

Building on the recent health and wellbeing audit, senior leaders should now review the health and wellbeing curriculum, including responsibility for all, to ensure breadth, progression and relevance for all young people.

Senior leaders should consider how developing the outdoor areas of the school could contribute to more active learning opportunities for young people.

HWB Strategic Group Analysis of Progress

The Strategic Group has met on two occasions. The first meeting was used to finalise the Framework and Terms of Reference for the group. At the second meeting learners from Balerno High School shared their thoughts on HWB with the group. Key messages from inspections, updates from group members and initial priorities for the group were agreed. RSHP education was agreed to be the focus on the next meeting.

The current landscape of HWB across our schools is described below.

Safe

- The language of the wellbeing indicators is being promoted consistently across our schools.
- The Keeping Myself Safe curriculum resource is currently under review. Officers, practitioners and partners are working collaboratively in consultation with young people, to update this aspect of the curriculum to better meet the current needs of our learners, from early level to senior phase.
- One question from the Primary and Secondary questionnaires provide evidence of how safe our children and young people feel in school.

Primary

Question	2014/15	2016/17	2018/19
I feel safe at school	89%	88%	86%

Secondary

Question	2014/15	2016/17	2018/19
I feel safe at school	80%	75%	71%

We will use our Pupil Councils to help us identify strategies to improve this aspect of health and wellbeing

- All school inspections review safeguarding procedures in school and our officers work collaboratively with schools to make any changes necessary to systems and processes to meet the needs of our young people.

Healthy

- Progression frameworks for Relationships, Sexual Health and Parenthood (RSHP), Substance Misuse and Food and Health have been developed to support learning and teaching from early to second level. These are in draft form and will be reviewed and adapted this year in the light of teacher feedback.
- The new national RSHP resource is being piloted by some of our schools and is being used widely by others. We have been integral in shaping both its content and methodology. Once finalised we will review it to ensure it meets the needs of our learners, particularly in relation to period education, consent and inclusion.
- We work closely with our NHS colleagues from Healthy Respect to support practitioners through their delivery professional learning to staff across all sectors to enable them to have more confidence in delivering RSHP education.

- Almost all our primary schools have engaged with the Building Resilience programme. The Health and Wellbeing team work and closely with the QIEO team to support mental and emotional wellbeing in schools.
- The Food and Health Development Officer is supporting our schools on a range of food related topics including running CPD sessions, developing guidance for Breakfast Clubs, working collaboratively with all our catering providers to better meet the nutritional and health needs of our young people, evaluating the impact of food related PEF projects, supporting schools with food projects, supporting the Discover programme and working with Early Years colleagues on the roll out of food provision. Early indications suggest this work is impacting positively on our learners.
- School meals offer young people the opportunity to access a range of dishes from a 4-week cycle of nutritionally balanced menus, with one meat free day each week. The uptake of school meals is;

	FSM	Free and paid
P1-3	75.1	75.1
P4-7	72.5	33.1
P1-7	74.7	52
Secondary	79.7	21.7
Special	77.6	75.7

Achieving

- Most schools recognise, value and celebrate wider achievement and many are beginning to track and monitor these and use this information to target those with limited or no opportunities.
- Tracking of wider achievement is a key component of our Authority Tracking and Monitoring system
- Our schools use the Getting It Right for Every Child approach to work together with children and their families.

Nurtured

- An increasing number of schools are adopting targeted and or universal approaches to nurture. This often links with their PEF priorities.
- Pupil Support Officers in a number of our schools provide targeted support for vulnerable young people and use low intensity anger management strategies and restorative, solution focussed approaches to promote positive behaviour.
- Whole school Nurture training will form part of the professional learning for Secondary School Wellbeing Bases developing over the next 3 sessions

Active

- A number of programmes which promote PE and physical activity are supported by colleagues in other teams and organisations. These include swimming and bikeability,

Swimming

Year	No of lessons taught	No of pupils taught	No of pupils taking final assessment	% pupils achieving level SSS	% pupils achieving level C5
2015-16	2134	6723	4102	63	56
2016-17	2105	6350	5275	58	49
2017-18	1948	6299	4342	64	57

Bikability

	2015-16	2016-17	2017-18
Number of schools delivering cycle training	39	66	58
% schools delivering cycle training	44%	75%	66%
Number of pupils receiving cycle training	1915	2590	2737
Number of P6 pupils receiving cycle training	1735	2113	2249
% P6 pupils receiving cycle training	47%	54%	53%
Number of schools using a mentor			

- Our young people benefit from a wide range of Active Schools Programmes. These are free of charge for young people living in poverty.
- 45 primary and 20 secondary schools have registered for the School Sport Award to date in Edinburgh. 35 of the 69 registered schools completed a self-assessment, with three schools achieving a bronze award, 17 schools achieving a silver award and 15 schools achieving a gold award (including validations).
- Many schools use the daily mile as one way of promoting an active lifestyle.
- Almost all our schools meet the target for 2 hours/2 periods of PE

Year – Primary/Secondary	Number of schools	Number of schools achieving PE target	Percentage of schools achieving PE target
2015/16 – PS	88	81	92%
2015/16 – SS	23	22	96%
2016/17 – PS	88	85	97%
2016/17 - SS	23	22	96%
2017/18 – PS	88	82	93%
2017/18 – SS	23	23	100%

- Our PE Lead Officer has developed a cluster approach to planning learning in PE across primary and secondary schools. A planned progressive curriculum is available for all our schools to use.
- We work collaboratively with the Outdoor Learning team and actively promote this approach to learning, particularly with primary schools, through professional development opportunities and networks.

Respected

- Children's Rights are at the heart of many of our schools. The majority of our schools has received the Rights Respecting School Award.

Primary		Secondary		Special	
Registered	18	Registered	5	Registered	-
Bronze	29	Bronze	9	Bronze	5
Silver	15	Silver	3	Silver	2
Gold	5	Gold	2	Gold	1

- Many of our schools are offering more opportunities for learner voice including Pupil Councils and parliaments, leading and shaping wider achievement groups, focus group conversations, reviewing and influencing school improvement plans, shaping the learning through their views on both content of the curriculum and use of the learning environment.

'Significant importance is placed on the views of children and the responsibilities they take. This is developed through the school's promotion of children's rights and high expectations in achievements.' Holycross Primary School HMI Report October 2018

- One question from the Primary and Secondary questionnaire provide evidence of how strong learner voice is in school.

Primary

Question	2014/15	2016/17	2018/19
Adults in our school listen to my views	86%	84%	82%

Secondary

Question	2014/15	2016/17	2018/19
Staff listen to me and pay attention to what I say	70%	68%	61%

We will use our Pupil Councils to help us identify strategies to improve this aspect of health and wellbeing.

Responsible

- All of our schools provide a range of opportunities for young people to take on leaderships roles; these include, buddies, prefects, committees, sports ambassadors and eco representatives.
- Some schools use young people as peer educators to teach specific aspects of the health and wellbeing curriculum, for example, the AlcoLoLs project and Mentors in Violence Prevention.

Included

- A significant number of our schools are trained in and use a range of 1:5 approaches to ensure all our young people can participate fully in school life across the four contexts of learning.
- Five of our secondary schools have achieved the LGBT Youth Scotland Charter Award with many more working hard to make their schools meet the needs of our LGBT young people.
- We actively encourage all our school to promote an inclusive ethos, to celebrate diversity and provide equal access to opportunity for all our young people at key learning and network events.
- All our teaching staff participate in ASD training on a three-year cycle.
- The new Edinburgh Learns Framework for Inclusion will shortly be released for consultation. This references the Response to the Presumption of Mainstream (March 2019) and provides clear guidance for school staff and officers to ensure all learners are included, engaged and involved in learning

Conclusion

The Health and Wellbeing Framework was launched in January 2019. Feedback from schools is that it provides clarity around the expectations for schools in relation to the sometimes complex landscape of health and wellbeing.

Many of our schools support the health and wellbeing needs of our learners very well, however, there will always be room for improvement. This will require continued collaboration across teams within the authority and a clear strategic plan for evaluating improvement. We are confident that our capacity for improvement is good and that the framework provides us with a clear direction of travel.

Next steps

- Use of data from primary and secondary surveys to inform next steps in schools
- Review RSHP materials to ensure they meet the needs of our learners
- Develop support for secondary schools in relation to PSE curriculum
- To implement new Scottish Government HWB survey
- To provide high quality professional learning responsive to professional learning needs, where appropriate with partners.
- Provide clear strategic direction on evaluating improvement in health and wellbeing

Officers, head teachers, staff and partners will continue to work together to ensure the health and wellbeing needs of learners in Edinburgh are met.

Education, Children and Families Committee

10.00am, Tuesday, 21 May 2019

Supporting Children & Young People's Mental Health & Wellbeing in School

Executive/routine
Wards
Council Commitments

1. Recommendations

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

1.1.1 note the contents of this report

Alistair Gaw

Executive Director for Communities and Families

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Report

Supporting Children & Young People's Mental Health & Wellbeing in School

2. Executive Summary

- 2.1 A report was presented to the Education, Children and Families Committee in March 2018 which highlighted the wide range of high quality interventions, preventative approaches, training and initiatives working well to support children & young people's mental health and wellbeing in schools.
- 2.2 An update on the report was presented to Education, Children and Families Committee in October 2018. This report follows the recommendations made in March and October with regard to supporting Children & Young people's mental health and wellbeing in schools and provides an overview of the ongoing work.
- 2.3 It includes the details of the latest consultation with 450 children and young people in schools across Edinburgh which explored what staff, families and peers could do to better support their mental health and wellbeing as well as exploring identification and access to people who can support them at point of need.

3. Background

- 3.1 A Supporting Children & Young People's Mental Health & Wellbeing report was presented to the Education, Children and Families Committee in March 2018 and an update on recommendations in October 2018.
- 3.2 This report is an update of the recommendations made in March 2018 with particular reference to the consultations that have taken place with children and young people in Edinburgh about better supporting their mental health at point of need and the Children's Conference.

4. Main report

- 4.1 In order to progress discussion in schools around the importance of supporting mental health at point of need, the Health and Wellbeing Team, in partnership with Young Edinburgh Action (YEA) developed a consultation document that was used by staff in schools and settings across between November 2018 and January 2019 to gather responses from almost 450 children and young people.
- 4.2 Children and young people were asked what schools were already doing well and what else they could do to better support their mental health and wellbeing. A brief summary of key findings is outlined below.
- 4.3 Children and young people reported lots of positives around what was already happening in schools to support their mental health and emotional wellbeing. These include; growth mindset work, Building Resilience programme, guidance support, lunch clubs and anti-bullying ambassadors, pupil support assistants, Cool, Calm and Connected, mental health ambassadors and mentoring from senior pupils.
- 4.4 In terms of improvement, most of these centred around time and space. Children and young people want their teachers and other staff to have the capacity and time listen to their concerns and take them seriously. 40 responses suggested that due to teaching time pressures, teachers were not always the identified people that children and young people would seek to talk to. Siblings and other school staff were identified as supportive, so ensuring that there was safe, private space for any adult to have a conversation with a child or young person should be a high priority in every school and supporting access to siblings (particularly where there may be family division) should be considered.
- 4.5 89 responses mentioned the presence of stigma in relation to self-referring for support and a range of suggestions were put forward about how this could be done without attracting the attention of peers or the wider school community but still getting the request to speak to someone through to the relevant person. They would like more information to be displayed in poster form and through signposting of relevant services and support lines so that it is readily available.

- 4.6 Many pupils also referred to the pressure of expectations and that academic achievement/university is still pushed as the only acceptable choice following school and desired more acknowledgement and information that there are other paths of equal value and worth to pursue if academia isn't the first choice.
- 4.7 The feedback from children and young people were turned into a Top Tips Document for Schools along with complementary Top Tips for parents/carers and peers as to how others could better support their mental health and wellbeing (see Appendices)
- 4.8 The Top Tips documents were launched by young people, schools and staff at the Children's Conference Mental Health & Wellbeing on the 28th February in Faith Mission. Over 160 staff from schools and settings attended this conference and heard from key note speakers, schools sharing practice, children and young people about what works in terms of promoting mental health and wellbeing. Over 90% of participants rated the conference and speakers as excellent and shared how they were going to take forward developments in their settings.
- 4.9 The documents have also been circulated by email to all Communities and Families staff with suggestions from staff at the conference as to how they could be used to raise awareness and improve support for all children and young people. Further work will take place to raise the profile of the feedback across all school clusters.
- 4.10 The Communities and Families Department continues to increase awareness, understanding and services around mental health and wellbeing through training, programme delivery and classroom materials such as Building Resilience, CIRCLE, Nurture Practitioners, Connected & Compassionate Classroom, Wellbeing Academy and more, detailed in full in previous Mental Health & Wellbeing reports and the Health and Wellbeing (Edinburgh Learns Strategy) – Item 7.11.
- 4.11 In addition to the work already taking place in schools, some have used their PEF grants to identify an additional member of staff who can provide additional 1-1 support. This varies from school to school and can be a counsellor, youth work lead or Pupil Support Officer (Emotional Wellbeing Academy) and many are also engaging in mentoring programmes such as Career Ready and shortly MCR Pathways (for Looked After Pupils).
- 4.12 Newer developments around point of need include the new Escape Connect Relate bibliotherapy toolkit which has been developed by pupil ambassadors, Lifelong Learning Staff and Educational Psychologists. This is to be launched on Thursday 2nd May and has upskilled pupils to be a point of contact in school libraries to help signpost their peers to mental health resources and books that may help them in times of difficulty.
- 4.13 There is still a journey to overcome perceptions around value of vocational alongside academic routes which has highlighted in the feedback. However, the local authority is committed to challenging these and has been actively working with partners to promote alternative pathways including through the School College Partnerships, SDS Careers Advisers, Media Campaigns, Foundation Apprenticeships and National Progression Awards. These will be detailed in the

new Edinburgh Learns Framework: Pathways to developing our young workforce (available from August 2019).

- 4.14 We are waiting on further clarification from Scottish Government and the Taskforce for Children and Young People's Mental Health about the funding and implementation strategy for the 'Delivering for Today, Investing for Tomorrow' (The Government's Programme for Scotland 2018-19). This offered commitments around better access to clinical services (such as counselling, CAMHS and professional support) and early intervention (additional School Nurses) for children and young people in schools.

5. Next Steps

- 5.1 Explore ways to share feedback from children and young people and encourage schools to build on learning and good practice.

6. Financial impact

- 6.1 All activity described within this report is contained within service budgets and/or external funding and is delivered through effective partnership working.

7. Stakeholder/Community Impact

- 7.1 Consultations took place with 450 children and young people across Edinburgh.

8. Background reading/external references

- 8.1 [Item 7.11 - Supporting Children and Young People's Mental Health and Wellbeing in School.pdf – Reports, 336.61 KB](#) (Education Children & Families Committee Report 6 March 2018)
- 8.2 [Item 7.10 - Update on Supporting Children and Young People's Mental Health and Wellbeing in School](#) (Education Children & Families Committee Report 9 October 2018)

9. Appendices

- 9.1 Top Tips Documents for Schools, Parents & Carers and Children & Young People

40 Top Tips for Educational Settings





40 Top Tips for Educational Settings

As a Local Authority, we are continually striving to better support children and young people's mental health and wellbeing. As part of this commitment staff from different schools and settings across Edinburgh consulted with almost 450 children and young people for their views and suggestions. The following is a list of the most common responses that our children and young people told us were already working well in schools or that they thought would be helpful.

'If you keep things inside it can weigh you down, so it is good to speak to the teacher.'

Ethos and Life of the School

- ❖ Being greeted when we arrive in the morning or into class with a smile and a good morning makes you feel good.
- ❖ Spend more time getting to know us, build relationships as early as possible before support is really needed.
- ❖ Use assemblies to regularly raise awareness and promote mental health issues, signposting and support available, both in schools and the wider community.
- ❖ It is helpful when staff know and adapt to your personal circumstances.
- ❖ Clear timetables help us to know what the day will be like.
- ❖ Look for the deeper reasons behind the behaviour. Often when we are not listening or understanding the learning, there is something else going on.
- ❖ Learn from the teachers that have effective ways to help people behave without telling them off/punishments.
- ❖ Celebrate wider achievements and share stories of alternative routes to work and further education. Remember less than 50% of young people go to university.
- ❖ Ask senior pupils or community leaders to share success stories and real-life experiences about how they found school, how they felt, what they did, who they spoke to and how they feel now.
- ❖ Look after your wellbeing. We are more stressed when you are stressed.

'Constant academic pressure and stress from staff and parents to do well in class, pass exams and go to university - it should not be the only thing that matters.'

In the Classroom

- ❖ Allow us to get to class and settled before asking us to take off our jackets.
- ❖ Having a stationery box in the classroom is really useful and saves embarrassment if you have forgotten a pen.
- ❖ When you get something wrong in class, it is great when the teacher helps you and doesn't get cross so you can learn from your mistakes.
- ❖ Consult with us more about what we want to learn and give us opportunities to problem solve together as a class.
- ❖ It is preferable when the teacher puts us into groups as it is less stressful and we get to work with new people.



- ❖ Please let us have access to water and toilets during class.
- ❖ More time for everyone to have a one to one with the teacher to speak about work and learning.
- ❖ If a child gets something wrong please be discreet about pointing it out or tell them off in private, don't do it in front of everyone.
- ❖ Please understand there are often good reasons why we are late, it is not because we are lazy.
- ❖ Consider having a relaxing 10 minutes built into the school day for quiet reading, drawing or mindfulness.

'Understand that young people have lives outside of school and homework isn't always manageable in the allotted time. It also means we can't spend time at home just relaxing with family but family time improves wellbeing.'

Before School, Break Times & After School Clubs

- ❖ Breakfast clubs are a good start to the day and we appreciate spending time with staff in an informal way.
- ❖ Consider setting up a mental health and wellbeing group or ambassadors who meet regularly to share better ways to promote good mental health in school and put ideas into practice.
- ❖ We would like to have a calm and quiet space to go and relax inside at break and lunchtime.
- ❖ More adults in the playground at break and lunch to supervise and speak to.
- ❖ There should be a really good variety of clubs to go to and open to all (not just those who are doing it as a subject).
- ❖ Give everyone the same chances, for example girls football and boys netball clubs.
- ❖ Use senior pupils to run some clubs, they would be better to go to and would relate to us more.
- ❖ Offer homework clubs that have staff to help you and give you the materials you need.
- ❖ Emotional support groups such as Seasons for Growth and nurture, as well as maths and literacy groups are really helpful.
- ❖ The buddy/kindness benches need more focus and attention.

'We would like more resources in the playground, sometimes we get bored and we think that is what causes disagreements and arguments outside which upsets people'



Support

- ❖ We feel supported when staff notice us and ask if we are OK, especially if we look visibly different, upset or messier than usual. It is even better when all staff do this not just in the classroom but office staff, janitors, librarians, etc.
- ❖ Have someone in the school who has the job of listening and helping with worries or problems on a 1-1 basis (preferably someone who you don't have to call Miss or Sir).
- ❖ Have a clear and confidential way (eg worry boxes, text system, emails) to ask for help and let us choose who we would feel most comfortable talking to.
- ❖ All schools should have a nurture room or safe, calm place where you can go to if you are needing support where it does not feel like a punishment.
- ❖ More information and posters around school to signpost to health and wellbeing support, making sure we know resources are there and how to contact them.
- ❖ Be sensitive about the language you use around wellbeing. Depression, OCD and bipolar are diagnosable conditions and should not be used flippantly.
- ❖ Being offered hot drinks or food at 1-1s really helps us to calm down and relax.
- ❖ Sometimes young people feel reluctant to come to pupil support as they feel they will always contact home. Make it clearer that over the age of 12 we have a right to privacy and what can and cannot be confidential.
- ❖ More classes on building resilience, self-care, life choices, mental wellbeing and the importance of sleep.
- ❖ Regular visits from partner agencies and stalls showing the support they offer are good.

'Sometimes teachers don't have time and they just say 'sorry can you come back later' but if we need to tell them something it might have taken a lot of courage to build up to talking to them and then we get shut down. Please arrange an alternative time and place that suits you instead, otherwise we might find it too difficult to come back.'

Acknowledgements

Thanks to the staff, children and young people from the following schools and settings;

Roseburn PS, Leith Academy, Niddrie Mill PS, Currie Community HS, Young Edinburgh Action, Redhall Special School, Corstorphine PS, Forrester HS, Leith PS, Drummond HS, Gracemount HS, Royal High School, Broomhouse PS, Hillwood PS, Trinity HS, Boroughmuir HS, Craigmount HS, St Augustine's RC HS, St David's RC PS, Canongate Youth, Sciennes PS, Bun-sgoil Taobh na Pàirce, Balerno HS, Broughton HS, Newcraighall PS, Hermitage park PS, South Morningside PS, Pirniehall PS, Castlebrae HS, The Junction

Young Minds – www.youngminds.org.uk/youngminds-professionals/

Hands on Scotland – www.handsonscotland.co.uk

Mentally Healthy Schools – www.mentallyhealthyschools.org.uk

Mental Health Foundation – www.mentalhealth.org.uk

Pupil Support Inclusion Hub – <https://cityofedinburgheducation.sharepoint.com/sites/PsychologicalServices/inclusionhub/SitePages/Home.aspx>





Mental Health and Emotional Wellbeing

Top Tips for Parents and Carers



Top Tips for parents and carers

This information was gathered in consultation with almost 450 children and young people from Edinburgh. We asked them what they hoped their parents and carers would do to help them develop good mental health and emotional wellbeing. Here's what they said:

Do stuff that makes you happy. If you are less stressed, everyone is less stressed.

Don't blame yourself, sometimes we are just having a bad day!

Spend more time really listening and talking with us. Take our distress seriously when we open up about our worries.

Don't force the issue if we don't want to talk immediately. Make time and space for us to tell you in our own way.

Love us, care for us, feed us and make sure we get a good night sleep so we aren't like zombies the next day.

Share your own experiences with us and be open about your mistakes or struggles in the past.

**Listen to our opinion
and allow us to be
involved in making
family decisions.**

**Say sorry or give
us a hug after we
have a row or
fall out.**

**Have expectations that
are realistic and don't
put too much pressure
on us. There are many
paths to success.**

**Take an interest in
our lives, friends
and hobbies outside
of school.**

**Ask about school
and help us with
our homework.**

**Learn more about mental
health, websites and
services so you are
comfortable talking about
these issues.**

**Accept us for who we
are and encourage our
dreams and choices,
not just yours.**

**Do more fun
things together
as a family.**

**Remember we are still
learning and working
out who we are. We will
make mistakes and when
we do, please be calm and
patient with us.**

If you want to start a conversation with your child here are a few ideas of where to start.

- ❖ What are you most looking forward to in the next few weeks?
- ❖ How are you feeling about... ..?
- ❖ What helps you feel calm?
- ❖ What do you love about ...?
- ❖ Is there anything that you are worried about?

If you would like more advice about parenting or mental health support for children and young people here are some websites that can help.

Parentline Scotland will listen to you with kindness, give you time to think things through and support you. You can call on: 08000 28 22 33 or if it's easier, text: 07860 022844 (standard network charges apply) and they will call you back. They are open 7 days a week: Mon-Fri 9am-9pm, Sat-Sun 9am-12noon. **www.children1st.org.uk/help-for-families/parentline-scotland/**

Young Minds offers free confidential online and telephone support to anyone worried about the emotional and mental wellbeing of a child or young person up to the age of 25. The charity also has information for parents and carers about mental health. **www.youngminds.org**

See Me is a charity that focuses on reducing the stigma and discrimination around mental health and offers advice to parents and carers who are concerned about their child. **www.seemescotland.org**

The Mental Health Foundation offer a range of support from looking after your own mental health to supporting someone else. They can also help you find further support and advice on how to seek help. **www.mentalhealth.org.uk**

The City of Edinburgh Council also offers a number of courses that support parents and carers. These include: Peep Learning Together Programme, Raising Children with Confidence, Raising Teens with Confidence, Incredible Years, Triple P and Teen Triple P. For more information see: **www.joininedinburgh.org**



HAPPY TO TRANSLATE

ترجمہ کے لئے حاضر ہمسعدنا توفير الترجمة
MOŻEMY PRZETŁUMACZYĆ 很樂意翻譯
আনন্দের সঙ্গে অনুবাদ করব

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Mental Health and Wellbeing Top Tips for Children and Young People

Top Tips for children and young people

Children and young people said they do these things to keep emotionally well and able to deal with life's ups and downs.

'Talk things over with someone you trust, a friend, teacher, parent or even a pet'

'Do something that you enjoy and makes you happy'

'Spend time with positive people'

'Focus on the big picture and learn what to ignore'

'Do the basics, eat well, get enough sleep and get active'

'Look for the positives even when things aren't going well'

'Be yourself, no-one else can tell you how to feel'

'If you are worried or upset about something write it down or draw a picture of how you are feeling'

'Take time for yourself, take a break, relax, meditate, have a bath'

'Reach out for a hug with someone you trust'



Supporting each other

Children and young people hoped a friend would do these things if they reached out for help.

- ❖ Just listen to them and try to understand
- ❖ Don't judge or laugh at them
- ❖ Share your own difficult times with them and give them hope that they can get through this
- ❖ Respect their privacy, don't share what they told you with everyone
- ❖ Help them to see the positives about themselves
- ❖ Include them in things
- ❖ Spend time with them face to face, not just on social media
- ❖ Help them to identify who they can ask for help - who's on their back up team?
- ❖ Encourage them to seek help early before it gets worse
- ❖ Don't take it personally if they aren't their usual self

Where to find further help

If you are worried about yourself or a friend, children and young people told us that it was helpful for them to find an adult to speak to. This could be a:

- ❖ parent or carer
- ❖ teacher
- ❖ doctor
- ❖ or another adult you trust

It can be difficult to make that first step to ask for help but remember that everyone struggles from time to time and it's okay to not be okay. If you would prefer to go online for support these websites are good place to start.

Samaritans www.samaritans.org

Epic Friends www.epicfriends.co.uk

Respect Me www.respectme.co.uk

Mood Juice www.moodjuice.scot.nhs.uk

Young Scot www.youngscot.org

Talk to Frank www.talktofrank.com

Childline www.childline.org.uk

Breathing Space www.breathingspace.scot

The Mix www.themix.org.uk

Healthy Respect www.healthyrespect.co.uk

Young Minds www.youngminds.org.uk

Produced in consultation with almost 450 children and young people in Edinburgh. These are the things they feel would help themselves and others to better look after their emotional wellbeing and mental health.

Education, Children and Families Committee

10am, Tuesday 21 May 2019

Appointments to Sub-Committee on Standards for Children and Families, Consultative Committee with Parents and Working Groups 2019/2020

Executive/routine
Wards
Council Commitments

Executive
All

1. Recommendations

- 1.1 To appoint the membership of the Sub-Committee on Standards for Children and Families for 2019/20 as set out in Appendix 1.
- 1.2 To appoint the Convener of the Sub-Committee on Standards for Children and Families for 2019/20.
- 1.3 To appoint the membership of the Consultative Committee with Parents for 2019/20 as set out in Appendix 2.
- 1.4 To appoint the Convener of the Consultative Committee with Parents for 2019/20.
- 1.5 To appoint membership of the Working Groups for 2019/20 as set out in Appendices 3 to 6.

Andrew Kerr

Chief Executive

Contact: Lesley Birrell, Committee Officer

Email: lesley.birrell@edinburgh.gov.uk | Tel: 0131 529 4240

Report

Appointments to Sub-Committee on Standards for Children and Families, Consultative Committee with Parents and Working Groups 2019/2020

2. Executive Summary

- 2.1 The Education, Children and Families Committee is required to annually re-appoint the membership of its Sub-Committee on Standards for Children and Families, Consultative Committee with Parents and Working Groups. The proposed membership structures and remits of each are detailed in appendices 1 to 6 of this report.

3. Background

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

4. Main report

- 4.1 The Committee is required to appoint the membership of its Sub-Committee on Standards for Children and Families, Consultative Committee with Parents and other Working Groups for 2019/20.
- 4.2 While there is no requirement for the membership of working groups to be proportionate to that of the Council, it is suggested that this is good practice.
- 4.3 The proposed membership has therefore been adjusted to reflect the overall political balance on the Council. It is, however, open to the Committee to alter the membership where it feels this is warranted.
- 4.4 The current membership structures and remits are set out in Appendices 1 to 6 of this report.

5. Next Steps

- 5.1 Not applicable.

6. Financial impact

- 6.1 Not applicable.

7. Stakeholder/Community Impact

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

8. Background reading/external references

- 8.1 [Review of Political Management Arrangements 2018](#) – report by Chief Executive
8.2 [Minute of Council Meeting of 28 June 2018](#)

9. Appendices

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

Appendix 2 – Consultative Committee with Parents

Appendix 3 – Corporate Parenting Member Officer Group

Appendix 4 – Duncan Place Working Group

Appendix 5 – Gaelic Implementation Steering Group

Appendix 6 – Wester Hailes Working Group

Sub-Committee on Standards for Children and Families

Sub-Committee on Standards for Children and Families

Membership - 8 Members and 1 Religious Representative

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

Councillor Perry (Convener)

Councillor Dickie

Councillor Bird

Councillor Laidlaw

Councillor Mary Campbell

Councillor Rust

Vacancy – 1 Labour Group Member

Councillor Young

Vacancy – 1 Religious Representative

Remit

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

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

Consultative Committee with Parents

Consultative Committee with Parents

Membership - 7 members

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

Councillor Dickie (Convener)	Councillor Perry
Councillor Bird	Councillor Smith
Councillor Mary Campbell	Councillor Young
Councillor Laidlaw	

Other Members

Three parent representatives from each of the Locality Groups
 Two parent representatives from the citywide Special Schools Group
 One parent representative from the Additional Support for Learning (ASL) Forum
 One head teacher from each sector on a rota basis
 One representative from the National Parent Forum)
 One representative from Connect (formerly the Scottish Parent Teacher Council)

Remit

The Consultative Committee with Parents is a forum which:

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

Corporate Parenting Member Officer Group

Corporate Parenting Member Officer Group

Membership - 8 members and 1 Religious Representative

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

Councillor Dickie (Convener) Councillor Laidlaw

Councillor Bird Councillor Perry

Councillor Corbett Councillor Rust

Vacancy – 1 Labour Group Member Councillor Young

Religious Representative

Rabbi David Rose

Other Partner Agency Members

One representative from the Champions Board (as Co-Chair)

Two representatives from NHS Lothian

One representative from Police Scotland

Remit

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

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

Duncan Place Working Group

Duncan Place Working Group

Membership - Local Ward Members (Leith Ward)

(Councillors Booth, McVey and Munro)

Remit

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

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

Gaelic Implementation Steering Group

Gaelic Implementation Steering Group

Membership – 5 Members

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

Councillor Dickie (Convener) Councillor Perry

Councillor Booth Councillor Young

Councillor Laidlaw

Remit

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

Wester Hailes Working Group

Wester Hailes Working Group

Membership – 5 Members

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

Councillor Perry	Councillor Laidlaw
Councillor Dickie	Councillor Campbell
Councillor Young	

Other Members

One parent council representative from Wester Hailes Education Centre

One parent council representative from each of the three feeder Primary Schools
(Canal View, Clovenstone and Sighthill)

Head Teacher, Wester Hailes Education Centre

One Head Teacher to represent the three feeder Primary Schools

Officers from Quality, Improvement & Curriculum, Communities and Families

Remit

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