

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.

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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

Contents	1
Executive Summary.....	2
What the Children Said.....	3
Evaluating our progress in health and wellbeing	4
Quality Assurance and Inspection	5
HWB Strategic Group Analysis of Progress	7
Conclusion.....	12

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.