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Notice of meeting and agenda

Education, Children and Families Committee

10.00 am Tuesday, 8th October, 2019

Dean of Guild Court Room - City Chambers

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

The law allows the Council to consider some issues in private. Any items under "Private Business" will not be published, although the decisions will be recorded in the minute of this meeting.

Contacts

Email: lesley.birrell@edinburgh.gov.uk / blair.ritchie@edinburgh.gov.uk

Tel: 0131 529 4240 / 0131 529 4085

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

5. Forward Planning

6. Business Bulletin

7. Executive decisions

8. Motions

8.1 Motion by Councillor Arthur:

"Committee:

Welcomes the moving testimony from Edinburgh Trade Union Council at the August Education, Children and Families Committee on the issue of child poverty and holiday hunger.

Recognises that child poverty is rising in Edinburgh and that the City of Edinburgh Council, The Scottish Government and the UK Government have a duty to use their powers to reverse this trend.

Recognises the excellent work of Council Officers, community groups and faith groups in helping low income families and note;

- All Primary Schools across the City now provide access to a universal breakfast club.

- Discover! aimed at reducing poverty and food/financial stress over the holidays has reported increased access to community provision, support services and families feeling less isolated

- Maximise! which works to improve financial resilience of families and has so far secured additional income of £946,623.50 for 398 families across the city.

Recognises, however, that many low-income families still find it difficult to provide three nutritious meals per day during holiday periods when free school meals are not available.

To note the next Reducing Child Poverty report will come to the Education, Children and Families Committee in March 2020 which will include an update on the work ongoing to reduce child poverty and holiday hunger.

To request that this report also includes information on the feasibility of the Council doing more to tackle holiday hunger either alone or via increased partnership working in this area."

Note: Councillor Arthur is called for this item.

8.2 Motion by Councillor Mary Campbell

"Committee:

Notes that Edinburgh Council Excursions Policy on travel overseas does not cover consideration of the councils 1 in 5: Raising Awareness of Child Poverty strategy, or the council target to be carbon neutral by 2030.

Requests officers consult with young people and draft a reviewed section on travel overseas that will be in line with the 1 in 5: Raising Awareness of Child Poverty strategy and the carbon neutral target of 2030, and bring it to Committee in 1 cycle."

Laurence Rockey

Head of Strategy and Communications

Committee Members

Councillor Ian Perry (Convener), Councillor Alison Dickie (Vice-Convener), Councillor Eleanor Bird, Councillor Steve Burgess, Councillor Mary Campbell, Councillor Joan Griffiths, Councillor David Key, Councillor Callum Laidlaw, Councillor Jason Rust, Councillor Susan Webber and Councillor Louise 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 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 , 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/cpol.

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Minutes

Education, Children and Families Committee

10.00am, Friday 16 August 2019

Present:

Councillors Perry (Convener), Dickie (Vice-Convener), Bird, Burgess, Mary Campbell, Griffiths, Key, Laidaw, Rust and and Young.

Religious Representatives
Fiona Beveridge and Monsignor Anthony Duffy.

1.   Deputation – Edinburgh Trades Union Council

The Committee received a deputation from Des Loughney, Alison Murphy and Clair Robertson the Edinburgh Trades Union Council in relation to reducing child poverty.

The deputation made the following points:

- The committee report was broadly welcomed but there were some concerns.
- There were strong concerns about the food crisis, rising levels of hunger and the adverse effects of universal credit.
- There were growing needs across the city and the figures provided underestimated the number of children living in poverty.
- More resources needed to be allocated and a longer term approach taken.
- The increasing cost of housing had not been considered.
- The current measures were not enough to mitigate child poverty and the report did not specify the actions to be taken to reduce child poverty.
- It was often difficult for staff to find the time to work on child poverty initiatives.
- For practitioners working with young people, their ability to respond to injustice and empathise with young people was sometimes compromised by other pressures.
- At some schools, there were children who appeared hungry, tired and unkempt, with anger towards other children.
- Financial pressure on parents often caused anxiety for children.
- There was a waiting list for specialist resources.
- There were high levels of rent and evictions, which meant families moving out of the catchment area.
- Poverty impacts on physical and mental development.
- There was a local food bank, to which staff made contributions.

- It was challenging for staff to teach children living in poverty who needed to be nurtured.

1) To note the issues raised.

2) To advise the deputation of the decision (see item 3 below).

The full presentation can be viewed via the link below.

https://edinburgh.public-i.tv/core/portal/webcast_interactive/438646

2. Deputation – Scottish Youth Climate Strikers – Global Strike for Future

The Committee received a deputation from Sandy Boyd of the Scottish Youth Climate Strikers in relation to the strike against climate change.

The deputation made the following points:

- The committee report stated that climate change was widely recognised.
- On 20 September, they would be joining the Global Climate Strike, which was expected to be well attended.
- People had to act on climate change, time was running out and young people had to have authorised absences to put pressure on governments
- Preventing students taking more days off was threatening young person's rights risking the progress which had been made and was morally wrong as they would be most affected by climate change.
- Pupils who needed unauthorised absence were not getting support, which meant that young people could not express their views.

Decision

1) To note the issues raised.

2) To advise the deputation of the decision (see item 4 below).

The full presentation can be viewed via the link below.

https://edinburgh.public-i.tv/core/portal/webcast_interactive/438646

3. Reducing Child Poverty

Details were provided of the new responsibilities for Local Government and Health Boards arising from the Child Poverty (Scotland) Act. These included new requirements for publication of an annual report describing existing and new planned actions, or measures taken, to reduce and mitigate the effects of Child Poverty.

Decision

1) To agree the Local Child Poverty Action Report submitted to Scottish Government in July 2019

2)   To agree to receive a six monthly report to Committee from the Child Poverty Action Unit to effectively scrutinise progress and actions to mitigate/reduce child poverty.

 (References – Education, Children and Families Committee 9 October 2018 (item 15); report by the Executive Director for Communities and Families, submitted).

4.   Climate Change Strikes

The Committee had authorised the absence of children attending schools in the City of Edinburgh who had take part in a climate change strike on 14 March 2019.

Following a further strike on 24 May 2019, the Council had examined the legal position and the newly published national guidance which encouraged children to attend school be supported to express their views in ways that would support, not diminish their attendance and attainment.

Motion

1)   To note the national policy on ensuring children attend school.

2)   To note the links to child protection and raising attainment, attached to attendance

3)   Notwithstanding the information contained within the report, Committee acknowledged the benefits of children taking part in demonstrations and marches which highlighted climate change and the detrimental effect on our future environment.

4)   Given the general political consensus on the need to tackle climate change, Committee agreed to authorise a single day of action per academic year for those pupils who wish to take part.

5)   The pupil's absence would only be considered authorised with parental consent which would be required to be sent to the school, in writing, in advance of any absence. Where consent was provided, the school was absolved of any responsibility for that pupil during the day of action.

6)   Any other absences in relation to climate change would be recorded by the school as unauthorised.

7)   Committee would also like to encourage schools to support pupils in any school-led initiatives and the production of any material which informed about climate change as detailed in paragraph 4.13 of the report by the Executive Director for Communities and Families.

8)   To call for all schools to take part in Rights Based Learning to show support for action against climate change

-      moved by Councillor Perry, seconded by Councillor Dickie.

Amendment

1)   To note the national policy on ensuring children attend school.

2)   To note the links to child protection and raising attainment, attached to attendance

3)   To notes that in October 2018 the United Nations Intergovernmental Panel on Climate Change reported that to mitigate severe impacts of climate change, average global temperature increases need to stay below 1.5 degrees centigrade and that greenhouse gas emissions would need to reduce by 45% globally by 2030. Thus setting a 12-year time frame for action and giving rise to the term 'Climate Emergency.

4)   To note that in response to this Climate Emergency an international movement of school students had developed under the banner 'Fridays 4 Future', who were deciding not to attend school on Fridays and instead take part in demonstrations to demand action to prevent further global warming and climate change.

5)   To note that the contribution of the global movement of young people was widely acknowledged to have hugely influenced the response to the Climate Emergency, including the First Minister of Scotland citing a meeting with school climate strikers and their demand for governments to declare a climate emergency with her declaration of a Climate Emergency in Scotland.

6)   To note that in May 2019 City of Edinburgh Council also agreed to set a 2030 target for achieving carbon neutrality in response to the Climate Emergency but had yet to produce a carbon reduction plan for achieving this target;

7)   To recognise that whilst, in accordance with its duties, the City of Edinburgh Council aims to promote good attendance at school:

   a)   That in Council schools, 'satisfactory attendance' did allow for a number of absences. That the extent of any disruption to learning would clearly be in proportion to the extent of absence. That the number of days absent from school for climate strikes represented a very small proportion of the whole school year, that school strikes took place on Friday which was normally a short, 3.5 hour school day, and that therefore disruption to learning was limited. That absences approved by the committee in support of school climate strikes to date had amounted to only two half-days in the previous school year.

   b)   That absences from school for climate strikes had a hugely significant influence on the global response to the Climate Emergency so far and that their continuation would be influential in driving further action;

   c)   That school children and young people coming together to take part in Climate Strikes had considerable educational value and was supported by educational experts.

8)   To note that the latest Scottish Government guidance 2019, 'Included, Engaged and Involved' Part 1, stated that reasons for authorised absence could include *'participation in non-school debates, sports, musical or drama activities agreed by the school.'* and noted that this guidance recognised the value of external events and allowed for authorised absence, which could include school climate strikes.

9)   Therefore, believed that children and young people should be encouraged and supported to demonstrate that their future was at stake because of the Climate Emergency and should not be penalised for unauthorised absence when taking part in school climate strikes.

10)   To agree that requests by school climate strikers for authorised absence would continue to be considered by the Council

11)   To call for all schools to take part in Rights Based Learning to show support for action against climate change

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

Voting

The voting was as follows:

For the motion   -   8 votes
For the amendment   -   2 votes

(For the motion: Councillors Bird, Dickie, Griffiths, Key, Laidlaw, Perry, Rust and Young.

For the amendment: Councillors Burgess and Mary Campbell.)

Decision

To approve the motion by Councillor Perry.

(References – Education, Children and Families Committee 5 March 2019 (item18); report by the Executive Director for Communities and Families, submitted.)

5.   Minute

Decision

1)   To approve the minute of the Education, Children and Families Committee of 21 May 2019 as a correct record.

2)   To approve the minute of the additional Education, Children and Families Committee of 17 June 2019 as a correct record.

6.   Rolling Actions Log

The Rolling Actions Log for May 2019 was presented.

Decision

1)   To agree to close the following actions:

- Action 1 – Breakfast Club Development Fund Update

- Action 6 – Digital Learning in Schools

- Action 8 – Supporting Children and Young People's Mental Health and Wellbeing in Schools

- Action 10 – Educational Attainment in Primary and Secondary Schools 2017

- Action 14 – Year of Young People 2018

- Action 16 – Schools and Early Years Playground Development

- Action 30 – Violence at Work Survey – Motion by Councillor Young

2) To ask the Executive Director for Communities and Families to circulate a briefing note to members on Action 2 (Policy and Guidance on Sponsorship) and Action 3 (Lifelong Learning Service Officers).

3) To update the rolling actions log to reflect the decisions taken at this meeting.

4) To otherwise note the remaining outstanding actions.

(Reference – Rolling Actions Log – 16 August 2019, submitted).

7. Business Bulletin

The Business Bulletin for August 2019 was presented.

Decision

To note the Business Bulletin.

(Reference – Business Bulletin, submitted).

8. Joint Inspection of Services for Children and Young People in Need of Care and Protection in the City of Edinburgh

An outline was provided of the positive outcome of the Care Inspectorate's report of services that were delivered by the Edinburgh Children's Partnership. The child protection work of the Partnership, was highly recommended, along with its leadership and the successful work undertaken in maintaining children safely within family-based care and the strength-based approach it adopted in its work with children and families.

Motion

To note and agree the Care Inspectorate's external scrutiny report of services provided by Edinburgh Children's Partnership's, published in June 2019.

- moved by Councillor Perry, seconded by Councillor Dickie

Amendment

1) To note and agree the Care Inspectorate's external scrutiny report of services provided by Edinburgh Children's Partnership's, published in June 2019.

2)   To note that the Edinburgh Children's Partnership Improvement Plan, covering the areas for improvement identified by the inspection would be submitted to the Care Inspectorate.

       -    moved by Councillor Burgess, seconded by Councillor Mary Campbell

In accordance with Standing Order 21(11), the amendment was accepted as an addendum to the motion.

Decision

To approve the following adjusted motion by Councillor Perry:

1)   To note and agree the Care Inspectorate's external scrutiny report of services provided by Edinburgh Children's Partnership's, published in June 2019.

2)   To note that the Edinburgh Children's Partnership Improvement Plan, covering the areas for improvement identified by the inspection would be submitted to the Care Inspectorate.

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

9.   Children's Partnership Arrangements

Agreement was sought to a review of current arrangements for the planning and oversight of children's services in Edinburgh. It was proposed that a short-term working group be established to submit proposals for consideration by the Committee and the NHS in December 2019.

Decision

1)   To agree that the City of Edinburgh Council and NHS Lothian lead a review of the current oversight arrangements to make sure children's services in Edinburgh:

        (a)   were planned and commissioned to best effect to deliver high quality care and support;

        (b)   were designed and evaluated by the children, young people, families and communities they served;

        (c)   had effective governance and accountability.

2)   To agree that the work should take into account Scottish Government guidance on Community and Children's Services planning, best practice on participation and the principles that currently underpinned children's services development in Edinburgh.

3)   To agree that the review should bring forward any proposals for new arrangements by December 2019.

4)   To note that any changes to current arrangements should be agreed by the Education, Children and Families Committee, Lothian Health Board and the Edinburgh Partnership.

(References – Education, Children and Families Committee 11 September 2014 (item 11); report by the Executive Director for Communities and Families, submitted).

10. Edinburgh Child Protection Committee Annual Report 2018-19

Details were provided on the Edinburgh Child Protection Committee Annual Report 2018-19 which summarised the work of the multi-agency strategic partnership within the past year. It highlighted the core business of the Child Protection Committee as well as areas of strength and good practice, alongside identified priority areas for the coming year.

Motion

1) To note the Edinburgh Child Protection Committee Annual Report 2018-19.

2) To note the positive contribution made by services across the City in keeping children safe.

- moved by Councillor Perry, seconded by Councillor Dickie

Amendment

1) To note the Edinburgh Child Protection Committee Annual Report 2018-19.

2) To note the positive contribution made by services across the City in keeping children safe.

3) To note that the areas for improvement as highlighted by the Child Protection Committee Annual Report, to be taken forward over the coming year, would be incorporated into the Child Protection Committee improvement plan, the next version of which would be considered by the Child Protection Committee in September 2019.

4) To request that the views expressed by families about the child protection system be specifically responded to in the Improvement Plan.

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

In accordance with Standing Order 21(11), the amendment was accepted as an addendum to the motion.

Decision

To approve the following adjusted motion by Councillor Perry:

1) To note the content of the Edinburgh Child Protection Committee Annual Report 2018-19.

2) To note the positive contribution made by services across the City in keeping children safe.

3) To note that the areas for improvement as highlighted by the Child Protection Committee Annual Report, to be taken forward over the coming year, would be incorporated into the Child Protection Committee improvement plan, the next version of which would be considered by the Child Protection Committee in September 2019.

4) To request that the views expressed by families about the child protection system be specifically responded to in the Improvement Plan.

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

11. Schooling Options for Children Living in Edinburgh – Follow up report

The Committee had considered a report on "Schooling Options for Children Living in Edinburgh" which provided details of the schooling options outside of those offered by City of Edinburgh Council for school aged children living Edinburgh and set out how this information was captured in the current roll projection methodology used by City of Edinburgh Council to forecast future school rolls.

Details were provided on children who were home schooled and how children who had never engaged in the education system were recorded.

Decision

1) To note the report by the Executive Director for Communities and Families.

2) To note that home education was a parental choice with 56 children currently registered in Edinburgh as being home schooled.

3) To further note that the parents of a child who had attended a public nursery or school must seek consent to withdraw for home schooling, however those who had never attended nursery or school, or who had not registered with a GP, were unknown to Council, NHS and wider support services.

4) To acknowledge this loophole and the discussions underway between the Council and NHS to partly address this through health visitor checks.

5) To further acknowledge, however, registration with a GP was key to health visitors being involved in the first place with younger children.

6) To instruct therefore, the Vice-Convener to write to the Scottish Government on the Committee's behalf to request that national policy be amended to obligate parents to ensure children not enrolled in schools/educated at home were registered with the appropriate authority and a GP.

(References – Education, Children and Families Committee 5 March 2018 (item 9); report by the Executive Director for Communities and Families, submitted).

12. 2020/23 Communities and Families Grants to Third Parties Programme

Details were provided of proposals for making clearer and more robust the application process and funding decisions relating to the 2020/23 Communities and Families Grants to Third Parties Programme.

Decision

1)   To approve the actions and changes set out in section 4 of the report by the Executive Director for Communities and Families.

2)   To ask for a report in March 2020 which would detail the process and outcome of the funding programme and make recommendations for awards.

3)   To note that officers had been tasked with developing a formula to mitigate the risk of imbalanced distribution of grants and that the Convener, Vice-Convener and Opposition Group Spokespersons would meet to discuss this in advance of the issue of the report back to Committee in March 2020.

(References – Education, Children and Families 17 June 2019 (item 1); report by the Executive Director for Communities and Families, submitted).

13.   Statutory Consultations Proposing to Establish a new Maybury Primary School, Replace Newcraighall Primary School and undertake catchment changes at Edinburgh Park and Curriemuirend

The Committee had agreed that three draft statutory consultation papers for the replacement of Newcraighall Primary School, the establishment of a new Maybury Primary School and the realignment of catchment areas to take account of new developments in Edinburgh Park, be submitted in August 219 ahead of publication.

Details were provided on the draft consultation papers for each of the three proposals and approval sought to finalise these papers ahead of publication and the commencement of the statutory consultation processes.

Decision

1)   To delegate authority to the Executive Director of Communities and Families to finalise and publish the draft statutory consultation paper in Appendix 1 of the report by the Executive Director for Communities and Families which proposed the establishment of a new primary school in the 'Maybury' development incorporating any changes agreed by the Committee.

2)   To delegate authority to the Executive Director of Communities and Families to finalise and publish the draft statutory consultation paper in Appendix 2 of the report which proposed the relocation of Newcraighall Primary School to a new building in the 'New Brunstane' development incorporating any changes agreed by this Committee.

3)   To delegated authority to the Executive Director of Communities and Families to finalise and publish the draft statutory consultation paper in Appendix 3 of the report which proposed the realignment of primary and secondary school

catchment boundaries encompassing the proposed new development sites within Edinburgh Park and at Curriemuirend incorporating any changes agreed by this Committee.

(References – Education, Children and Families Committee 21 May 2019 (item 7); report by the Executive Director for Communities and Families, submitted).

14. Transfer of Management of Secondary School Sport Facilities to Edinburgh Leisure

The Committee had agreed the development of a strategy in partnership with clubs that supported the inclusion agenda and enabled access to Council facilities without additional charges being imposed.

An update was provided on the work to date on the strategy to enable access without additional charges and delivering a service within the available budget.

Decision

1) To note the options developed and measures taken to reduce the budget pressure for the project.

2) To approve the introduction of an additional charge for lets outside of the new opening hour framework as detailed in paragraph 4.3 of the report by the Executive Director for Communities and Families.

3) To note the first local Child Poverty Action Plan at item 7.4, the establishment of the new Child Poverty Action Unit, and the work underway to reduce child poverty.

4) To request the Culture and Communities Committee ask for a report from Edinburgh Leisure on how they, as a partner, were helping to reduce child poverty and the cost of living for families in the city through:

- An increased range of free and affordable activities for children and families experiencing poverty.

- Equitable access to activities and opportunities in high SIMD areas.

- Ensuring that the priority in the use of school premises was given to local community groups working with local children and families.

5) To request that this report be referred to the Education, Children and Families Committee and Child Poverty Action Unit for information.

(References – Education, Children and Families Committee 11 December 2018 (item 10); report by the Executive Director for Communities and Families, submitted).

15. Carers (Scotland) Act 2016 - Update

An update was provided on the implementation of the Carer's Scotland Act 2016 and approval sought for the implementation plan for young carers.

Decision

1) To note the progress in implementing the requirements of the Carer's (Scotland) Act 2016 in respect of Young Carers.

2) To approve the draft implementation plan for Young Carers which would also be discussed by the Edinburgh Integration Joint Board (Health and Social Care Partnership) on 20 August 2019.

(References – Education, Children and Families Committee 5 March 2019 (item 6); report by the Executive Director for Communities and Families, submitted).

16. Revenue Monitoring 2019/20 – month three position

Details were provided on the projected month three revenue monitoring position for the Communities and Families Directorate, based on analysis of actual expenditure and income to the end of May 2019, and expenditure and income projections for the remainder of the financial year.

The total projected full year unfunded budget pressure was currently £7.95m, partially offset by mitigations totalling £5.2m, and resulting in a net residual unfunded budget pressure of £2.75m.

Decision

1) To note the net residual budget pressure of £2.75m which remained at month three.

2) To note that approved savings and operational efficiencies in 2019/20 totalled £4.334m, with £3.175m on track to be delivered in full and £1.159m assessed as amber, pending further detailed implementation plans.

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 6 December 2019 and to the meeting of the Education, Children and Families Committee on 10 December 2019.

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

17. Changes to the Operational Property Estate Lifecycle Costs Forecast – referral from the Finance and Resources Committee

The Finance and Resources Committee had referred a report which highlighted that every change to the Council's operational property portfolio had implications for the construction and running costs for that property over its lifetime, to the Education, Children and Families Committee for information.

The size of the Council's operational estate was increasing significantly, and this was putting pressure on revenue budgets to accommodate these lifecycle costs.

Decision

To note the report.

(Reference –Finance and Resources Committee 23 May 2918 (item 22**);** report by the Executive Director for Communities and Families, submitted).

18. Motion by Councillor Burgess – Global Climate Strike September 2019

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

 "Committee:

Notes the 'Global Climate Strike' (https://globalclimatestrike.net/) being held 20-27 September 2019 - expected to be the largest ever global action on the Climate Emergency which is being organised by young people and backed by NGOs, unions and organisations in 150 countries around the world;

Notes the Global Climate Strike is being led by young people of 'Fridays for Future' this time calling on adults to support them in a general strike;

Notes that the Global Climate Strike is taking place during the United Nations Emergency Climate Change Summit being held in New York;

Notes that 'Scottish Youth Climate Strikers' have notified the Council of their intention to march and hold a rally on Friday 20 September as part of this Global Climate Strike;

Therefore agrees, to allow school students to take part in this Global Climate Strike 2019, that this day 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 with a clear statement that the parent/carer will be responsible for their child during the absence from school."

Decision

To note the Councillor Burgess had withdrawn his motion.

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Rolling Actions Log

Education, Children and Families Committee

8 October 2019

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
1	07-03-17	**Communities and Families Policy and Guidance on Sponsorship**	To review the policy in March 2018.	Executive Director for Communities and Families	December 2019		Committee requested a briefing note on this at the August Committee.
2	10-10-17	**Lifelong Learning Service Officers**	To agree to receive a further report on the impact of staffing changes, including the total number of activity hours offered at each community centre, within 3 months.	Executive Director for Communities and Families

Executive Director of Place | October 2019 | | Report no longer applicable, groups will be briefed on staffing changes and activity hours offered to this point. |
| 3 | 12-12-17 | **Transfer of the Management of Secondary School Sports Facilities to** | To request a report on the transfer of management of sport facilities at the remaining Council owned | Executive Director for Communities and Families | December 2019 | | Decision relating to Action 30 below will also be included in this report. |

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		Edinburgh Leisure	and managed secondary schools. To requests the Culture and Communities Committee ask for a report from Edinburgh Leisure on how they, as a partner, are helping to reduce child poverty and the cost of living for families in the city through: • An increased range of free and affordable activities for children and families experiencing poverty. • Equitable access to activities and opportunities in high SIMD areas • Ensuring that the priority in the use of school premises is given to local community groups working with local children and families. To request that this report is referred to the Education,	Executive Director for Communities and Families	December 2019		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			Children and Families Committee and Child Poverty Action Unit for information				
4	12-12-17	**Open Library**	That an update report be submitted to Committee in six months.	Executive Director for Communities and Families	October 2019		Recommend for Closure Being reported to Culture and Communities Committee.
5	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		**Recommend for Closure**
6	06-03-18	**Anti-Bullying**	1) To ask for a subsequent report in six months once the current policy and procedures had been reviewed. 2) To ask for the subsequent report to highlight resources available for schools that helped with	Executive Director for Communities and Families	October 2019		An update is provided in item 7.4 - Preventing and Responding to Bullying and Prejudice Amongst Children and Young People

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No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			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.				
7	14-08-18	**Appointments to Sub-Committees on Standards for Children and Families, CCWP and Working Groups 2018/2019**	To submit a progress review and update to the Education, Children and Families Committee in six months.	Executive Director for Communities and Families	December 2019		The Working Group to examine outcomes for young people at WHEC will next meet on 30 October 2019. An update report on the progress of the Group will be prepared for the Committee in December 2019.
8	14-08-18	**Sport and Outdoor Learning**	To agree a further and more detailed report on Community Asset Transfer of sports facilities shall be	Executive Director for Communities and Families	October 2019		An update will be provided in the Business Bulletin

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No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			presented to this Committee in 2018/19.				
9	14-08-18	**Edinburgh Community Learning and Development Partnership Plan 2018-21**	That Committee notes the Edinburgh Community Learning and Development Plan 2018-2021 and will receive annual updates on progress.	Executive Director for Communities and Families	March 2020		This report should go to the Edinburgh Partnership first for approval in December and then come to E, C&F in March 2020 for noting.
10	09-10-18	**Towerbank Primary School – On-Site Cooking of School Meals**	1. To ask that additional detail be provided to the next sitting of the Committee to include: (a)- Details on why six deliveries per day are still required and if this could be reduced. (b) Details of when and why the access point covered	Executive Director of Resources	December 2019		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			by point 3.6 was removed from planned works; and if such works should be considered even if no changes are made to catering in light of the current requirement for vehicles to access the servery via the playground. (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. (d) Quotations for options explored from a range of contractors with costings available for				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			review by committee members.				
			2. To agree to set up a working group, comprising a representative from each political group, or ward member, with officers and interested parties from Towerbank to explore further options for a hybrid model, including the micro kitchens currently used in Hull, other options for drainage, an examination of the foods best prepared on site, and if there are any intermediate steps that could be put in place as part of	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
			a journey to a production kitchen 3. A report covering the options explored by the Working Group should be presented to Committee when the work is complete.				
11	09-10-18	**Lifelong Learning Plan**	To agree to receive an annual progress update report.	Executive Director for Communities and Families	October 2019		An update is provided in item 7.16 - Lifelong Service Plan/ Arts and Creative Learning Update
12	09-10-18	**Arts and Creative Learning Update**	To agree to receive a further report in October 2019.	Executive Director for Communities and Families	October 2019		An update is provided in item 7.16 - Lifelong Service Plan/ Arts and Creative Learning Update
13	09-10-18	**Raising Attainment:**	To ensure impact of this framework by requesting an	Executive Director for	October 2019		An update is provided in item

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		Frameworks for Learning: Teaching and Learning	annual update on the quality of Teaching and Learning.	Communities and Families			7.11 - Educational Attainment in the BGE, 2018-19
14	09-10-18	**Educational Attainment in the Broad General Education for Primary and Secondary Schools 2018**	To agree to receive further annual reports on attainment/improvements in performance.	Executive Director for Communities and Families	October 2019		An update is provided in item 7.11 - Educational Attainment in the BGE, 2018-19
15	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		
16	11-12-18	**Petition for Consideration - Edinburgh**	1) Require a detailed report on Edinburgh Central Library as a	Executive Director for	October 2019		Recommended for closure.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		Central Library vs Virgin Hotel	flagship cultural project of national/international significance commensurate with existing professional advice to the Council and the Council's own reports*.	Communities and Families			**Being reported to Culture and Communities Committee**
			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.	Executive Director for Communities and Families	October 2019		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
17	11-12-18	**Energy in Schools Annual Report**	1) To note that an annual progress report will be submitted to Committee in 2019 on Energy in Schools. 2) To note the urgency of meeting statutory 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.	Executive Director of Resources	December 2019		
18	11-12-18	**Community Access to Secondary School Sport**	To request that officers work in partnership with clubs to create a strategy which supports the wider inclusion	Executive Director for	TBC		**This action will be included in the report**

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		Facilities – Impact of Introduction of Non-Core Hour Charges	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.	Communities and Families			**requested at Action 4 above.**
19	11-12-18	**Update on South East Improvement Collaborative**	Request a further annual update.	Executive Director for Communities and Families	December 2019		
20	11-12-18	**Edinburgh Learns: Learning Together Framework for Parental Engagement and Involvement**	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		
21	11-12-18	**Primary and Special Schools Letting Update**	To request a further report on any future changes to the letting service to ensure continuous improvement and consistent service	Executive Director for Communities and Families	October 2019		An update is provided in item 7.2 - Primary and Special School Lets Update:

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			comes to Education, Children and Families Committee in two cycles.				Impact of the Asset Management Works Programme on Summer Holiday bookings
22	11-12-18	**Early Years 1140 Expansion: Progress and Risk Update**	Request an Admissions and Appeals update report in December 2019.	Executive Director for Communities and Families	October 2019		An update is provided in item 7.8 - Early Years 1140 Expansion Progress and Risk Update
23	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	August 2019		**Recommended for Closure**
24	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		**Report on agenda for this meeting (item 7.11)**

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No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							Recommend for Closure
25	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	October 2019		An update is provided in item 7.1 - Promoting Equality
26	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		**Recommended for closure**
27	05-03-19	Motion by Councillor Laidlaw -	Agrees to consult with head teachers on the proposition that the term ends on	Executive Director for	August 2019		**An update is included in the Business**

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		Adjustment of Christmas Holiday 2020/21 School Year	Tuesday 22 December and returns Tuesday 5 January and report back to Committee after two cycles.	Communities and Families			**Bulletin for this meeting (Item 6.1)**
28	21-05-19	What Kind of Edinburgh? Outcomes and Next Steps	To 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 including the possibility of a mechanism that would allow young people to input thoughts to Committee Members.	Executive Director for Communities and Families	October 2019		An update is provided in item 7.3 - Children and Young People's Participation
29	21-05-19	Future Statutory Consultation Requirements	To approve that draft statutory consultation papers are brought forward to future Committee meetings for consideration before publication after	Executive Director for Communities and Families	Ongoing		

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No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			informal consultation with affected communities.				
30	21-05-19	Primary and Special School Lets Update	1) To 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 2) To request a further report in October 2019 on the numbers of lets applied and any issues for organisations not getting lets.	Executive Director for Communities and Families Executive Director for Communities and Families	October 2019 October 2019		An update is provided in item 7.2 - Primary and Special School Lets Update: Impact of the Asset Management Works Programme on Summer Holiday bookings
31	21-05-19	Improving Attainment – Care Experienced Children and Young People Fund	To 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	Executive Director for Communities and Families	March 2020		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			work will impact on Fund spend next year and beyond.				
32	21-05-19	Choose Youth Work	To note that a further report detailing awards in North West locality will be reported to Committee at a later date.	Executive Director for Communities and Families	March 2020		
33	21-05-19	Senior Phase Attainment, 2017-18	To agree to receive further annual reports on attainment/improvements in performance in the Senior Phase.	Executive Director for Communities and Families	Ongoing		
34	21-05-19	Response to Incident Survey	Ensure that any future report includes details on: • Quality assurance to ensure that incidents are reported correctly and consistently.	Executive Director for Communities and Families	T.B.C.		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			• Actions that are taken when incidents are being reported.				
			• Work with the Unions to ensure there are no gaps in the reporting data.				
			• Actions that are being taken to support teachers and PSAs who experience a violent incident.				
35	21-05-19	Edinburgh Learns: Equity – Actions to Improve Outcomes for Children in Poverty	To agree to receive further annual reports on Edinburgh Learns: Equity.	Executive Director for Communities and Families	Ongoing		
36	21-05-19	Edinburgh Learns:	To request a report in December 2019 which details the progress made	Executive Director for	December 2019		

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No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		Framework for Digital Learning	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.	Communities and Families			
37	21-05-19	Edinburgh Learns: Health and Wellbeing	To agree to receive further annual reports on Health and Wellbeing in Edinburgh schools	Executive Director for Communities and Families	Ongoing		
38	30-05-19 (Council)	Motion by Councillor Laidlaw – Subject Choice in Schools	To request a report within two cycles to the Education, Children and Families Committee. This should cover the whole school experience, including subject choice, methods for gaining qualifications, including National Qualifications, Skills for Work, Vocational Qualifications, and	Executive Director for Communities and Families	December 2019		The recently published Scottish Government report on pathways may change the response to the motion. To allow

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			opportunities for wider achievement. The report should detail any changes suggested by the Scottish Government after their review of the implementation of the Curriculum for Excellence and the potential impact on Edinburgh Council Schools. This will include information in relation to points 1 to 5 as identified in the final part of the motion.				officers sufficient time to consider this, a report will come to Committee in December 2019.
39	16-08-19	Reducing Child Poverty	To agree to receive six monthly report to Committee from the Child Poverty Action Unit to effectively scrutinise progress and actions to mitigate/reduce child poverty.	Communities and Families	Ongoing		
40	16-08-19	2020/23 Communities and Families Grants to Third Parties Programme	To request a report in March 2020 which details the process and outcome of the funding programme and makes recommendations for awards.	Communities and Families	March 2020		

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No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
41	16-08-19	Revenue Monitoring 2019/20	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 6 December 2019 and to the meeting of this committee on 10 December 2019.	Communities and Families	December 2019		

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Business Bulletin

Education, Children and Families Committee

10.00am, Tuesday, 8 October 2019

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

Education, Children and Families Committee

Convener:	Members:	Contact:
Councillor Ian Perry Vice Convener: Councillor Alison Dickie	Councillor Eleanor Bird Councillor Mary Campbell Councillor Joan Griffiths Councillor Steve Burgess Councillor Callum Laidlaw Councillor David Key Councillor Jason Rust Councillor Susan Webber Councillor Louise Young **Added Members for Education Matters** **Religious Representatives** Monsignor Anthony Duffy Mrs Fiona Beveridge Rabbi David Rose **Parent Representative** Alexander Ramage	Lesley Birrell Committee Services 0131 529 4240 Laura Millar Service and Policy Adviser to the Convener and Vice-Convener Tel: 0131 529 4319

<u>What is Youth Talk</u>

Youth Talk is a process that supports large numbers of young people to have a say about things in their community. This can be about how services are provided, issues that affect them or to simply let everyone know how they feel about their area, and what they think can be done to change things.

Unlike other engagement processes, Youth Talk is based on five key Stages, each providing young people with several opportunities to participate in the process, as per their preference.

These five key Stages are:

- A Flash Poll to determine levels of satisfaction with local services and facilities.
- Wider mapping and analysis with young people, of local services and support.
- "The Gathering" an event that brings young people and service providers together to further shape actions.
- Pledges are developed, and changes identified by the service providers with the involvement of young people where appropriate.
- Delivery – young people supported to co-design new services and activities or promote larger issues identified to relevant strategic/delivery groups.

The programme is 9 months into the process, and we have used different ways of engaging young people. Young people are at the heart of the process. Adults are also important too as they can then work with young people to help change things, make things better or just listen to young people.

The 'Gathering' event has taken place and now the real work begins in terms of ensuring what can be delivered or changes to existing services now takes place. This can also involve changing approaches or even attitudes.

With the valuable information that came out of The Gathering we are now focused on a working group of young people to help continue the developments of this process into the final stage. This will be in partnership with West Edinburgh Youth Engagement Partnership, who have helped to support the Youth Talk process.

YouthTalk was devised by the City of Edinburgh Council in 2013 and has been carried out in different parts of the city. It has been recognised by the Scottish Parliament as a model of good practice and by the Scottish Government Education Inspectorate (HMIE) as an exemplar model to engage with young people.

YouthTalk is simultaneously happening in other parts of Edinburgh and will continue across all four Localities over the next 3-5 years.

The engagement of the young people at each stage of the programme has been incredible. The number of young people that have participated provides strength to all the data collected and fully endorses why Youth Talk takes place. Importantly, it highlights that young people have a keen interest in what happens in their community. It also reflects the great work going on in pupil councils across the area and shows young people are effective decision makers. It is hoped that this partnership with pupil councils and Youth Talk continues in the years to come.

Youth Talk 2019 has confirmed some short falls in service or activity, for example, places for young people to hang out is limited. But is has also helped to highlight other areas that require attention where, without engaging young people might not be as obvious, such as health and wellbeing, feeling safe and life skills. Many of the suggestions put forward by those attending the Gathering event will not require large financial investments but will require a rethink in terms of how services are currently provided and how facilities might be more available.

Some of the YouthTalk outcomes also link with the North West Locality Improvement Plan and other plans e.g. Edinburgh's Children and Young People's Service Plan, this is useful as some key professionals may be aware of some of the issues raised which could help get key people involved and help get things moving.

The pledges and how they are developed over the next year or so will determine the success of this Youth Talk process. It is now up to both "key" adults and young people to commit to making some of these ideas come to life. These are exciting times for our areas, and there is confidence that some meaningful outcomes will be achieved.

<h3 style="text-align:center"><u>School Dinner Lunch</u></h3>

The Lord Provost agreed for a school dinner lunch to be served as a meal of choice on Thursday at the City of Edinburgh Council meeting on the 19 September.

Councillors were able to choose from home-made vegetable soup, sizzling piri piri chicken with vegetable rice, or red pesto rainbow pasta with steamed broccoli followed by seasonal fruit and yogurt.

Last year we had school catering staff prepare and serve the food and this year it was done by eight students from Castlebrae Community High School.

These pupils are all on a Skills for Work Hospitality course and four of them were in the kitchen preparing the lunch whilst the rest was upstairs setting up the room for lunch.

There was an opportunity for the Councillors to speak to the students during the lunch. The food that was served is available on our school menus in our primary schools.

The Council's catering service freshly cooks around 18,500 hot meals every day to over 90 schools across the city delivered from 54 production kitchens by over 500 dedicated staff.

The service is committed to sourcing food from Scotland and the UK and use local suppliers for meat, vegetables and milk.   With all fish coming from sustainable sources, all eggs served are free range and meat from QMS or Red Tractor accredited farms.

Five years ago the Council became the first local authority in Scotland to achieve the Bronze Catering Mark Award across all its primary, secondary and special schools and in 2016 two pilot schools, Currie High and Buckstone Primary, gained the Silver Catering Mark Award.

Leith Academy's S4 Prince's Trust Achievement

Pupils in Leith Academy's S4 Prince's Trust Achieve in-school programme have been awarded a Prince's Trust Development Award to support them in establishing their own enterprise project. The pupils have established a fully equipped milkshake bar – Mooshakez - at Leith Academy, that will provide hospitality services as a project aimed at improving pupils' employability.

Through the project, pupils will have the opportunity to receive accreditation for awards and qualifications including the REHIS Elementary Food and Hygiene Certificate and Prince's Trust Scottish Personal Development qualifications at Level 5.

By establishing Mooshakez, pupils have regular opportunity to put their skills in to practice and develop the employability skills required for the pupils to gain positive and sustained destinations post-school.

Leith Academy is the first school in Edinburgh to receive this award, and the official launch took place on Thursday 5 September. Mooshakez will operate as normal from 10:30-10:50am. This was followed by the formal launch, which included short presentations from school staff and representatives from the Prince's Trust, a ribbon cutting ceremony, cheque presentation and official photographs. This was then followed by a sampling of the products.

Annual Green Pencil Launch

The annual Green Pencil Launch event was with P6 pupils from Davidson Mains PS and children's author Vivian French on the 29 August at Blackhall Library.

The Green Pencil Award is our annual environmentally-themed creative writing competition. It is open to all P4 to S3-aged children and young people in Edinburgh.

There has been a lot of attention given recently to climate change and its effects on the natural environment, so this year our theme is 'Going, going, gone: Scotland's wildlife in danger?'.

Scotland is home to a diverse range of wildlife, on the coast and in the countryside. Not all wild Scottish animals are endangered, but some such as the pine marten and the red squirrel are at particular risk.

We want to encourage children and young people to write imaginatively about this wildlife and their feelings about it. This could be by writing about:

- a particular species of animal
- a time when they have seen a wild animal at close quarters
- an animal or bird that has a special connection to the writer.

The golden eagle, wildcat, bottle-nosed dolphin, red squirrel and pine marten are all protected species, but you can write about the capercaillie, otter, mountain hare, orca, puffin, or even the damselfly or honey bee!

The possibilities for the entries are endless:
- haiku
- prose
- poetry
- imaginative tale
- a creative kenning
- ballad
- a story inspired by a visit or holiday.

The writing has to be the author's own work and is no longer than one side of A4 paper.

The closing date is 11 October 2019.

The awards ceremony is at Central Library on 21 November 2019.

Dog Friendly Thursdays in Libraries

Central, Stockbridge and Oxgangs Libraries will be introducing Dog Friendly Thursdays from Thursday 3 October. Customers will be welcome to bring their well-behaved dogs into those libraries.

There are many reasons for making these libraries Dog Friendly on Thursdays.

- People won't have to worry about leaving their dog in the car or tied up outside.
- This will encourage people to use libraries who may not have done so previously
- This acknowledges the role that dogs play in providing support and companionship and the help they give to some people in social situations
- Dogs are a great conversation starter and this will be great for customers who wish and need some social contact
- This makes our libraries a friendly place to visit

Sport and Physical Activity Strategy 2020-23

Culture and Communities Committee have requested an update on the work on creating a new Sport and Physical Activity Strategy 2020-23 for it's Committee meeting on the 12 November 2019. The report will provide the opportunity to consider a number of issues relating to access of Council owned sports facilities including the possible transfer of these assets to third party organisations.

There are a number of current expressions of interest in asset transfers but the process is a lengthy one and requires due diligence from both the applicant and Council officers. A key aspect of the new strategy will be the action undertaken to find new ways of working with sport clubs and organisation to maximise the access to Council owned sports facilities whilst taking account of the financial pressures facing all partners.

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Education, Children and Families Committee

10am, Tuesday, 8 October 2019

Promoting Equality

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 promoting Equality across City of Edinburgh schools, in all aspects of education systems, procedures and practices.

1.1.2   agree to the next steps proposed at section 5.

1.1.3   agree that report is presented in March 2020 to provide sufficient time for the impact of proposed actions at section 5 to be evaluated.

Alistair Gaw

Executive Director for Communities and Families

Contact: Annemarie Procter, Depute Head Teacher

E-mail: Annemarie.procter@ea.sch.ukl Tel: 0131 469 2890

Report

Promoting Equality

2. Executive Summary

2.1 All education establishments and services recognise their legal requirement to:
- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between people who share a protected characteristic
- Foster good relations between people who share a protected characteristic and those who do not.

2.2 There are many positive examples of preventative, pro-active and responsive work relating to the above duty across our education establishments and services. It is also recognised that the experiences reported by some children, young people and families indicate that consistency is an issue which we are working to address. In particular, bullying and prejudice remain enduring problems and this is reported on separately in 'Preventing and Responding to Bullying and Prejudice amongst Children and Young People'. The current report provides an indicative summary of the work of primary, secondary and special schools, the ASL Service and Quality Improvement & Curriculum Service to promote Equality and areas for improvement. It focuses mainly on the protected characteristics of race, religion or belief, sexual orientation and gender re-assignment. The protected characteristic of disability will be addressed partly through the forthcoming Inclusion Report. A future Equality report will focus on disability and gender.

3. Background

3.1 Previous reports on equalities and inclusion and measures to improve the opportunities, experiences and outcomes for children and young people have been presented to the Education, Children and Families Committee, most recently the March 2019 report on work across Communities and Families to promote children's rights, equalities and inclusion with children and young people.
https://democracy.edinburgh.gov.uk/Data/Education,%20Children%20and%20Famil
ies%20Committee/20190305/Agenda/item_72_-
_promoting_children_s_rights_equalities_and_inclusion_in_schools_and_services.p
df

3.2 In addition, the February 2019 interim report on the Equality, Diversity and Rights Framework 2017-2021 notes progress in relation to actions for Communities and Families under: Outcome 1. Improved accessibility of council services, housing and buildings; Outcome 2. Improved community safety, justice and cohesion services; Outcome 3. Improved education and employability services.

3.3 When reviewing or planning new policies or services, education establishments and services ensure that they fulfil their legal requirements to give due regard to all protected groups and consider whether any individual or group might experience a particularly positive or negative impact and take steps to mitigate as appropriate. They examine and use all available information to ensure that promotion of equality and anti-bullying issues are incorporated within establishment and service development plans.

3.4 Communities and Families is committed to an inclusive and rights respecting approach to promoting equalities, preventing and addressing discrimination and bullying and closing the equity gap.

3.5 The key Communities and Families policies, frameworks and procedures directly related to promoting Equality in education establishments are:

- Included, Engaged and Involved
- Edinburgh Learns Framework for Inclusion
- Edinburgh Learns Framework for Equity
- Edinburgh Learns Framework for Health and Wellbeing
- Preventing and Responding to Bullying and Prejudice Amongst Children and Young People

3.6 We gather Equalities monitoring information from a range of sources including: pupil views (pupil councils, focus groups, biennial pupil wellbeing survey), school self-evaluation, bullying incidents data, attainment data, employment data and engagement with partners.

3.7 This quantitative and qualitative data informs actions for improvements in promoting equality and preventing and responding to bullying. We recognise the importance of qualitative data for giving voice to children and young people's experiences.

3.8 We recognise the need to ensure that we continue to closely monitor information and to maintain an equitable approach in relation to all protected characteristics. Furthermore, we recognise the need to be alert to intersectionality, including the interaction between protected characteristics and poverty.

4. Main report

4.1 A revised procedure for 'Preventing and Responding to Bullying Amongst Children and Young People' has been written and is due to be launched in October 2019, in partnership with **respect*me*** Scotland's Anti-Bullying Service. (See separate report)

4.2 A range of Equalities training aimed at Senior Leaders (required), Equality Co-ordinators and whole-staff (optional) has been developed and delivered over the period 2016-2019 by the Additional Support for Learning Service (Appendix 1). Since January 2019, this offer includes whole-school Unconscious Bias training. Work is underway to review the reach and impact of this training to identify improvements. School Equality Co-ordinators receive a termly bulletin highlighting upcoming training and events, key information, updates and good practice.

4.3 Authority level 'Leavers' attainment data for the period 2017-2018 (Appendix 2) analysed for EAL (English as an Additional Language) shows a drop in Attainment for All from 2017 to 2018 across lowest 20%, middle 60% and highest 20%, with figures below the national average for all groups. In Literacy and Numeracy, there has been a slight increase at Level 4+ and Level 5+ and the overall trend is positive. Positive Destinations data shows a 2% increase on 2017 which places Edinburgh above the National Average.

The same attainment data analysed for BME (Black and Minority Ethnic) shows an increase in 2018 for the lowest 20% and highest 20%. However there has been a drop in attainment for the middle 60% and this figure is noticeably below the national average. Attainment in Literacy and Numeracy shows little change, with a slight recovery from 2017 results at Level 4+ and Level 5+. Level 5+ attainment remains below the national average, although the gap has narrowed compared with 2017. The figure for Positive Destinations has decreased slightly in 2018 however it remains in line with the national average. The strategy for improvement in attainment is set out in the Edinburgh Learns Framework which is elsewhere on the Education, Children and Families Committee agenda.

4.4 Pupil wellbeing survey data (secondary) for 2018-19 (Appendix 3) is analysed for BME, disability and gender. This report highlights the findings for BME.

4.5 The data indicates that overall, young people from minority ethnic backgrounds report lower levels of wellbeing than their 'White' peers. It is noticeable that for almost all statements, results for BME including 'White Other' are higher than for BME not including 'White Other'. For BME pupils not including 'White Other', responses differed by more than 5 percentage points (lower) for four statements: *When I moved from my previous school into this one, the staff helped me with this change; I have adults in school I can speak to if I am upset or worried about something; I know what out-of-school activities and youth groups are available in my local area; I expect to be able to get a job, college, training or university place when I leave school.*

4.6   The steps to address these issues are set out in Section 5.

4.7   The recently introduced school-level monitoring and tracking system (EDiCT) includes BME, Disability, EAL, Gender and Looked After fields to allow schools to closely monitor and track these groups of interest.

4.8   A rolling programme of school supported self-evaluations includes self-evaluation of HGIOS?4 Quality Indicators 2.4 Personalised support and 3.1 Ensuring wellbeing equality and inclusion. Self-evaluation of these QIs is supported by the Additional Support for Learning Service Deputes, working alongside Quality Improvement Officers.

4.9   In the context of increasing numbers of bilingual learners, the ASL Service EAL and Gypsy Roma Traveller (GRT) Support Team has developed an evidence-based capacity-building model to ensure an equitable, sustainable and responsive EAL provision. We continue to explore opportunities for extending this model in primary schools and there is a pilot currently underway in one secondary school. Working with schools and partners, the team provides a range of targeted support for vulnerable groups (refugees, asylum seekers, Unaccompanied Asylum Seekers and GRT children and young people). It also works with other specialist practitioners to ensure that EAL learners who have other additional support needs at Pathways 2-4 are appropriately identified and supported. (Appendices 4-6)

4.10   Our aim is to embed representation of the lived experiences and histories of all communities within the everyday curriculum so that all children and young people are explicitly valued and included. We recognise the need for a curriculum which fully acknowledges and incorporates the positive contribution and achievements of people from black and minority ethnic backgrounds in History and across all areas of the curriculum, as one aspect of whole-school approaches to anti-racist education. To this end, we will continue to provide training and resources for teachers. The EAL & GRT Support Team offers training and support for schools to develop a culturally inclusive curriculum, with a focus on children and young people from minority ethnic backgrounds. The September 2019 issue of the Equality Co-ordinators' bulletin and the upcoming Equality Co-ordinators' training will highlight resources and events for Black History Month. (Appendix 7)

4.11   A pilot project is underway at St. John's RC Primary School to engage with pupils and parents from minority faith groups. Open to all minority faith groups, to date the participating pupils and parents are from the Muslim and Sikh communities. (Appendix 8)

4.12   There is ongoing work in several schools to engage with parents from minority ethnic backgrounds, including at Preston Street Primary School and Gylemuir Primary School. Tynecastle HS are working on increasing diversity of representation on their

Parent Council and this work is being shared with the Edinburgh Learns Parental Engagement Board.

4.13 There is a continued lack of diversity in the teaching workforce in Edinburgh which reflects the national picture as highlighted in the Scottish Government report '*Teaching in a Diverse Scotland: Increasing and Retaining Minority Ethnic Teachers in Scotland's Schools*' (November 2018). As of March 2019, Communities and Families employed 85 BME teachers (2%), 50 BME PSAs (3.4%) and 1 BME CLD Lifelong Learning Development Officer (10%). By contrast, approximately 28% of Edinburgh's school population is from a minority ethnic background. It should be noted that 17.7% of the Council's workforce have not disclosed their ethnicity. A 'Creative Conversation' event with speakers from BAMEed network in autumn 2018 raised awareness of this issue amongst Communities and Families leaders and a next step will be to establish a cross-departmental short-life working group.

4.14 Many schools have achieved Bronze, Silver or Gold UNICEF Rights Respecting School Awards (Appendix 9). Other schools are working independently to embed the United Nations Convention on the Rights of the Child (UNCRC). All schools are working to embed the values of wisdom, justice, compassion and integrity which underpin the Curriculum for Excellence. These rights and values are translated into each school's own values which are chosen by pupils. Children's rights are also promoted through age-appropriate awareness-raising of the Getting it Right (GIRFEC) Wellbeing Indicators.

4.15 Five of our secondary schools have achieved an LGBT Youth Scotland Charter Award, with Queensferry High School's journey to the Bronze award being highlighted on the LGBT Youth Scotland website. Many more schools are working hard to meet the needs of our LGBT learners. Our schools are implementing the new national resource for Relationships, Sexual Health and Parenthood education for children and young people. We note the Scottish Government's approval of the recommendations of the TIE campaign and establishment of an LGBT Inclusive Education Working Group. We undertake to continue to engage pro-actively with the recommendations and the forthcoming policy guidance and resources.

4.16 Following the recent challenge to national guidance on supporting transgender and non-binary children, we note that a national review will take place. In the interim, we continue to work with schools to support transgender young people on a case by case basis.

4.17 The role of the Equalities Lead Officer will be to strengthen the strategic approach to promoting equality and reducing discrimination within schools and across Communities and Families; to work within Communities and Families and with other agencies and voluntary sector partners to support schools to meet their duties under

the Equality Act 2010; to work with other Council departments to address cross-departmental issues.

5.   Next Steps

5.1   Evaluate reach and impact of all Equalities-related training and identify actions, including: scoping out mandatory Equalities training for all staff; involvement of children, young people and families in the review and delivery of training; consideration of the potential contribution of partners in delivery of training.

5.2   Establish a cross-departmental short-life working group to agree actions to address lack of diversity in the authority's Teacher, Pupil Support Assistant and Youth Worker / Lifelong Learning Development Officer workforce.

5.3   Audit Edinburgh Learns Frameworks to ensure that Equalities groups are appropriately considered and referenced.

5.4   Audit data currently gathered in relation to promoting equality and preventing and responding to bullying and prejudice; identify gaps in this data; strengthen systems for gathering relevant data from schools, partners and officers to inform on progress and guide future work.

5.5   Review Edinburgh guidance and training on supporting transgender young people after publication of forthcoming national guidance.

5.6   Evaluate implementation of 'Preventing and Responding to Bullying Amongst Children and Young People' procedure from *August 2020.*

5.7   Make sure these steps are based on the highest standards of principals of engagement with young people.

6.   Financial impact

6.1   It is expected that this work will be carried out within existing roles and remits, and therefore actions and timescales will require to be reasonable and realistic.

7.   Stakeholder/Community Impact

7.1   Consultation and engagement took place with school senior managers and officers within
the local authority. Further engagement with pupil, parent and community partners is planned.

8.   Background reading/external references

8.1   Included, Engaged and Involved (Education Scotland) 2018

7

8.2   City of Edinburgh Council: Included, Engaged and Involved - policy

8.3   City of Edinburgh Council: Preventing and Responding to Bullying Amongst Children and Young People - procedure

8.4   City of Edinburgh Council: Edinburgh Learns Framework for Inclusion

8.5   City of Edinburgh Council: Edinburgh Learns Framework for Health and Wellbeing

8.6   City of Edinburgh Council: Equality, Diversity and Rights Framework 2017-21; and progress report for 2017-2019

8.7
https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHedit HGIOS/FRWK2_HGIOS4.pdf

8.8   https://www.gov.scot/publications/teaching-diverse-scotland-increasing-retaining-minority-ethnic-teachers-scotlands-schools/

8.9   https://www.gov.scot/publications/lgbt-inclusive-education-implementation-group-communications-brief/

8.10   https://www.lgbtyouth.org.uk/lgbt-charter/lgbt-schools-charter/our-story-queensferry-high-school/

8.11   https://www.gov.scot/publications/statement-gender-recognition/

9.   Appendices

9.1   Appendix 1   Equality Training and support for Senior Leaders, Equality Co-ordinators and school staff

9.2   Appendix 2   Attainment data

9.3   Appendix 3   Pupil Wellbeing Survey data

9.4   Appendix 4   ASL Service leaflet: English as an Additional Language (EAL)

9.5   Appendix 5   EAL Professional Learning Offer 2019-20

9.6   Appendix 6   Developing a Capacity-building Model for EAL Provision

9.7   Appendix 7   Equality Co-ordinator Bulletin September 2019

9.8   Appendix 8   St John's Pilot

9.9   Appendix 9   UNICEF Rights Respecting Schools

Appendix 1: Equality Training for Senior Leaders, Equality Co-ordinators and School Staff

Audience	Format and Content	2016-17	2017-18	2018-19
School Head Teachers / Senior Leaders (required)	One 2-hour session; based on the concept of 'Cultural Proficiency', with good practice input from 2 other authorities, focusing on 'race' and religion/belief; and sexual orientation and gender re-assignment.			
Equalities Co-ordinators (optional)	Three 2-hour sessions; deepening knowledge of cultural proficiency and application in school settings; exploration of all relevant protected characteristics.	Nursery Schools/EYCs: 8 Primary Schools: 32 Secondary Schools: 10 Special Schools: 4		
Pupil Support Assistants	One 2-hour session as part of full day ASL training delivered to PSAs in cluster groups.	Rolling programme reaching all schools over a 3-year period		
Whole-school	One 1.5 hour session on 'Unconscious Bias' (new in 2018-19)			St. John's RCPS

Appendix 2: Attainment Data

Attainment for All

Group	Lowest 20%			Middle 60%			Highest 20%		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
BME CEC	185	165	195	735	725	721	1404	1376	1396
BME National	211	231	205	782	762	783	1413	1399	1403
EAL CEC	153	147	133	567	638	576	1245	1311	1268
EAL National	151	147	141	600	598	611	1234	1254	1255

Based on complementary tariff score
Includes all S4/S5/S6 leavers for that year

Shading:		indicates figure more than 25 points above VC/National
		indicates figure more than 25 points below VC/National
Red text		if 2018 figure lower than 2017

Literacy and Numeracy

Group	Level 4+ literacy & numeracy				Level 5+ literacy & numeracy			
	2016	2017	2018	Trend	2016	2017	2018	Trend
BME CEC	91	90	92		70	69	71	
BME National	90	93	91		74	77	75	
EAL CEC	86	88	89		63	68	69	
EAL National	86	86	87		65	66	65	

Positive Destinations

Group	Initial PDs			Trend
	2016	2017	2018	
BME CEC	94.7	96.4	96.3	
BME National	94.3	96.1	96.0	
EAL CEC	95.6	95.7	97.7	
EAL National	93.7	95.4	95.0	

Shading:		indicates figure is more than 2% above VC/National
		indicates figure is more than 2% below VC/National
Red text		if 2018 figure lower than 2017

Appendix 3: Pupil Wellbeing Survey

Every two years, secondary schools are asked to invite a sample of pupils from across S1-6 to complete a questionnaire, which is based on Education Scotland/HMIE pre-inspection surveys. Schools which are the subject of an Education Scotland/HMIE inspection are not asked to complete the surveys. Each participating school has received a report on feedback from its own pupils. Data can be analysed for protected characteristics: race, disability and gender.

2017: 19 (of 23) secondary schools; 4, 441 responses.
2019: 20 (of 23) secondary schools; 4, 194 responses.

Key findings 2019
The majority of pupils responded positively to 22 out of the 28 statements. Overall, all statements except one show a decrease in the percentage of pupils agreeing compared with the 2017 data, the exception being 'There seems to be a lot of bullying in school' which has increased by 1%.

Most (75% and over) agree that:
- I am getting along well with my school work.
- Staff expect me to take responsibility for my work in class.
- I expect to be able to get a job, college, training or university place when I leave school.

The majority (50% and over) agree that:
- The school is helping me to become more confident
- I enjoy learning at school.
- Staff encourage me to do the best I can.
- I get help when I need it.
- Staff listen to me and pay attention to what I say.
- When I moved from my previous school into this one, the staff helped me with this change.
- Staff encourage me to develop my own creativity.
- I have opportunities to use creativity in my learning.
- Staff treat me fairly and with respect.
- Pupils treat me fairly and with respect.
- I feel safe in school.
- I feel cared for in school
- I have adults I can speak to in school if I am upset or worried about something.
- I find it easy to talk to staff and they set a good example.
- Staff make sure the pupils behave well.
- I would know who to go to if I was being bullied.
- I take part in out-of-class activities and school clubs.
- I know what out-of-school activities and youth groups are available in my local area.
- School makes a positive difference to my life.

Less than half (under 50%) agree that:
- Staff talk to me regularly about how to improve my learning.
- I have a say in making the way we learn in school better.

- Staff are good at dealing with bullying behaviour.
- There seems to be a lot of bullying in school.
- The pupil council is good at getting improvements made in school.
- The school encourages me to make healthy food choices.

Analysis for BME

Responses have been analysed for BME not including White Other and for BME including White Other. In general, fewer BME pupils agree with the statements and the results are lower for BME not including White Other. Notably, responses for statements relating to bullying are similar to those for the overall population, with 43-44% of pupils agreeing that staff are good at dealing with bullying behaviour.

For 8 statements, there is no difference or BME children and young people show a slightly higher (1-2 points) score compared with the overall population.

The following 10 statements show a 1-2 point (negative) difference:
- Staff talk to me regularly about how to improve my learning.
- Staff listen to me and pay attention to what I say.
- Staff expect me to take responsibility for my work in class.
- Staff encourage me to develop my own creativity.
- I have opportunities to use creativity in my learning.
- Pupils treat me fairly and with respect.
- I feel cared for in school.
- I find it east to talk to staff and they set a good example/
- Staff make sure that pupils behave well.
- I take part in out-of-class activities and school clubs.

The following 7 statements show a 3-4 point (negative) difference:
- I am getting along well with my school work.
- Staff encourage me to do the best I can.
- I get help when I need it.
- Staff treat me fairly and with respect.
- I feel safe in school.
- I would know who to go to if I was being bullied.
- I expect to be able to get a job, college, training or university place when I leave school.

The following 2 statements show a 5-7 point (negative) difference:
- When I moved from my previous school into this one, the staff helped me with this change.
- I have adults in school I can speak to if am upset or worried about something.

The following statement shows an 8-10 point (negative) difference:
- I know what out-of-school activities and youth groups are available in my local area.

Pupil Wellbeing Survey: BME

		2019	2017	2019	2017	2019	2017	BME (not White Other) 2019			BME (with White Other) 2019		
		Agree		Disagree		Neither		Agree	disagree	neither	Agree	Disagree	neither
1	The school is helping me to become more confident.	61	68	23	18	16	14	62	23	14	63	23	15
2	I enjoy learning at school.	63	70	23	17	14	12	64	23	13	65	22	13
3	I am getting along well with my school work.	80	84	13	9	8	7	77	17	7	79	15	7
4	Staff encourage me to do the best I can.	67	73	19	15	15	13	63	22	14	66	20	14
5	Staff talk to me regularly about how to improve my learning.	45	52	39	33	16	14	44	39	17	47	37	16
6	I get help when I need it.	73	79	17	13	10	8	70	20	10	72	18	10
7	Staff listen to me and pay attention to what I say.	61	68	24	20	15	13	60	27	13	62	24	13
8	When I moved from my previous school into this one, the staff helped me with this change.	60	64	21	15	20	20	54	27	19	58	24	18
9	I have a say in making the way we learn in school better.	38	43	45	40	17	17	40	44	17	40	42	17
10	Staff expect me to take responsibility for my work in class.	89	92	6	4	5	4	87	8	5	88	6	5
11	Staff encourage me to develop my own creativity.	62	66	24	21	14	13	62	26	11	63	25	12
12	I have opportunities to use creativity in my learning.	68	72	20	18	12	10	67	21	12	68	19	12
13	Staff treat me fairly and with respect.	68	72	20	17	12	11	65	24	11	68	21	11
14	Pupils treat me fairly and with respect.	59	64	26	22	16	14	59	27	15	58	28	15
15	I feel safe in school.	71	75	17	15	12	10	68	20	11	70	19	11
16	I feel cared for in school.	56	62	25	21	19	17	55	28	17	56	27	17
17	I have adults in school I can speak to if am upset or worried about something.	69	75	20	15	11	10	64	25	11	66	23	11

#	Statement												
18	I find it easy to talk to staff and they set a good example.	58	65	26	21	17	15	54	28	18	55	27	17
19	Staff make sure that pupils behave well.	62	68	25	20	13	12	62	26	12	64	24	12
20	Staff are good at dealing with bullying behaviour.	43	49	37	31	19	20	44	39	17	44	38	18
21	I would know who to go to if I was being bullied.	73	81	18	13	9	7	70	21	9	72	19	9
22	There seems to be a lot of bullying in school.	36	35	43	43	21	22	37	41	22	34	43	22
23	The pupil council is good at getting improvements made in the school.	36	39	43	40	21	21	37	41	21	38	41	22
24	The school encourages me to make healthy food choices.	41	47	44	38	16	15	42	42	16	42	42	16
25	I take part in out-of-class activities and school clubs.	56	60	36	32	8	8	54	36	10	56	35	9
26	I know what out-of-school activities and youth groups are available in my local area.	68	72	22	20	10	8	61	28	11	64	25	11
27	School makes a positive difference to my life.	56	65	26	20	17	16	57	26	17	58	25	17
28	I expect to be able to get a job, college, training or university place when I leave school.	87	90	7	4	6	5	83	10	7	86	8	6

Education Children and Families Committee 8 October 2019

Appendix 4: English as an Additional Language (EAL) Provision

Leaflet for professionals (double-click to view whole document in pdf format)

Bilingual Learners in Early Years Settings

EAL Specialist Teachers offer training and consultancy to EY settings to strengthen their support for bilingual and minority ethnic children and their families. Where children in EY settings are not making expected progress, EAL Specialist Teachers can support with identifying need and planning next steps.

Bilingual Learners in Special Schools

EAL Specialist Teachers can work with Special Schools and other professionals to:

- Jointly assess learners who are new to the authority
- Identify prior learning in home language / culture
- Identify strategies to support language development, curricular learning and well-being
- Enhance two-way communication with parents/ carers

We also deliver training to develop staff awareness of key principles and practice relevant to supporting developing bilingual learners with complex needs and their families.

Interpretation and Translation Service (ITS)

ITS@edinburgh.gov.uk / 0131 242 8181

This service is a vital support for engaging with parents and carers who aren't yet confident communicating through English. Where possible, we promote using bilingual staff for everyday communication. For more involved meetings, it is advisable to use an interpreter. For most communication, interpreting (spoken form) will be more appropriate - and more cost-effective - than translation (written form). Please access existing translations of key generic school documents on the Inclusion Hub (on Sharepoint). EAL Specialist Teachers can advise.

ASL Service Mission Statement

To strengthen the capacity of schools, early years providers and partner services, to anticipate and meet learners' needs and to support families playing a key role in the education and wellbeing of their children and young people with additional support needs.

Contact Us

Additional Support for Learning Service

East Neighbourhood Centre
Business Centre 1.03
101 Niddrie Mains Road
Edinburgh

EH16 4DS

0131 469 2890

eMail asls.admin@ea.edin.sch.uk

Web www.edinburgh.gov.uk/aslservice

ASL Service

English as an Additional Language (EAL)

Information for Professionals

Working in partnership to create high attaining, inclusive schools and Early Years settings

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English as an Additional Language: Professional Learning offer 2019-20

ASLservice
Additional Support for Learning

Whole-school training (all establishments)

Title	Description
Introduction to working with bilingual and minority ethnic learners	For schools/settings which have not recently received training in working with bilingual and minority ethnic learners. An overview of principles of language acquisition, assessing bilingual learners and using effective strategies and resources to support language development and access to the curriculum.
Understanding the Stages of English language acquisition	This training enables teachers to use the EAL Tracker to assess a learner's stage of language acquisition through hands-on use and moderation. This course is a first step in understanding how to adapt teaching to support development of English language and literacy across curriculum. This course leads on to 'Strategies for supporting bilingual learners at each stage of English language acquisition'.
Strategies for supporting bilingual learners at each stage of English language acquisition	This course follows on from 'Understanding the Stages of English language acquisition'. It enables teachers to be confident in selecting appropriate strategies and resources when planning learning and teaching for classes with bilingual learners at all stages of English language acquisition.
Developing a Culturally Inclusive Curriculum	This course supports teachers to reflect and draw on the diversity of language and ethnic backgrounds in their class, in order to create culturally inclusive learning and teaching experiences which are key for learner engagement and health and wellbeing.
Unconscious Bias (Equalities – link to HGIOS?4 QI3.1 Ensuring Wellbeing Equality and Inclusion)	This course encourages all staff in the school (Senior Leaders, class teachers, PSAs, admin. and other support staff) to go a step further in their personal journey to discover and disrupt unconscious bias and to consider what this means for their role and the ethos of the school.

Training for schools participating in Language and Literacy Collaborations

Title	Description
Starting out on a language and literacy collaboration	Whole-school training to: introduce the format of the collaboration to all staff; invite teachers to collaborate with EAL Specialist Teachers to develop skills in content and language integrated teaching; offer strategies which all teachers can use to promote literacy and language development across learning.
Sharing practice for teachers in Phases 1 and 2	Sharing practice sessions designed to support teachers in Phases 1 and 2 of the Language and Literacy Collaborations to embed content and language integrated teaching. Share ideas, challenges and successes with colleagues across the city.
Sharing practice for teachers in Phases 3 and 4	Sharing practice sessions designed to support teachers in Phases 3 and 4 of the Language and Literacy Collaborations, to embed and sustain practice, and to cascade content and language integrated teaching to colleagues. Share ideas, challenges and successes with colleagues across the city.
Sharing practice for Senior Leaders	Sharing practice sessions designed to support Senior Leaders in embedding and sustaining content and integrated language teaching, as well as wider EAL inclusive practice, to create high-achieving inclusive schools. Share ideas, challenges and successes.
Bespoke whole-school training	Bespoke whole-school training designed to address specific areas of the EAL Framework for Inclusive Practice, in the context of your school.

Appendix 6: Developing a Capacity-Building Model for EAL Provision

Whole-class inclusive approaches have long been recognised as the most supportive for the majority of bilingual and minority ethnic learners. The groundwork and research for the model currently being developed in Edinburgh was carried out from April to December 2016 and piloted from January 2017 to June 2018 in 4 primary schools. To date, 9 primary schools are participating in the Language and Literacy Collaboration which is one of the key elements of the capacity-building model, the others being the EAL Framework for Inclusive Practice (self-evaluation and planning document) and training. Early-adopter schools are now in the initial stages of the 'Review' phase and we are working closely with them to develop effective strategic support to sustain and build on their improvements. This session, we are piloting a similar approach in one secondary school and will be working with the Edinburgh Learns Learning and Teaching Team in Phase 2, from January 2020.

Context
- Increase in number of bilingual learners in primary and secondary schools

2014		2015		2016		2017		2018	
5093	10.7%	5491	11.7%	5761	12.0%	6254	12.7%	6693	13.3%

- Increase in groups of bilingual learners with specific needs:
    - Roma
    - Refugee children (incl. Syrian Resettlement Programme)
    - Unaccompanied Asylum Seekers (mainly secondary)
    - Older learners with early or no literacy skills in L1
- ASL Pathway 2: learners with EAL *and* other additional support needs
- ASL Pathways 3 and 4: taking bilingualism into account when identifying needs and planning support for the learner; engaging with families

Integrated Literacy Strategy
The following key elements of the integrated literacy strategy have been selected or developed to ensure that they are supportive of EAL learners.
- Read Write Inc. and Fresh Start (literacy interventions)
- LanguageBOOST (EY), WordBOOST (Primary) (vocabulary programmes)
- Up, Up and Away (EY), Primary and Secondary CIRCLE resource (Pathway 1)
- Edinburgh Writing Strategy
- Visual Support Project

EAL Specialist Provision Overview

Universal Support (strengthening schools' practice for bilingual and minority ethnic learners)	**Targeted Support** (for individual learners or groups of learners)
- EAL Inclusive Practice Framework - Language and Literacy Collaborations - Training - Advisory Visits	- Bilingual Support Assistants (for learners in early stages of English language acquisition) - Beginners' class for secondary pupils - Early Literacy Programme for Older Learners with interrupted learning who have not had the opportunity to acquire literacy in any language (10 – week programme, 1 session/week with EAL Teacher, followed up daily in school by PSA) - Joint working with Support for Learning where learners (may) have other additional support needs

EAL Framework for Inclusive Practice (abridged version)

HGIOS4 QIs	Focus Area
2.3 Learning, teaching and assessment	• Appropriate challenge matched to learners' needs • Measuring learner progress
2.4 Personalised Support	• Identifying and planning for learners who aren't making expected progress or who can be further challenges • Effective use of PSAs • Effective use of bilingual support • Ensuring sufficient exposure to strong models of English
2.6 Transitions	• Nursery to P1 • New arrivals through the year • P7 to S1
2.7 Partnerships	• Parental involvement and engagement • Effective working with partner agencies
3.1 Ensuring wellbeing, equality and inclusion	• Learner experience • Family experience • Inclusive curriculum • Discrimination within school and wider community

Language and Literacy Collaboration: teaching language alongside curriculum content

'Language and content integration concerns the teaching and learning of both language and subject areas (e.g. science, maths) in the same classroom at the same time.'

A phased model for developing class teachers' skills and confidence in teaching bilingual learners			
	Phase 1	**Phase 2**	**Phase 3**
Focus of support	Developing key skills and confidence through coaching and team-teaching	Support to continue to embed and share practice within the school	Advisory Support
Wider whole-school work	Examples: embedding enhanced enrolment, induction programme for new staff, working with parents, developing a culturally inclusive curriculum and creating opportunities to use home languages in school for learning and throughout the school day.		
EAL specialist staffing	2 EAL Teachers, 2 full days / week (each)	1 EAL Teacher, up to 1 full day / week	1 EAL Teacher, up to 1 full day / month
Timescale	September – November OR January - March	September – November OR January - March	August – November OR January - March

Approaches and Measuring Impact

Approaches	Measuring Impact

• Teacher self-evaluation
• Learner observation
• Reciprocal observation
• Modelling
• Joint planning
• Team teaching
• Coaching
• *I do, we do, you do*
	<u>Qualitative</u>
	  • Learner feedback/views
	  • Teacher feedback/views
	  • Teacher observation
	
	<u>Quantitative</u>
	  • Data (attainment)

Examples of Impact

Language and Literacy Collaborations

- P3 Writing: increased learner talk > evidence of positive impact on writing
- P5 Science: improved learner engagement (talking) and writing. The class teacher reported that learners were transferring literacy skills learned in Science to other areas of the curriculum. The Science Development Officer showed interest in the approach and impact.
- P4 Maths: structured talk and engagement > positive impact on attainment (CfE levels) reported by Head teacher and shared with other Head Teachers at ASL Team Leaders' event.
- P7 Maths problem-solving: impact for 2 English first language learners no longer needed support from Support for Learning for this area of the curriculum because they benefited from the whole-class focus on language.

Wider work

Language Policy at St. David's RC Primary School: as part of the wider work in one school, EAL Teachers supported a school working group to engage with all staff on the issue of ensuring exposure to strong models of English while also promoting first language use for learning and throughout the school. This involved a staff survey and training and led to the development of a whole-school language policy. A further stage in this work was a parent consultation.

Learner feedback / views

Pupil views are gathered both formally and informally. Overall, learner feedback is positive and demonstrates enhanced meta-cognitive skills. See example pre- and post- learner responses for P4 Maths.

External validation

- The Summarised Inspection Findings (Education Scotland / HMIE June 2019) for St. Ninian's RCPS - which is taking part in the Language and Literacy Collaboration - noted that 65% of children attending the school have English as an Additional Language. The report contains several positive statements about progress of children with English as an Additional Language and notes that the school is successfully raising attainment for all children. For example: "The progress of children who have English as an additional language is tracked and monitored carefully. This supports staff in identifying children who may have a barrier to learning." "Writing: those who have English as an additional language are supported very effectively and as a result are making appropriate progress." "Equity: staff are successful in ensuring children whose first language is not English are making good progress. The school is successfully raising attainment for all children."
- Although EAL Teachers delivering the Language and Literacy Collaboration who applied for SCEL (Scottish College for Educational Leadership – now part of Education Scotland) Teacher Leadership programme (2018) did not get places, feedback from SCEL on their applications was that they were already evidencing leadership of learning in the Language and Literacy Collaboration work.
- We are currently preparing a submission to the Bell Foundation to become a partner 'Centre of Expertise' (https://www.bell-foundation.org.uk/eal-programme/partnerships/).

Closing the attainment gap

The following approaches are known to be successful in closing the attainment gap within school settings:

- *literacy teaching – including reading engagement*
- *children working together in small groups (co-operative learning) with teacher as coach*
- *professional development – evidence-based, intensive, long-term*
- *collaboration between schools*
- *evidence-based, whole-school reforms – focused, shared, strategic*

Selected from 'Closing the Attainment Gap in Scottish Education', by Edward Sosu and Sue Ellis, University of Strathclyde/Joseph Rowntree Foundation, in the 'Edinburgh Learns Framework for Equity'.

Maths – Pupil Response: P4

Do you like maths?

1   2   3   4   5
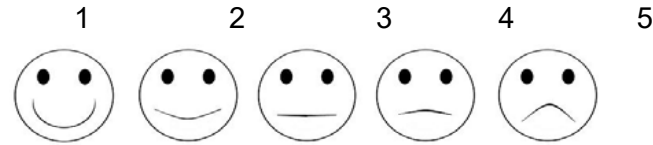
1. Strongly agree   2.   Agree   3. Neither agree or disagree   4. Disagree   5. Strongly disagree

Pupil/Question	Do you like maths?	What do you do when you get stuck?	What would make maths easier?	What things do you use to help you?
Learner A (pre)	3	don't know	sums	100 square
Learner A (post)	2	talk to my partner, use key words	visuals	use talk table, talking frames
Learner B (pre)	2	don't know	sharing strategies	I used strategies
Learner B (post)	1	count	group work	count, work with a partner
Learner C (pre)	2	ask my partner	nothing	counters
Learner C (post)	2	turn & talk	visuals, key words	group work
Learner D (pre)	1	you can ask the person beside you or the teacher	help and learn more maths	I do times tables in my house
Learner D (post)	1	I stop and think (think time)	more talking about it	highlight words
Learner E (pre)	1	ask my friend	nothing – I like it how it is	counters
Learner E (post)	1	turn & talk	step by step (word problems)	my brain & visuals (counters)

Supportive strategies (pre block)   Supportive strategies (post block)

Strategies used: turn & talk   thinking time   visuals   key words   coloured/highlighted words   talking frames   group work   partner work talk tables

Appendix 7: Equality Co-ordinator Bulletin September 2019

From: Nikhat Yusaf
Sent: 17 September 2019 11:49

Subject: Equalities updates, sharing good practice, information

Dear colleagues,

Welcome to the first equalities updates email for session 2019-2020. For ease of use all information is organised under colour coded headings. I hope you find this information useful. Please feel free to let me know of any good practice that you would like to share widely. Do also let me know if you would like to see any other information included in this bulletin.

Kind regards,
Nikhat

In this bulletin:

Upcoming events	Information	Updates	Sharing good practice	Miscellaneous
*Equality Co-ordinator Training Part 1 27th September 2019 *Black History Month – October 2019 *Wear Red day – 4th October 2019 *challenge poverty week – wk beg 7th October 2019 *RSHP Practitioner event – 2nd Oct 2019 *Take one action film festival – 18th – 29th September 2019 *Climate change week strike – 20th September 2019	*Withdrawn Guidance *Education for sustainability *National Deaf Children's Society	*RSHP resource launch *Seemis recording of bullying incidents *GRT Scottish Government and COSLA joint action plan	*GRT family event – Friday 11th October 2019 (partnership working)	*International day of peace – 21st September 2019 *Faith festivals - September 2019

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Equality Coordinator training – Part 1

 Equalities Coordinator training is a 3-part course which supports Equality Coordinators to take forward Equalities in their school. Although it is recommended that you attend all three sessions in in the order of running but not essential. There are some spaces available at the moment.

Here are the details for the upcoming part 1 of the Equality Coordinator training.
Course code: CF2435   Day/date: Friday 27th Sept 2019   Timing: 1.30pm – 3.30pm   Venue: Broughton HS - Room SP6

This session focuses on 'Race' Equality. Here is a short list to give you a flavour of the areas covered and concepts explored: Legislation, role of Equality coordinator, everyday racism, cultural proficiency framework, institutional racism.
PS- Senior Leaders Equalities training will be on 1st November – Delegates can attend either morning or afternoon session. Course code: CF2402

October 2019 - Black History Month
 October is UK's annual month dedicated to recognising the contributions and achievements of black individuals and those of African or Caribbean origin. We owe the concept of Black History Month to the son of former enslaved persons, Dr. Carter G Woodson, an African American scholar, who noted that American history books largely ignored the Black American Population. The situation in Scotland is similar. To counter Scotland's 'hidden history', Black History Month focuses on people whose sacrifices, contributions and achievements against a backdrop of racism, inequality and injustice are often forgotten about and who are absent from our history books and education system.
 Stories and contributions of notable Black and Minority Ethnic (BME) people could be highlighted in schools, across the eight curricular areas of the Curriculum for Excellence, as one aspect of a whole-school approach to anti-racist education.
 A small selection of BHM information and resources to use in schools are now accessible on Inclusion Hub. Here is the link:
https://cityofedinburgheducation.sharepoint.com/sites/365CentralResources/inclusionhub/wholeschool/equalities/Shared%20Documents/Equality%20Resources/Black%20History%20Month%20resources%20for%20schools

Request – Please do share any good BHM resources you have and we will add these on the Inclusion hub.

Show Racism the Red Card – Wear Red Day – 4th October
Scotland's **Wear Red Day** takes place on Friday 4th October 2019. Show Racism the Red Card is an anti-racism education charity, established in 1996. Working daily in schools throughout England, Scotland & Wales delivering anti-racism workshops to more than 50,000 young people every year, while also providing training to teachers.
To register your school, workplace or get involved as an individual just get in touch to let them know what you are planning!
Phone -: (0141) 353 1199   Email: ryan@theredcardscotland.org   Website: http://www.theredcard.org/
Once you have registered, you will be sent a Wear Red Day Supporters Pack that includes the iconic red cards for photo opportunities as well as other goodies.

At Work: You and your fellow colleagues can get involved by coming to work sporting something Red for the day. It can be as subtle as wearing a Red tie or even Red socks!

At School: All schools in Scotland are being encouraged to take part regardless of whether you choose to make a donation. It is important to raise awareness of racism & combat it. Wear Red Day is an opportunity to encourage class discussions & lessons on anti-racism.

Challenge Poverty Week - 7th – 13th October 2019

Challenge Poverty Week is an opportunity for you to raise your voice against poverty and show what is being done to tackle poverty across Scotland. Organisations large and small supported Challenge Poverty Week last year, and we hope even more get behind it this year.

The main aims of the week are to:
- Highlight the reality of poverty and challenge the stereotypes
- Showcase the solutions to poverty
- Increase public support for action to solve poverty

Visit Challenge Poverty Week website or follow @CPW_Scotland for the latest.

RSHP – Practitioner's event

Booking now open for Practitioners Event!   **Wednesday 2nd October 2019   1.30-4.30 (coffee and networking from 1.15pm)** *It would help us to be more environmentally friendly if you are able to bring along a reusable cup*

Venue   The City of Edinburgh Methodist Church   25 Nicolson Square   Edinburgh   EH8 9BX

Healthy Respect Network are delighted to invite you to their next Practitioner Network Event and attach a copy of the programme. This event will be about the new national Relationships, Sexual Health and Parenthood (RSHP) education resource. The focus will be on 4 themes; Consent, Transition, Services and Parental Engagement.

To register your place or nominate a colleague: Please email healthyrespecttraining@nhslothian.scot.nhs.uk with your full name, job title, organisation, telephone number and email address. Can we very kindly ask you to circulate this invitation to colleagues who may be interested and we look forward to welcoming you on 2nd October 2019.

Take One Action Film Festival – see the change you want to be - 18th – 29th Sept

Take One Action nurtures communal exploration of the stories, ideas and questions at the heart of positive social change. Through film screenings, conversation and enquiry, they bring people together to inspire a fairer, more sustainable and more fulfilling world, in Scotland and beyond our borders. Established in 2008, Take One Action are an Edinburgh-based, independent charity founded by film lovers, cultural activists and globally concerned citizens who believe that shared cinematic experience can catalyse lasting change. Their annual programme of activities welcomes upwards of 5,000

audience members each year and includes a 12-day festival in Edinburgh & Glasgow, two weekend festivals in Aberdeen & Inverness, a network of local film clubs and a series of individual screenings, talks and training opportunities.
Come, take part, and be inspired. https://www.takeoneaction.org.uk/

Note: I will be one of the guests on the discussion panel for the conversations that will follow the screening of **Gods of Molenbeek** on **Sat 21-Sep** at Filmhouse in Edinburgh. (see information below) and would be delighted to see you there if you can make it.

Gods of Molenbeek
Screening: Sat 21-Sep at 17:30
Filmhouse, Edinburgh (88 Lothian Road, EH3 9BZ)
event page on TOA website**: http://bit.ly/TOA_GOM_Ed**
fb event page: **http://bit.ly/TOA_GOM_EdFb**

Scottish Youth Climate Strike (SYCS) – September week of action

City of Edinburgh Council has taken the decision that pupils will be authorised to miss school to go on climate strikes **once a year**.
More action is planned by the Scottish Youth Climate Strike (SYCS) group as part of what has become a continuing global movement started by 16-year-old Greta Thunberg.
For updates and more information : https://www.sycs.org.uk/strike-locations/

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==Scotland's Regional Centre of Expertise on Education for Sustainable Development== - Weblink : https://learningforsustainabilityscotland.org/

The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.

Upcoming (free) events and CLPL opportunities:
Making Connections through Learning for Sustainability **13th September 2019 @ 9:30 am - 27th March 2020 @ 5:00 pm**
An introduction to Connecting Classrooms through Global Learning **17th September @ 4:30 pm - 5:30 pm** *Online United Kingdom + Google Map* **Free**
Connecting Classrooms through Global Learning: co-ordinating your cluster **18th September @ 4:30 pm - 6:30 pm** *Online United Kingdom + Google Map* **Free**
Outdoor Learning CPD event, 4 – 6pm in Holyrood Park, Edinburgh, 18 September
Connecting Classrooms Webinars, 17 and 18th Sept
Worlds Largest Lesson, 23rd Sept onwards

Join free to receive monthly bulletins packed full of updates, resources and CLPL opportunities. Here is a link to the Sept issue https://us5.campaign-archive.com/?u=bf65f0bf4424cce0e79cb26fa&id=8c3ecea02f

==Withdrawn: LGBT Youth Scotland guidance 'Supporting Transgender Young People: Guidance for Schools in Scotland'==
Following the announcement by the **Cabinet Secretary Shirley-Anne Somerville in June 2019** (see statement below) LGBTI Youth Scotland guidance 'Supporting Transgender Young People: Guidance for Schools in Scotland' has now been withdrawn from use in schools. We will review our own guidance and training once the Scottish Government work has been completed.
Guidance for Schools
We recognise that this is a complicated area and the recent guidance for schools from LGBT Youth Scotland on transgender young people was produced in good faith with wide consultation and engagement with the clear intention of supporting teachers to ensure that all transgender and non-binary children and young people are safe, supported and included in their schools.
However the complexity of these issues mean valid concerns have been raised. The Scottish Government recognises that in taking the unarguably good general principle of inclusivity, and developing specific recommendations, the approach risks potentially excluding other girls from female-only spaces. That cannot be right.
We have therefore decided to replace the LGBT Youth work with guidance from the Scottish Government. This work is already underway and will be available by the end of the year and be subject to an Equality Impact Assessment.

From: **Statement on Gender Recognition – 20th June 2019**   https://news.gov.scot/speeches-and-briefings/statement-on-gender-recognition

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National Deaf Children's Society Website
Information page for professionals: https://www.ndcs.org.uk/information-and-support/being-deaf-friendly/information-for-professionals/?utm_campaign=2019+09+Professionals+Back+to+School+email+-+England+and+Wales&utm_source=emailCampaign&utm_content=&utm_medium=email
The National Deaf Children's Society magazine is hosted on their new website, making it easier for you to read individual articles if you'd prefer. You can download a PDF of the whole magazine to read at your leisure and you can also now browse back issue content.
Link to **Autumn 2019 issue:** https://www.ndcs.org.uk/information-and-support/parenting-and-family-life/families-magazine/families-magazine-autumn-2019/?utm_campaign=Families+Autumn+magazine+2019+-+Professionals&utm_source=emailCampaign&utm_content=&utm_medium=email

RSHP Scotland - RSHP Resource Design Network - Update
RSHP Resource Design Network have been building the national resource collaboratively over this past school year and have been busy over the summer finalising content. The resource is now live for final testing, with last minutes tweaks and corrections ahead of the official resource launch. While the resource is designed to be used with learners with diverse needs, we are also building some supporting content which might further aide learning for children and young people with additional support needs. Although sections of this are now available online, until the formal launch, this element is a work in progress. The RSHP National Resource will be launched formally at the Scottish Learning Festival in September (25th-26th Sept)– look out for them on that programme.

Parental engagement: Janice Watson (QIEO) is speaking to the Parental Engagement Locality Groups this month to share the new RSHP resource and how it links with our progression frameworks and the embedding of Keeping Myself Safe into the HWB curriculum. She is also hoping to speak to Head Teachers at forthcoming meetings. A letter from Andy Gray will be issued to Head Teachers to share with parents – each school will decide when it is appropriate to share this, depending upon when they roll out the programme.

The link to the resource is https://rshp.scot/

Anti-bullying policy and recording of incidents on SEEMiS - update

As communicated to all Head Teachers on 16th May 2019:
*From 3rd June 2019 onwards, we do not require you to record Incidents of Bullying on paper – however we **do require** you to record all incidents on SEEMiS please see guidance attached. You will also need to decide which staff members will have access to this.*
Authorities who were in earlier roll outs report this has decreased workload and the schools piloting this in Edinburgh would agree. The annual Equalities return will be sent out this Autumn for the current session. In August 2020 this will be collected centrally.

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Please note that from 3rd June schools undergoing inspection will be expected to talk to the SEEMiS information.

Here is a direct link to the **relevant guidance** and other documents on Inclusion hub
https://cityofedinburgheducation.sharepoint.com/:f:/r/sites/365CentralResources/inclusionhub/wholeschool/equalities/Shared%20Documents/Equality%20Resources/Recording%20bullying%20and%20racist%20Incidents%20in%20schools?csf=1

For future reference the pathway to our equalities resources on inclusion hub is as follows: Office 365 > Apps > SharePoint > Inclusion Hub > Whole Establishment > Equalities
You can bookmark/favourite/star the Equalities page which will create for you a shortcut link for future visits. There is a wealth of resources in the Equalities section so worth having a browse.

Gypsy Roma Traveller – forthcoming Action Plan
A joint Scottish Government and COSLA 'Action Plan' is planned for publication by the end of 2019 (possibly Oct 2019). More information in future bulletins.

GRT – Family Fun Day – Friday 11th October
MECOPP **(MINORITY ETHNIC CARERS OF PEOPLE PROJECT) are planning a GRT Family Fun Day at** Sandy's Community Centre **on the afternoon of** Friday 11th October – 1-4pm.
It is a good opportunity to make links with the community by being part of the community activity, have a presence there, get to know the families in an informal fun way etc. MECOPP usually ask people not to have a 'stall' with leaflets but instead have some kind of activity. E.g. I am planning to go in with some colouring/drawing and literacy games/activities. The event will have representation from education, Life Long learning team and other local community groups.

Saturday 21st September – International Day of Peace
Link to information and dates of faith festivals in Sept 2019: https://www.interfaith.org.uk/resources/religious-festivals

Appendix 8: Pilot project at St. John's RC Primary School to engage with pupils and parents from minority faith groups

Actions	Outcomes	Possible next steps
Unconscious bias training delivered January 2019 for SMT, teachers, nursery staff, PSAs, 2	• Immediate evaluations positive • Staff engagement with issues during the training • Evidence of raised awareness through day-to-day conversations	• Continue professional dialogue around Unconscious Bias. • Unconscious bias training for pupils?

Admin. support staff. Janitor unable to attend as reception cover needed. Kitchen staff not able to attend as not working (in-service).	• HT included Item in school newsletter with link to TED Talk used during the training – positive feedback from parent • Feedback from BME PSAs – welcomed light being shone on issue of unconscious bias / implicit prejudice.	• Tour of school to audit physical environment for Unconscious Bias? Involve pupils in this?
Meeting with parents from minority faith groups – all parents of pupils who have identified as belonging to a minority faith group (recorded on SEEMiS) were invited to attend.	• Good attendance – 12 parents attended. Muslim and Sikh. Good engagement. Further developed relationships Explicit commitment from Head teacher to engage pro-actively with parents from minority faith communities so that their experiences and views can inform all aspects of school systems and practices. A number of parents reported that they had chosen to send their child to a faith (Catholic) school as they feel there is more emphasis on teaching about faith and respecting faith which is important to them. They feel that there is a message of respect for all faiths at St. John's. Head Teacher encouraged parents to get involved in the Parent Council. Parents asked for more information about this – see actions. Outcomes from points raised by parents: • Communication – find emails less accessible than letters. HT to look at supporting communication. • Date for sports day changed to after Eid so Muslim children will be able to fully participate. • School invited parents at end of information session about P6 sex education programme if they had any concerns or wanted to discuss further to meet with HT. 1 parent took up this offer. • No parent chose to withdraw child from sex education • Provision for children to pray extended to all Muslim children and to be communicated with all Muslim parents.	• Arrange next meeting with parents to share outcomes from last meeting and to share more information about Parent Council – PC Chair to visit? • Plan an Eid party for 2020. • Pupil voice: consider BME representation on Pupil Council; process for election and whether this supports BME pupils to have a voice. Additional Information Had parents withdrawn children previously? Not in recent years but historically some parents had withdrawn children.

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	- Vaisakhi (main Sikh festival) celebrated for the first time, with advice/involvement of Sikh parent and PSA. - Teachers had raised awareness of Muslim children who were fasting during Ramadan - Pupils – gave class presentation - Assembly on Vaisakhi and Ramadan - Community event linked to Eid celebration on 16th June 2019 involving 4 schools in the cluster: stained glass workshop to make lantern to be displayed at Eid celebration. 7 St. John's parents attended. - Major religious festivals will be included in school calendar so that events/activities can be planned around these times.	ASL Service Equality Lead teacher collated Vaisakhi resources which are now on Inclusion Hub – all schools can access.
Wider impact	- Key learning from St. John's is being used to support another school (Preston Street PS).	- Planned: ASL Service Equality lead teacher will write up as case study to share with all Equality Co-ordinators to support good practice in all schools.

Examples of celebrating diversity and inclusion at St. John's 2018-19

P3 led assembly with whole school	In Term 2 Primary 3 shared a Diversity Assembly with parents and the whole school. It wasn't based on religion as such but looked at the wide variety of languages, countries, talents, etc shared by the children in the 2 classes. For Ramadan, we asked Mrs A., my PSA to share her beliefs with us. First of all she talked about Ramadan and Eid-al-Fitr to the class. She spoke for about half an hour and the children were really interested. We looked at the Twinkl PowerPoint and then using the information from Mrs A. and what they read on PowerPoint, the children had to complete a worksheet and colouring picture – put into RE jotters. Next day she brought in prayer mats, Qur'ans, headscarves, jewellery, etc – explained them all to the children. She read to the children from the Qur'an in a beautiful sing song voice and then the children had great fun dressing up and praying. I took photos and posted them on school Twitter page to share with the wider community. We have a Qur'an on our class altar.
P4	3.6.19 – (2 named pupils), told us how they celebrated Eid. I explained a little about the Islamic faith to the pupils and used information from a website called Woodlands junior school. The children then drew four pictures and wrote about four different ways that Eid was celebrated.
P5	In Primary 5 we celebrated Diwali, which was led by (named pupil) in my class who brought in an illustrated version of the Sikh Diwali story that she had made. The pupil and her mum also sent in some information about Vaisakhi, but then the pupil took it home and was off for several weeks so we didn't end up using it as it was a bit late when she returned to school. We learnt about Hanukkah through a Twinkl PPT and the classes then wrote short paragraphs about the celebration.

	For Ramadan we watched some videos and then completed a reading comprehension about it, with input from (2 named pupils) about how they celebrate Ramadan and Eid, which we will follow up with them after Eid. We also learned about Nowruz through videos online and the children drew Nowruz pictures.
P6	(3 named pupils) delivered a wonderful presentation to P6A on Islam. They worked on it at home and for one session in school to liaise with each other. They had self-made visual aids, special clothing/jewellery, their prayer mat, a map showing Mecca on the board and, amazingly, they brought in a feast of homemade vegetable pakora, a chicken biryani and dates. The class were extremely attentive throughout the oral presentations then they wrote about what they had learned from each. To end, we enjoyed the delicious food and the class had an opportunity to try on some of the clothes, use the prayer mat correctly and ask any questions they had. We are planning to celebrate Eid-al-Fitr led by (named pupil)!
P6	P6B worked in groups and chose a religion they would like to research on. Afterwards the class gave a presentation on different religions including Christianity, Islam and Sikhism. (4 named pupils) teamed up to give a presentation about Islam. They brought in different artefacts including a copy of the Quran, a prayer mat, hijabs and a small artefact of Kaaba. (named pupil) explained to the class that his uncle brought the wee model of Kaaba when he visited Mecca. They also shared *dates* with the class and explained that it's the first thing they have when they break their fast before they have their proper meal. The class were very excited listening to them and sharing the information they got.
P7	In P7A, Mrs B. shared a range of lessons about Eid and Ramadan. The children were asking a range of interesting question. (3 named pupils) shared their experience of fasting and Ramadan with the class and created a presentation which they shared with the class. The children completed a range of activities and worksheets about their learning. The children were creating and involved in using kahoots to show their learning and understanding.
P7	P7B's learning about Ramadan/Eid was led by three girls from class. They prepared a powerpoint presentation and also came up with questions for the class as part of a Kahoot interactive iPad quiz. The girls answered questions confidently and spoke with clarity. I presented a lesson to the class about Vaisakhi, I asked some of the boys in my class to add information to the presentation and again we included some questions about the festival into Kahoot at the end of the week. I took advice from both Mrs A. and Mrs C. before presenting the lessons just to make sure they were happy with the content.

Appendix 9: UNICEF Rights Respecting School Awards (February 2019)

Bronze	Silver	Gold
1 Early Years Centre 29 Primary Schools 8 Secondary Schools 7 Special Schools	14 primary schools 3 secondary schools 2 Special Schools	6 primary schools 1 secondary school 1 special school

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Education, Children and Families Committee

10.00, Tuesday, 8 October 2019

Primary and Special School Lets Update: Impact of the Asset Management Works Programme on Summer Holiday bookings

1.1.4
Executive/routine
All Wards
Council Commitments

1. Recommendations

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

1.1.1 note the unprecedented access pressures on the Primary and Special School estate where 51 schools were part of the Asset Management Works Programme (AMW)

1.1.2 note the work done by Facilities Management, AMW and the School Lets Team to support each other to minimise the impact on the let holders

1.1.3 request an impact report of the AMW Programme on Term Time bookings, academic year 2019/20, for the next Committee meeting

Alistair Gaw

Executive Director for Communities and Families

Contact: Scott Campbell, Lifelong Learning Officer,

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

Primary and Special School Lets Update

2. Executive Summary

2.1 The Primary and Special School Lets Team continues to support access to over 100 buildings. This is done whilst also supporting the Asset Management Works Programme (AMW) and the Facilities Management (FM) improvement programmes.

3. Background

3.1 As phase 1 and phase 2 of the AMW overlapped in the summer the number of buildings unavailable for Primary and Special School Lets Team was 51. Let holders were advised of the available schools, for summer, 3 months in advance.

3.2 The School Lets Team is a Business Support Services function with a clerical team comprising of 1.7FTE plus a sessional 0.6FTE. Business Support Services line management supports the School Lets Team. Lifelong Learning provide policy and strategic guidance to the service.

4. Main report

4.1 This report focuses on the 2019 summer holiday period and the impact of the AMW programme on booking requests.

4.2 Let holders were given three months' notice of the available schools.

4.3 If a school was in the AMW programme, no bookings were allowed to go ahead to enable the refurbishment works to be more effective than is possible during term time.

4.4 Facilities Management also required access to a number of schools to carry out routine maintenance, asbestos removal, heating upgrades, ceiling upgrades etc. These works often had an impact on let requests and regular meetings and some site visits were required to manage this impact.

4.5 Within the Public Private Partnership (PPP) estate, there are also requirements to carry out maintenance which affects the availability of the buildings for public use

during the holidays. Regular meetings with School Lets and PPP colleagues were held in order to support let requests whenever possible.

4.6 The table below summarises the let requests in summer 2018 and summer 2019. Out of the 40 let requests supported in 2019, 37 were for under 18's activities including holiday care, additional support needs care and sporting activities.

Primary & Special Schools	Summer 2018	Summer 2019
Schools in AMW	30	51
Schools with regular maintenance / repairs	25*	63*
Requests granted - no issues	33	29
Requests granted - special arrangements	2	3
Relocated by School Lets Team	3	8
Total let requests supported	**38**	**40**
Relocated by the customers themselves	1	3
Cancelled requests (by the customer)	2	1

*Improved 2019 communication is likely to account for the difference between 2018 and 2019 figures

5. Next Steps

5.1 Term 1 bookings for the 2019/20 academic year are almost complete and once finished, will allow analysis to take place and inform the next committee paper.

5.2 The October Break bookings are well under way and may be ready to summarise in the next Committee Paper.

6. Financial impact

Not applicable.

7. Stakeholder/Community Impact

Not applicable.

8. Background reading/external references

Not applicable

9. Appendices

None.

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Education, Children and Families Committee

10.00am, Tuesday, 8 October 2019

Children and Young People's Participation

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 made on joined-up children and young people's participation, and the planned next steps.

1.1.2   Note the issues raised by children and young people through ongoing participation and approve the progress made to deliver the changes required.

1.1.3   Note the formation of a Children and Young People's Participation Group, which will connect with young people's feedback from Youth Talk, *What kind of Edinburgh?*, schools and youth groups to identify and report on the top issues.

1.1.4   Note the strong focus on involving as yet unheard voices from across disadvantaged groups.

1.1.5   Request a further report on participation and progress relating to the top priorities in six months, to be delivered by children and young people.

Alistair Gaw

Executive Director, Communities and Families

Contact: John Heywood, LL Strategic Development Officer/David Maguire, Principal Officer, Involvement and Engagement

E-mail: john.heywood.2@edinburgh.gov.uk | Tel: 0131 529 6507

david.maguire@edinburgh.gov.uk | Tel: 0131 529 2132

Children and Young People's Participation

2. Executive Summary

2.1 This report sets out the progress that has been made since May in developing a more coherent and coordinated approach to engagement with children and young people, and in response to specific areas of concern raised by children and young people via these various engagement activities.

3. Background

3.1 The outcome of the *What Kind of Edinburgh?* project was reported to E, C & F Committee in May 2019, presented by some of the young people who took part. Using a rights-based approach (UNCRC article 12), 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 they felt involved, valued and that their views would be acted upon.

3.2 Other activities which are centred on engagement of children and young people also seek to elicit their views in order to influence policy and practice, including Youth Talk, Young Edinburgh Action, Scottish Youth Parliament and #makingadifference. In May, Committee requested that these various activities work together in a more coherent and consistent way, including the possibility of a mechanism that would allow young people to input thoughts to Committee members.

4. Main report

4.1 Work is underway to examine how the key messages from *What Kind of Edinburgh?* could be used to form the basis of a new Children's Services Plan. The *What Kind of Edinburgh?* project report has been sent to all schools and senior education staff asking them to consider how they can act on the points raised by the children and young people. Additionally, articles have featured on the Orb, which is viewed by all Council staff, with links to the project report. An article about *What*

Kind of Edinburgh? has featured on the Scottish Government website, and Children in Scotland has prepared a case study.

4.2　A Children and Young People Participation Group has been established and has met three times since May. The membership is drawn from the Council, NHS and other partners. Its purpose is to:

- Co-ordinate children and young people's participation activities.
- Feedback on the outcomes of children and young people's participation activities to: Children's Partnership; politicians; children and young people; staff.
- Seek to influence, and keep under review, authority policy and planning in line with information gathered through Children and Young People's Participation.

4.3　The group will report progress with its work twice per annum to both the Education, Children and Families Committee and the Children's Partnership. The intention wherever possible is for children and young people themselves to deliver these reports, outlining how they have participated and what has happened as a result. The work will also link to engagement work taking place in schools as part of Empowering Edinburgh/Edinburgh Learns. The group's Terms of Reference are appended (see appendix 1). It should be noted that resourcing participation work is a challenge, particularly in the current climate. It is important that where participation raises expectations, there are resources in place to support any changes.

Outcomes of participation activities:

4.4　A great deal of participation work takes place across the department and elsewhere in the Council. A range of examples is set out below, showing how children and young people are participating in their own school, their own communities and across the city, and the differences they are making.

4.5　The **Youth Talk** programme has been rolled out across various communities in Edinburgh and almost 3,000 young people have participated in the process so far. The table below sets out themes which young people have identified and actions which have been taken or are planned in relation to these. The timescale for the delivery of Youth Talk has varied by locality, hence the differing levels of progress in relation to developing and progressing the action:

Area	Outcome/theme	Action to date / Planned action
Queensferry / Kirkliston	Young people feeling isolated as a result of LGBT issues will be better supported and valued in their community	- LGBT Youth Edinburgh to provide training to tertiary staff to better understand issues and isolation; - LGBT Youth Scotland to work with CEC Lifelong Learning to provide dedicated LGBT Youth space/club in Queensferry; - Working with High School to identify further support/information measures

	Young people wish to be involved with more sports-based activity, with gender specific activity;	• 2019 summer programme redesigned to incorporate a mixed ability and wide-ranging sports festival in Kirkliston and Queensferry; • Working with young people to identify potential to develop Girls Football Team (none exist in the area)
Leith	Young people will have reduced access to alcohol and will be more knowledgeable about the harmful effects of alcohol and drugs	• Lothian and Borders Police have strong ongoing relationships with local shop licensees • North East Action on Alcohol group has been updated about needs identified through Youth Talk and will be supporting future action
	Young people's online safety will be enhanced through awareness raising in schools and youth clubs	• Partners will provide online safety awareness raising at all Leith Academy parents' evenings and events during 2019/20 • North East Youth Reporters Project will have a focus on online safety & privacy when using social media. • School based youth work programmes will focus upon online safety
Liberton / Gilmerton	Young people have come together following the 'gathering' and have established a YouthTalk forum to agree themed priorities – action plan to be developed.	Themes identified as: • Bullying • Gangs, rivalries, territorialism • ASB/Safety • Mental health • Poverty/Homelessness • Discrimination/homophobia • Facilities • Environment/waste • Drugs/alcohol
Wester Hailes	Young people feel safer to go out in their communities.	There will be further work with young people to prioritise how this will be carried out but at the gathering they identified that increased lighting, particularly in parks, and closer relationships with police officers would help.
Clermiston / Drumbrae / Corstorphine	YouthTalk forum established following 'gathering' on last day of term. Forum to agree priorities and action plan to be developed.	Themes identified: • Bullying • Activities • Safety • Mental health • Social Media safety • Academic/Employment Support • Politics

4.6　Young people have participated fully in the youth work grants programme, **Choose Youth Work** *(see Choose Youth Work, ECFC 21 May 2019).* Through Young Edinburgh Action's annual gathering, young people identified key themes including stress and equal opportunities/fairness. Youth Work providers were then invited to apply for funding for projects to address these themes. Young people decided on priorities, co-designed the application form and questions, and co-assessed applications. A total of £166,000 was allocated through Choose Youth Work. The views of children and young people will continue to play part in funding allocations as applicants under the new revenue grants programme will be asked to refer to key messages from *What kind of Edinburgh?* and *YouthTalk* in their applications.

4.7　The Youth Project Fund, which distributes approximately £20,000 per annum for youth work, will be renamed the Youth Participation Fund and will invite applications that are in line with priorities identified by young people. Young people will be involved in designing the application form and assessing applications that are received. This process will be piloted in autumn 2019.

4.8　The Health and Wellbeing Team, in partnership with Young Edinburgh Action, consulted with 450 children and young people on what was already happening in schools to support mental health and emotional wellbeing and what could be improved (see *Supporting Children and Young People's Mental Health and Well-being in Schools, ECFC 21 May 2019*). The feedback was turned into a Top Tips Document for Schools along with complementary Top Tips for Parents/Carers and Top Tips for Children and Young People on how others could better support young people's mental health and wellbeing. The Top Tips documents were launched by young people, schools and staff at the Children's Conference Mental Health & Wellbeing in February. More than 160 staff from schools and other settings took part. The documents have been circulated to all Communities and Families staff with suggestions on 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.

Some of many examples from schools:

4.9　**Juniper Green Primary School** - Data from pupil wellbeing questionnaires (PWQ) is shared with teachers in order for them to base their planning and interventions for the year in Health and Well-Being. Class teachers are able to plan learning for HWB more accurately with the data they receive from PWQ. PWQ results show an increase in children's empathy over a 4-year period although the school is still slightly below the city average for "children in this school are kind to each other" and "I try to help others when things are hard for them". 94% of pupils are happy with who they are at Juniper Green and 93.5% of them can choose how they behave, both results confirming that the new behaviour policy is working and making a difference.

4.10　After feedback from children, Pupil Voice changed this session and the school now uses Bingo Balls at assembly to choose two smaller groups to meet with two class teachers weekly using 'Wee How Good Is OUR School' (the children's version of

the self-evaluation tool) to focus the self-evaluation around. Children appreciate being in the smaller groups and having their views heard. The school is able to monitor more effectively changes that we have implemented in school.

4.11 **Dalry Primary School –** there are strong partnerships with Active Schools, volunteers, school staff and third sector organisations. The Senior Development officer speaks to pupils not accessing wider achievement clubs or activities (and their parents/carers) and identifies the interests of the pupil and then works with school staff and with external agencies and third sector partners to enable the child to attend a relevant activity/group. On the school website, the school advertises the wide range of wider achievement opportunities and indicates where these have been offered as a response to pupil requests. Also, if pupils request specific clubs/activities that the school doesn't currently offer, the school advertises this on their website and asks for parents and members of the local community to get in touch to see if partnerships can be established to enable these activities to be offered to pupils. The number of pupils accessing opportunities for wider achievements has increased by 22% to 85% of all pupils. The number of pupils in SIMD 1 and 2 who are not accessing an opportunity has decreased from 9% to 5%. All pupils in SIMD bands 1 and 2 have been offered opportunities through the work of the SDO.

4.12 **Tynecastle High School** is the first school in Scotland to allocate 10% of Pupil Equity Funding to students, allowing them to decide how this funding will be spent. The school recently celebrated the unveiling of the big vote by inviting councillors, parents, and colleagues from City of Edinburgh Council and the Scottish Government to join our Student Steering Group in school.
The importance of this innovative approach to engage students in decision-making attracted the attention of the media and featured in an STV news report.

4.13 The **Rights Respecting Schools Award** encourages schools to place the UNCRC at the heart of their ethos and curricula, modelling rights and respect in all relationships. Staff create an environment that is conducive to participation and opportunities are provided for all children to become involved in decision-making in different contexts, including in governing bodies, staff appointments, curriculum planning and evaluating teaching and learning. Children and young people are supported to get involved and the impact of participation on policy development and outcomes for children is reviewed. Currently 53 primary schools are accredited (7 at gold, 15 at silver and 31 at bronze) and 16 are registered; 15 secondary schools are accredited (2 at gold, 3 at silver and 10 at bronze) and 4 are registered; and 8 special schools are accredited (1 at gold, 2 at silver and 5 at bronze).

5.   Next Steps

5.1   The key messages from *What kind of Edinburgh?* will feature in the development of the forthcoming Children's Services Plan 2020-2023.

5.2   The Participation Group will report to Committee twice each year, involving children and young people in the delivery of reports where possible. The group will also work with Communications to consider appropriate mechanisms to allow children

and young people to input thoughts to Committee members. It should be noted, however, that participation work of this kind may raise expectations, especially of young people. Where this is the case, it is important that, where required, there are resources available to support any changes that are agreed.

6. Financial impact

6.1 There are no known financial impacts at this point.

7. Stakeholder/Community Impact

7.1 This report is specifically concerned with ensuring that children and young people's views and experiences are sought out and that their voices are listened to across the services that the department provides.

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 What Kind of Edinburgh? E, C & F Committee 21 May 2019.

8.2 Choose Youth Work, E, C & F Committee 21 May 2019.

8.3 Supporting Children and Young People's Mental Health and Well-being in Schools, E, C & F Committee 21 May 2019.

9. Appendices

9.1 Appendix 1 Empowering Edinburgh: Children and Young People Participation Group Terms of Reference.

EMPOWERING EDINBURGH

Children and Young People Participation Group

Terms of Reference

August 2019 and revised annually

Purpose of Strategic Group

- To coordinate children and young people's participation activities.
- To feedback on the outcomes of children and young people's participation activities to: Children's Partnership; politicians; children and young people; staff.
- To seek to influence, and keep under review, authority policy and planning in line with information gathered through Children and Young People's Participation.

Core Themes

- To support strategic and locality teams to develop coordinated, consistent, appropriate and high-quality processes for children and young people's participation (Youth Talk, What Kind of Edinburgh?, Young Edinburgh Action, Scottish Youth Parliament, #makingadifference).
- To share important messages that emerge from participation activities.
- To report progress to other strategic groups, in particular
  - Children's Partnership
  - Edinburgh Learns
- To consider evidence as appropriate from young people's representatives, engagement activities, schools, inspections, local authority reviews, Leadership Learning Partnerships and use this evidence for the benefit of all partners.
- To review regularly all information gathered, analyse and track to work already underway or to make suggestions for work which needs to take place, particularly:
  - What could be implemented relatively quickly and easily?
  - What would need to be explored further?
  - What could connect with work that is already planned or underway?
  - What would be unrealistic or unachievable at present?
- To target our activities around the priorities in the Children's Services Plan, which are currently:
  - Best start in life
  - Attendance and attainment

- o Health and wellbeing
- o Equity
- o Empowerment
- To audit professional learning needs and make suggestions for any additions or amendments to the current arrangements.

Membership of Group

Accountability & Governance

- Report to be prepared twice per year to Education, Children and Families Committee.

Role of Group members

- Be aware and informed of national policy;
- Reflect the views of colleagues and peers;
- Support the communication of key messages;
- Consider the impact of new information, research, policy and guidance on their work;
- Analyse data and agree next steps;
- Support preparation of reports to Education, Children and Families Committee;
- Develop coherence with policy and planning from other service areas;
- Be a champion for the voice of young people.

Timeline of Activities for Strategic Group

Annual schedule to include five themed meetings based on the strategic outcomes in the Children's Services Plan:

Theme 1 – Health and Wellbeing ('really listen to children and young people' – 'What kind of Edinburgh' key message)

Theme 2 – Attendance and Attainment ('poverty shouldn't hold us back' – 'What kind of Edinburgh' key message)

Theme 3 –

Theme 4 –

Theme 5 -

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Education, Children and Families Committee

10am, Tuesday, 8 October 2019

Preventing and Responding to Bullying and Prejudice Amongst Children and Young People

Executive/routine

Wards

Council Commitments

1. Recommendations

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

1.1.1. Note the continued work of teams across City of Edinburgh Council, our staff in schools and partners to promote respect, positive attitudes and positive relationships by embedding the rights of children in our schools

1.1.2. Note the revised procedures for Preventing and Responding to Bullying and Prejudice in City of Edinburgh schools based on recent Scottish Government guidance.

1.1.3. Note that greater effort is required from all stakeholders including staff, Parent Councils, and in supporting children's voice in extending rights-based learning.

1.1.4. Note the current incident figures, including concerns of under reporting in relation to racist incidents.

1.1.5. Note that the delivery of the actions set out in this report is likely to require additional resource.

Alistair Gaw

Executive Director of Communities and Families

Contact: Rachel Robertson, Quality Improvement Education Officer

E-mail: Rachel.robertson@edinburgh.gov.uk

Report

Preventing and Responding to Bullying and Prejudice Amongst Children and Young People

2.   Executive Summary

2.1   Bullying and discriminatory behaviours must not be tolerated in any establishment or service. This unequivocal stance has been in place locally and nationally for many years. Across the City of Edinburgh schools, anti-bullying and anti-discriminatory attitudes and behaviours are promoted through a range of preventative, pro-active and responsive approaches. Despite the best efforts of many people, consultations with children, young people and agencies show that bullying and discriminatory behaviours persist.

2.2   All local authorities in Scotland are supported by RespectMe, Scotland's national anti-bullying service to ensure that children's rights are embedded in strategic guidance and training. The City of Edinburgh Anti-Bullying Policy (Appendix 1) has been revised in light of recent collaboration with RespectMe, and by working in closer partnership with children, parents and staff, is intended to address the real and concerning behaviours reported.

3.   Background

3.1   The Edinburgh Children's Partnership has the highest aspirations for all Edinburgh's children and young people. We are committed to equalities and the wellbeing and protection of children and young people from bullying and prejudice by other children and young people and we aim to prevent bullying and prejudicial behaviours and attitudes.

3.2   The City of Edinburgh Council's overarching policy Included, Engaged and Involved, provides the context for the local authority's Preventing and Responding to Bullying and Prejudice Amongst Children and Young People procedure. The policy also provides the framework for Edinburgh Learns Inclusion. It is important to recognise that anti-bullying is a cross cutting theme that should be considered across all of the Edinburgh Learns frameworks.

3.3   We gather information on progress from a range of sources, including the Bullying Incidents Return from primary, secondary and special schools, the Pupil Wellbeing Questionnaire and other surveys.

3.4   Each year our schools evaluate themselves against HGIOS? 4 Quality Indicator 3.1. This provides information on the extent to which schools feel they are 'Ensuring Wellbeing, Equality and Inclusion'. HMIE inspections (full model) also evaluate QI 3.1 and this provides further information regarding wellbeing and inclusion, both in relation to sharing good practice and in identifying areas for improvement

3.5   This information alongside consultation with young people and advice from our partners at 'respect*me*' helps to guide the priorities of all officers and school leaders in supporting improvements in promoting equality and preventing and responding to bullying across the city.

4.   Main report

4.1   Through HMI Inspections of Quality Indicator 3.1: Ensuring Wellbeing, Equality and Inclusion session 2018-19) we have reliable evidence that strong practice exists in some schools:

- "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"

(Appendix 2 Extract from Edinburgh Learns Health and Wellbeing Annual Report (2018/19) provides further information about inspection of Quality Indicator 3.1)

4.2   The Edinburgh Learns Health and Wellbeing Annual Report 2018/19, also notes that surveys demonstrate a decrease in how safe children and young people feel in school.

4.3   More work with pupils needs to be done to establish whether the recent rise in the number of bullying incidents that have been recorded and reported by schools reflects more prominent bullying behaviours, or that of better informed and better empowered children and young people who are more readily challenging discrimination and reporting prejudice-based bullying and language. This will be addressed more fully as our new procedures are implemented (para 4.10)

4.4   In addition, more work needs to be done with Parent Councils to ensure that anti-bullying is high on the agenda for review, on the understanding that this issue requires action at all levels of the system.

4.5   Currently, our schools use a range of strategies to proactively encourage children and young people to report incidents and suspected incidents of bullying. These

include whole school assemblies, making procedures accessible on the school website, themed weeks, displays and newsletters, confidential comments boxes, buddy systems and listening posts. Some schools make use of counselling services and published resources (for example Emotion Talks, Cool Calm and Connected, The Diana Award, Rights Respecting Schools Award).

4.6   Schools need to work with young people to listen to their views and recognise their experiences to better understand trends in bullying.   Good practice has been shared in the new summary booklet for schools. For example, children from Holy Cross RC Primary School and Dean Park Primary School have their voice recognised: "We tell everyone about non-discrimination at assembly; it's important to understand what other people are going through" (Primary 6 pupil), "Schools should listen to us and let us have a say... senior management should discuss it (*anti-bullying*) with the children" (Primary 7 pupil)

4.7   Many of our schools target support towards groups or individual learners with protected characteristics and often use partner agencies to support this work (for example LGBT Youth Scotland, Stonewall, Saheliya, Sikh Sanjog, Enquire; Reach service)

4.8   We encourage our schools to celebrate diversity. Schools use a range of approaches to ensure young people feel included. Five of our secondary schools have achieved the LGBT Youth Scotland Charter Award, with many more working hard to meet the needs of our LGBT learners. Records of bullying incidents in schools indicate a decreasing trend in homophobic bullying in both primary and secondary schools since 2014/15.

4.9   The October 2019 the Education, Children and Families' Committee report on Equalities provides details of issues identified through our engagement with the BAMEed Network, to support Black, Asian and Ethnic Minority children and young people, including unconscious bias training for staff and engagement and consultation with Muslim and Sikh parents.

4.10   As stated, schools use a range of approaches to seek the views of children and young people regarding their experiences of equalities, diversity and bullying. Pupil Councils play an active role in schools, with some choosing to use HGIOS – which is the HGIOS4 version for pupils to complete self-evaluation of "OUR" school to conduct focus groups with their peers, particularly around feeling safe in school. This approach will be developed to support respect and rights based learning and will be reported to this Committee in due course by the Pupil Participation Board.

4.11   Concerns about under-reporting, particularly of racist bullying, has been raised by various agencies over the past two years. The Council is committed to working with specialist agencies to find culturally appropriate ways of supporting children and young people to report bullying. Previous good practice in, for example Royal High School and Drummond Community High School has been highlighted, where young

people worked with the third sector in specific projects, developing strong support-ive links, and were thus empowered to discuss discriminatory behaviour. Should the ECF Committee wish to support further work of this nature, additional resource may need to be identified.

4.12   The City of Edinburgh's Preventing and Responding to Bullying and Prejudice Amongst Children and Young People procedure has recently been revised and has been shared with schools this session. In line with the revisions to the procedure, a supporting summary document for schools has been produced in collaboration with respect*me* (the national anti-bullying service). This is currently with the publications team and will also be shared with schools by October 2019. The revised proce-dure and accompanying summary booklet directs schools to guidance from re-spect*me* for involving children and young people in reviewing current practice and writing school policy

4.13   To ensure that the revised procedures have maximum impact, schools will be re-quired to identify Anti-Bullying Champions from both the staff and pupil bodies. The procedures will be formally launched to these Champions in parallel with full training for schools, delivered by respect*me* over a 6 month period from November 2019 – April 2020. The training will address areas including; Why address bullying?, What is bullying?, Preventing bullying and Responding to bullying. This training will also specifically support schools to address issues of under-reporting. Presentations will also be offered to Parent Councils via the Locality Parent Council networks and on-going consultation with all stakeholders will ensure that the planned rollout meets its stated objectives. Specifically, children and young people will be consulted via Pu-pil Councils and Young Edinburgh Action as the new procedure is implemented to ensure success and keep it under review. This will also be reported via the Pupil Participation Board (see para 4.8 above).

4.14   In line with national expectations, our practice in recording incidents of bullying has been revised. The Bullying and Equalities module in SEEMiS is now used in schools to record all incidents of bullying behaviour and will enable the local author-ity to collate and analyse more detailed information centrally, for example the data gathered can help identify trends and patterns, specific issues around equality and diversity and help schools and the local authority to guide improvements in practice.

5.   Next Steps

5.1   Ensure that all schools have received and discussed the recently revised 'Prevent-ing and Responding to Bullying and Prejudice Amongst Children and Young People' Procedures.

5.2   Share new A5 summary booklet ('Preventing and Responding to Bullying') with all schools.

5.3   Ensure that all schools have identified Anti-Bullying Champions in staff in pupil teams.

5.4   Establish Anti-Bullying and Equalities Project steering group which would include young people and in particular young people from BAME communities.

5.5   Present summary of procedures to Locality Parent Council networks.

5.6   Support schools to write their own anti-bullying policy by December 2020.

5.7   Work with partners from respect*me* to provide high quality professional learning for staff.

5.8   Work with pupils to tackle causes of under-reporting.

5.9   Work with specialist providers to tackle race & cultural-specific causes of under reporting (if approved by ECF Committee).

6.   Financial impact

6.1   Measures to address issues highlighted in this report that require additional resource be brought forward for consideration in the Council budget setting process.

7.   Stakeholder/Community Impact

7.1   Consultation and engagement took place with school senior managers and officers within the local authority and will be embedded within all work going forward. In particular, consultation with Pupil Councils and Parent Councils will be scheduled and planned over session 19/20.

8.   Background reading/external references

8.1   Included, Engaged and Involved (Education Scotland) 2018
8.2   City of Edinburgh Council's Included, Engaged and Involved policy
8.3   Respect Me Scotland's Anti Bullying Service www.respectme.org.uk
8.4   Edinburgh Learns: Health and Wellbeing
8.5   Edinburgh Learns: Inclusion

9.   Appendices

9.1   Appendix 1   Revised Anti Bullying Procedure
9.2   Appendix 2   Extract from Edinburgh Learns Health and Wellbeing Annual Report (2018/19)
9.3   Appendix 3   Anti-bullying Survey of 37 Primary and 20 Secondary (including Special) Schools May 2019
9.4   Appendix 4   Incidences of Bullying and Discrimination recorded by schools 2008-2017

Appendix 1

Anti Bullying Procedure

Procedure Title - **Preventing and Responding to Bullying and Prejudice Amongst Children and Young People**

Procedure Number -

Management Information		
Lead Officer	**Name:**	
	Designation:	
	Tel:	
Lead Service Area		
Date Agreed	<<e.g. 01 January 2012>>	
Last Review Date	<<If applicable>> <<e.g. 01 January 2012>>	
Next Review Date	<<e.g. 01 January 2012 = press F1 key for help>>	
Agreed by	<<e.g. Senior Management Team>>	
Has Screening for Equality Impact been undertaken for this procedure?	Yes: This procedure promotes equalities and the well-being and protection children and young people. The procedure informs practice at all levels with the purpose of ensuring effective implementation. The implementation of this procedure will promote equality and children's' rights and prevent unlawful discrimination. Date <<e.g. 01 January 2012>>	
Has Implementation and Monitoring been considered for this procedure?	Yes: The Communities and Families Risk Register recognises the inherent risk of not fully or properly implementing equalities legislation which leads to poor experience for service users and potential reputational damage. The work to tackle bullying and prejudice is key to meeting one of the public sector duties of the Equality Act 2010. A review of the procedure will begin between 2021-22. Date <<e.g. 01 January 2012>>	
If appropriate, has Health and Safety	Yes/No: *(please specify)*	

section had over-sight of this procedure?	Date <<e.g. 01 January 2012>>
Name of Health and Safety contact	

1.   PURPOSE

This procedure reflects our commitments to equalities and the wellbeing and protection children and young people from bullying and prejudice by other children and young people and aims to prevent bullying and prejudicial behaviours and attitudes

2.   SCOPE

2.1   This procedure covers our children and young people in all City of Edinburgh Council services and establishments. Where relevant and possible, the procedure extends beyond establishments; for example, online bullying which takes place outside of the establishment will be taken as seriously as any other form of bullying and may also be addressed by the establishment where health, wellbeing and learning is impacted

2.2   This procedure sits within the overarching context of City of Edinburgh Council's Included, Engaged and Involved Policy. Edinburgh Children's Partnership's core principles guide our working and define our service culture, specifically the vision *'Edinburgh's children and young people enjoy their childhood and achieve their potential'.* Sections 5.7 and 6.2-6.4 of our Included, Engaged and Involved policy are particularly relevant.

2.3   Schools and partners are committed to developing strong collaborative working through a 'one service approach' that is based on professional trust and transparency informed by listening to and working *with* children and their parents.

2.4   Our core practices reflect our commitment to the development of positive relationships at all levels and in all settings. Our core practices are the 4 Rs:
- Relationships
- Rights Respecting
- Resilience
- Restorative

2.5   A commitment to developing positive relationships with all members of school communities and partnerships is instrumental to our approach to getting it right for every child, creating communities that allow children to be Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included.

3.   DEFINITIONS

3.1   **Bullying.** The Council has adopted the definition in Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People (Scottish Government, 2017):

"Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online".

3.2   **Bullying behaviour** is a more useful phrase than 'bully'. The term bully labels an individual with a fixed trait. Whereas bullying behaviour can be transient and temporary and can be changed/corrected.

3.3   **Person being bullied/picked on/isolated or person on the receiving end of bullying behaviour** are more useful phrases than 'victim'. The label victim can be disempowering. The term victim labels an individual with a fixed trait whereas bullying experiences can be temporary. There can also be a complex interplay between those involved and there may not be a clear beginning and end.

3.4   **Online bullying or cyberbullying** is bullying behaviour that takes place via mobile phone or over the internet through email, messaging, social networking websites or online gaming and should be taken as seriously as any other form of bullying.

3.5   **What is not bullying behaviour?**
*"You don't have to like me…agree with me…or enjoy the same things I do. But you do have to respect me." (*Respect Me, 2018). In order to work effectively, positively and diligently to prevent and respond to all forms of bullying and allegations of bullying behaviour, it is important to distinguish between what is and is not bullying behaviour.

Anyone can make a mistake or behave in a way that is inappropriate but not every action that has a negative impact on someone else is "bullying behaviour". Part of our responsibility and duty is to support our children and young people to develop resilience. We cannot condone the overuse or misuse of the term "bullying" or react disproportionately to children and young people's behaviours. To do so would be counterproductive.

We know that children and young people will fall out and disagree with each other as they form and build relationships. This is a normal part of development and most children and young people have the ability to bounce back from these experiences. It is important to discuss how they feel and help them to develop resilience to manage their relationships. This is in line with guidance from respect*me. "We should always remember that children will tease each other, fall in and out with each other, have arguments, stop talking to each other and disagree about what they like and don't like. This is a normal part of growing up and should be distinguished from bullying. However, in an environment where this behaviour is left unchecked, it can lead to bullying, making those being bullied feel afraid, uncomfortable and unsafe in their environment."* (Respect Me, 2018).

Furthermore, bullying behaviour can sometimes be unsuccessful as bullying behaviours can sometimes have no impact. In this case the person the behaviours were directed at has not been bullied but the behaviour still needs to be challenged appropriately and should not be ignored. For example, the use of homophobic or prejudicial language, which may have no impact on the person it is aimed at, must still be challenged, as the language itself is unacceptable and could affect other people.

respect*me* state "Bullying can affect people in different ways and this should be taken into consideration. If you are unsure if behaviour is bullying, look at the effect it is having on the child or young person. If they are unable to respond effectively and regain their sense of self and control in the situation, adults need to intervene to help restore it. Keeping the focus on impact reduces the emphasis on issues of persistence and intent. What you do about bullying is more important than how you define it." (2018).

Incidents may be perceived as bullying when they are, in fact, criminal in nature. It is important to ensure that criminal offences such as hate crime, child sexual exploitation and gender-based violence are clearly distinguished from bullying. For example, when someone is coerced or pressurised to do something sexual or is touched inappropriately, this is not bullying. It is sexual assault, sexual abuse or gender-based violence. There are laws to protect children and young people from this very serious behaviour.

3.6 **Hate crime, equalities and prejudice-based bullying**

Hate crime is a crime motivated by malice or ill-will towards individuals because of their actual or perceived disability, race, religion, sexual orientation or gender identity. Hate crime can take a number of forms. Advice and guidance from Police Scotland should be sought if a hate crime may have taken place.

We are committed to advancing equality of opportunity for all. All forms of bullying and discrimination are unacceptable. At the City of Edinburgh Council we actively foster positive relations between diverse groups and people and we work towards eliminating any abuse of power or relationships. City of Edinburgh Council strives to ensure that we treat all people with respect and provide a positive and safe space in which to access services and work. There may be additional barriers or risks for people with certain characteristics or beliefs. The Equality Act (2010) outlines characteristics protected by the Act:

- Age
- Disability
- Being or becoming a transsexual person
- Being married or in a civil partnership
- Being pregnant or on maternity leave
- Race including colour, nationality, ethnic or national origin
- Religion, belief or lack of religion/belief
- Sex
- Sexual orientation

In addition, we recognise that children who do not have a protected characteristic may also be at risk of experiencing disadvantage, prejudice and discrimination. For example, care experienced children, young carers, non-heterosexual children, children with English as an additional language. Body image and socio-economic status can also be negatively impacted by prejudice.

3.7 **Race, religion, belief and faith**

Bullying based on race, religion, belief or faith is motivated by racism or belief based prejudice. Children and young people do not have to be of a different race, religion, belief or faith themselves to experience this sort of bullying. It may be directed towards young people perceived to be of a different race, religion, belief or faith or those who have friends or family of a different race, religion, belief or faith.

3.8 **Sexual orientation and gender identity**: lesbian, gay, bisexual, transgender and intersex plus bullying based on sexual orientation is motivated by a prejudice against non-heterosexual people. It is also sometimes referred to as homophobic or biphobic bullying. Biphobic bullying refers to bullying targeted around bisexuality. Children and young people do not have to be non-heterosexual themselves to experience homophobic or biphobic bullying. This type of bullying may be directed towards young people perceived to be non-heterosexual or bisexual or those who have non-heterosexual or bisexual friends or family.

Although homophobic bullying is distinct from sexist and transphobic bullying, it is related to these forms of bullying through underlying sexist attitudes. The term transgender is an umbrella term for those whose gender identity or expression differs in some way from the gender that was assigned to them at birth. Gender identity reflects an individual's internal sense of self as being male, female, or an identity between or outside the two. Some individuals identify as Lesbian, Gay, Bisexual, Transgender and Intersex plus (LGBTI+).

Transgender people can face significant societal prejudice, largely because they are perceived as not conforming to gender stereotypes, expectations and norms. As a result, those who identify as transgender, non-binary or gender questioning can be particularly vulnerable to bullying and prejudice. This can manifest in many ways, including name calling, deliberate mis-gendering and/or dead-naming. Dead naming is the act of referring to someone by their previous name and/or gender identity. An individual may also experience transphobic bullying as a result of a perception that they are LGBTI+ or that a parent, friend or family member is LGBTI+.

For further information: http://respectme.org.uk/wp-content/uploads/2017/11/AddressingInclusion-FINAL-NOV-17-1.pdf

3.9 Additional support needs

Every child gets help in school with their learning and development. As part of our commitment to inclusion schools and service's maintain effective arrangements to ensure the widest range of individual needs are met as a natural part of what we do on a day-to-day basis. This includes planning to meet children's needs, collaborative working, tracking children' progress, identifying any barriers to learning, helping children with any difficulties that arise, communicating with parents/carers and supporting transitions. A child has additional support needs if they need more, or different, support to what is normally provided in schools to children of the same age. Some children may need a lot of support all through school. Others may need only a small amount of additional support for a short time. Children with additional support needs may be at risk of experiencing bullying or discrimination and conversely children who are bullied are likely to develop additional support needs.

3.10 Parents/carers

Parents/carers are defined as a guardian and any person who is liable to maintain or has parental responsibilities (within the meaning of Section 1(3) of the Children (Scotland) Act 1995) in relation to, or has care of a child or young person, for example:

- Non-resident parents who are liable to maintain or have parental responsibilities in respect of a child.
- Carers who can be parents.
- Others with parental responsibilities, e.g. foster carers, relatives and friends who are caring for children and young people under supervision arrangements.
- Close relatives, such as siblings or grandparents caring for children who are not looked after or are under home supervision arrangements.
- All councillors, as corporate parents, have a responsibility for the wellbeing of children in the council's care.

4. ACTIONS

4.1 City of Edinburgh Council's approach to preventing and responding to bullying sits within a context of the wider Council policy and ethos and in particular the rights of the child.

The United Nations Convention on the Rights of the Child (UNCRC) sets out the fundamental rights of all children and young people. We use the UNCRC as a framework to ensure that we consider children's rights whenever we take decisions, and to help guarantee every child a good start in life with a safe, healthy and happy childhood. The City of Edinburgh has a strong commitment to Getting it Right for Every

Child (GIRFEC) and promoting the wellbeing of all our children and young people. Specifically that they should be as safe, healthy, active, nurtured, achieving, respected, responsible and included as possible. We are also committed to The Children and Young People Act, The Equalities Act, seeking educational inclusion for all children and young people, promoting resilience, and restorative approaches. To promote and maintain the wellbeing of all children and young people we:

- Place children at the centre of practice
- Focus on strengths and build resilience
- Prioritise prevention
- Improve fairness
- Listen to and work *with* children and the key adults in their lives

4.2   Bullying and discriminatory behaviours are not tolerated in any establishment or service. Anti-bullying and anti-discriminatory attitudes and behaviours should be promoted through a range of preventative, proactive and responsive approaches. These can be found in appendix 1.

4.3   This procedure requires that allegations of bullying must be treated seriously from the outset, investigated, recorded and if substantiated, dealt with according to the procedure. Guidelines for responding to instances of bullying or prejudice can be found in Appendix 2.

4.4   Information gathered in relation to anti-bullying should be recorded on the Bullying and Equalities Module within SEEMIS with effect from June 2019. In City of Edinburgh we take data protection seriously and comply with the European Union General Data Protection Regulation 2018. This applies fully to information gathered in relation to anti-bullying.

4.5   An exemplar establishment anti-bullying procedure can be found in Appendix 3 and further advice from respectme to support establishments to develop local policy is available here: http://respectme.org.uk/wp-content/uploads/2017/11/Policy-throught-to-Practice-2017.pdf

5.   RESPONSIBILITIES

5.1   It is the responsibility of all staff and partners in Communities and Families to prevent and respond to bullying and prejudice amongst children and young people.

5.2   **Communities and Families is responsible for:**
- Developing, maintaining and monitoring this procedure.
- Supporting establishments to develop their own local policies and procedures to

Reflect this local authority guidance and to communicate this to staff, volunteers, children, young people, parents and carers.

- Consulting with stakeholders on this procedure.
- Supporting establishments to examine the overall extent of bullying and prejudice and sharing good practice.
- Reporting to the Executive of the Council as required.
- Providing staff development as required.
- Providing advice and conciliation services.
- Working with other Council agencies and partners to prevent and reduce bullying and discrimination.

5.3 **Heads of establishments are responsible for:**

- Ensuring that all staff are aware of this procedure and the locally developed policy and procedures.
- Dealing appropriately and effectively with all allegations brought to their attention.
- Following Communities and Families guidance including recording of incidents.
- Ensuring that their establishment procedure corresponds with this procedure.
- Ensuring all staff have access to appropriate learning and development including induction training.
- Making efforts to ensure that children and young people feel safe in reporting experiences of bullying and prejudice to members of staff and are assured that any allegations will be investigated and action taken, where appropriate.
- Encouraging all staff, volunteers, children, young people, parents and carers to express their concerns and views through robust consultation exercises.
- Referring to Child Protection Procedures and/or Police Scotland where necessary.
- Examining the possible extent of bullying and prejudice in their establishment.

5.4 **In addition, Head Teachers are responsible for:**

- Communicating their local policy and procedure to staff, volunteers, children, young people, parents and carers.
- Identifying a designated senior manager as the Equalities Coordinator
- Embedding and evidencing regular and frequent proactive work through the School Standards, Quality and Improvement Plan and/or Curriculum for Excellence.
- Supporting all staff and volunteers in following this guidance and local policy and procedures
- Liaising with parents/carers and voluntary organisations as appropriate.

5.5 **All other Communities and Families staff are responsible for:**

- Promoting positive attitudes and relationships.
- Dealing appropriately and effectively with all allegations of bullying.
- Supporting their head of establishment in undertaking investigations and gathering information.

- Being aware of this procedure and local policy and procedures.
- Seeking learning and development opportunities.
- Supporting children and young people to understand the differences between bullying and other non-bullying behaviours.
- Building the capacity of children and young people to challenge prejudice and bullying behaviour.

5.6 **Children and young people are responsible, as far as possible, for:**

- Promoting positive attitudes and relationships.
- Respecting others even if they don't like them, they don't agree with them or do they don't enjoy the same things they do.
- Questioning and learning the differences between bullying and other non-bullying behaviours.
- Where they feel safe, telling someone if they have any worries about bullying and/or prejudice.
- Seeking support from others to tell if they need it.
- Keeping themselves and others safe, with support from adults.
- Encouraging and supporting others to tell a responsible adult or speaking on their behalf.
- Challenging bullying and prejudicial behaviour, if safe to do so.

5.7 **Parents and carers are expected to:**

- Respect others even if they don't like them, they don't agree with them or do they don't enjoy the same things they do.
- Question and learn the differences between bullying and other non-bullying behaviours.
- Safeguard and promote their child(ren)'s health, development and welfare.
- Ensure the safety of their child/children on the way to and from school.
- Maintain communication with a relevant member of staff.
- Work in partnership with staff to maintain the rules, regulations and expectations of the establishment.
- Discuss issues related to bullying and prejudicial behaviour with their child(ren) according to their age and maturity and taking account of their views.
- Speak to an appropriate member of staff if they have any concerns about bullying of their child or of another child/children.
- Speak to the Head Teacher if their concerns continue following school staff's intervention.
- Make use of the school's complaints procedure/City of Edinburgh Council's Advice and Conciliation service if concerns continue following the Head Teacher's Intervention.

5.8 **Support and advice for parents**

respect*me* have a guide for parents and carers on their website. http://re-spectme.org.uk/wp-content/uploads/2017/11/Bullying-a-guide-for-parents-and-carers-2016.pdf. Parents/carers can help by supporting the establishment's anti-bullying procedure.

6. **POLICY BASE**

- Children and Young People (Scotland) Act 2014
- Education (Additional Support for Learning) (Scotland) Act 2004 as amended
- Equality Act 2010
- Offences (Aggravation by Prejudice) (Scotland) Act 2009
- Schools (Consultation) (Scotland) Act 2010
- UN Convention on the Rights of the Child 1992

7. **ASSOCIATED DOCUMENTS**

- City of Edinburgh Council's Advice and Complaints Procedure
- City of Edinburgh Council's Framework to Advance Equality and Rights
- City of Edinburgh Council Guidance on supporting Transgender, Gay, Lesbian and Bisexual young people 2016
- City of Edinburgh Council's Included, Engaged and Involved policy
- City of Edinburgh Council's Risk Management Procedure
- Getting It Right For Every Child
- Included, Engaged and Involved (Education Scotland) 2018
- In on the Act (City of Edinburgh Council's framework for implementing the Additional Support for Learning Act)
- Inter-agency Child Protection Procedure Edinburgh and the Lothians Child Protection Procedures
- LGBT Youth Scotland website https://www.lgbtyouth.org.uk/
- Respect Me Scotland's Anti Bullying Service www.respectme.org.uk
- Promoting Diversity and Equality: Developing Responsible Citizens for 21st Century Scotland (Education Scotland) Respect me 2018
- Teenage pregnancy strategy http://www.gov.scot/Publications/2016/03/5858/0.

8. **RECORD KEEPING**

When a procedure has been followed there are often outputs such as decisions made or events occurred that need to be recorded. These outputs are considered Council records. Please list all Records, including completed forms, generated by this procedure. For each record, list its title, location, responsible officer and minimum retention period.

Record Title	Location	Responsible Officer	Minimum Retention Period

Appendix 1 City of Edinburgh Council preventative, protective and responsive approaches

City of Edinburgh Council is committed to the key themes of promoting positive relationships, resilience, restorative approaches and developing Rights Respecting Schools at the heart of our communities. Welcoming diversity and ensuring equality underpin the ethos of our establishments and create the right environment to prevent bullying and discrimination. To promote respect, positive attitudes and relationships City of Edinburgh Council use a variety of preventative, protective and responsive approaches. Some of which are described below.

Preventative approaches

- Establishments to have clear procedures that guide staff responses to bullying incidents, informed by this procedure. Consultation with stakeholders on establishment procedure is recommended.
- Using the advice of **respect*me***, "Promoting Diversity and Equality: Developing Responsible Citizens for 21st Century Scotland (Education Scotland) and "Included Engaged and Involved (Education Scotland).
- Information provided to children, young people and parents/ carers explaining how the establishment deals with bullying.
- Ongoing events involving the school community that promote equality and diversity.
- Building resilience and empathy through Edinburgh Health and Wellbeing Team's range of Growing Confidence and resilience programmes
- Use of appropriate approaches and resources for example nurture and Emotion Talks, to develop social skills and emotional literacy.
- Staff to access staff development on core themes: promoting positive relationships, resilience, restorative approaches, rights respecting schools, growing confidence, nurture, equalities etc.
- Consistent responses to negative interactions, distressed behaviours and bullying behaviours led by restorative practices.
- Frequent opportunities for children and young people to discuss issues and for them to request private appointments with staff to talk.
- Welcoming public messages throughout the establishment in a range of languages.
- Use of self-evaluation tools which measure ethos, relationships and confidence in the establishment, such as pupil well-being questionnaires and surveys.
- Involvement of other agencies and partners in social work, health, police and the voluntary sector.
- Audits of race, equality, inclusion and achievement of bilingual and minority ethnic pupils (Additional Support for Learning Services can offer advice)

- Promotion of training opportunities to parents that explore the development of attachment, empathy and resilience and developing problem solving skills e.g. Psychology of Parenting Project, Incredible Years, Growing Confidence, Teen Psychology of Parenting Project.
- Working towards award programmes, e.g. UN Rights Respecting Schools Award, Diana Award, LGBT Charter.

Protective approaches

- Establishments will have a number of interventions that aim to build protective resilience factors in children and young people, particularly those who are identified as being vulnerable or at risk.
- Buddy systems, especially at transition times.
- Groups to support identified pupils for example nurture groups and Seasons for Growth'
- Use of materials such as 'Cool in School', 'Keeping Myself Safe'.
- Participation in the Emotional Wellbeing academy led by Psychological Services and Child and Adolescent Mental Health Service (CAMHS).
- Peer mentoring and mediation.
- Specialist individual supports within and beyond school e.g. counselling and therapeutic services
- Playground supervision from trained staff who encourage and lead play
- Arrangements for young people to raise issues confidently with staff including for example, confidential 'Comments Box' or 'Listening Post' in neutral and
- confidential place.
- Encouraging everyone to respect others even if they don't like them, they don't agree with them or do they don't enjoy the same things they do.
- Involvement of other agencies and partners in social work, health, police and the voluntary sector.
- Involvement of Psychological Services where appropriate and with consent from the child and their parents

Responsive approaches

Sometimes a child or young person may not be engaging consciously in bullying behaviour. They may not understand or be aware that they are bullying. However, this behaviour can still impact negatively on others and must be taken seriously. The level of understanding and awareness of a child who is bullying is a significant factor in how it is dealt with. Establishments will have an appropriate and proportionate response to bullying incidents, in line with their legal responsibility to support and educate all those involved, including pupils identified as displaying bullying behaviours.

- De-escalation strategies delivered consistently by staff.

- Physical separation of person/people bullying, where necessary, possible and safe.
- Involvement of parents/carers where appropriate.
- Use of restorative practices, including acknowledging grievances.
- Helping children to recognise that their actions have consequences and involving them in a discussion about how to make things better.
- City of Edinburgh Council Risk Management Procedure.
- Consequences for the person/people bullying.
- Consideration of whether known or unidentified additional support needs have contributed to the bullying.
- Specific support services, such as Psychological Services, Additional Support for Learning Service, Education Welfare, Edinburgh Together, Social Work or CAMHS with consent from the child and their parents.
- Involvement of police if incident involves any criminal acts.
- GIRFEC child planning processes.
- Where appropriate, Child Protection procedures must be followed.
- All substantiated incidents should be recorded on a Wellbeing Concern. Record should include whether the incident is bullying and/or prejudice-based and the nature of this.
- If there is any dispute or doubt (on the part of any individual) about whether the incident was or was not bullying or discrimination, the incident and the doubts should be recorded.

Appendix 2 Guidelines for responding to instances of bullying or prejudice

Initial investigation following an observed, alleged or reported incident

- Ensure child who perceives they have been bullied or experienced prejudice is taken seriously.
- Listen to the views of the child who perceives they have been bullied or experienced prejudice about what would be helpful.
- Take immediate steps to protect individuals if necessary.
- Investigate the observation, allegation or report with others involved preserving the confidentiality of the individuals concerned.
- All substantiated incidents should be recorded on in the SEEMiS Bullying and Equalities module from June 2019 for all instances of bullying or prejudice. Records should include whether the incident is bullying and/or prejudice-based and the nature of this.
- If there is any dispute or doubt (on the part of any individual) about whether the incident was or was not bullying or discrimination, the incident and the doubts should be recorded.

Next steps

1. If there are child protection concerns follow your establishments Child Protection procedures immediately.
2. If there are or potentially are criminal implications contact Police Scotland if appropriate.
3. If risk management is required follow the Risk Management Procedures.
4. Was the incident of a bullying or prejudicial nature?
5. If not, let the individual who reported it know.
6. If you don't know, investigate further.
7. If yes, address the person exhibiting bullying behaviour.
8. Inform parents/carers

Following investigation

1. Check outcome with child who perceives they have been bullied or experienced prejudice.
2. Record actions. All substantiated incidents should be recorded on in the SEEMiS Bullying and:
3. Equalities module from June 2019 for all instances of bullying or prejudice. Records should include whether the incident is bullying and/or prejudice-based and the nature of this.
4. Annual returns will be collected centrally, from SEEMiS from August 2020 (annual return based
5. On paper records for academic session 2018/19 will be sent out to schools in Autumn 2019)

Appendix 3 Exemplar Establishment Anti Bullying Procedure

[Establishment Name] Anti Bullying Procedure [Date]

We are a Rights Respecting School. This procedure covers the following articles of the UNCRC:

Article 2   You have the right to protection against discrimination.
Article 19   You have the right to be protected from being hurt or badly treated.
Article 29   You have the right to and education which develops your personality and your respect for other's rights and the environment.

Purpose

This exists to protect all children, young people and staff within [Establishment Name] from all form of unacceptable behaviours by other children and young people.

The emotional health and wellbeing of children and young people is at the heart of achieving the outcomes that our children have the best start to life and are ready to succeed and become:
- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

This procedure has been revised and updated following consultation with staff, parent and pupil groups, including our Pupil Council, Equalities Committee and Rights Respecting School Committee.

Our values and beliefs

All pupils and staff have the right to feel happy, safe and included. [Establishment Name] supports every young person to achieve and attain their very best.
We respect individuality and celebrate diversity.
We provide opportunities for success through a variety of curricular and extra- curricular options and pathways.
We encourage creativity and support our young people to build the skills and resilience they need for the future.
We have the courage to aspire to the very best we can be. We belong to our school and we are very proud of our tradition and heritage.
We use restorative approaches to repair and strengthen relationships between staff and pupils within our whole school community.
We are committed to promoting equality of opportunity for all and we work actively towards eliminating all forms of bullying and discrimination
We recognise the effects that bullying and discrimination can have on a young person's feelings of worth, on their health and wellbeing and on their school work.
We actively foster good relations between diverse groups and individuals.
We recognise that certain individuals and groups in society experience disadvantage, prejudice or discrimination because of their age, disability, ethnicity, gender, gender change, looked-after status, pregnancy or maternity, religion or belief, culture, sexual ori-entation and socio-economic status or any combination of these.

Definitions

"Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, fright-ened and left out. This behaviour happens face to face and online".
Bullying behaviours may include:
- Name calling, teasing, putting down or threatening.
- Ignoring, leaving out or spreading rumours.

- Hitting, tripping, kicking.
- Taking and damaging belongings.
- Sending an abusive text, email or instant message, or posting an abusive comment on a social networking site (online bullying).
- Making people feel like they are being bullied or fearful of being bullied.
- Targeting someone because of who they are or who they are perceived to be. (This may include racism, sexism, disability or homophobia, as well as differences in socio-economic background.)
- Online bullying, or 'cyberbullying' will not be treated any differently; it's still about behaviour and impact. The behaviour is the same but it takes place online, usually on social networking sites and online gaming platforms, and can include a person being called names, threatened or having rumours spread about them. We will address online bullying in the same way as the behaviours described above

Equalities

We use the legal definition of 'equalities', which gives protection to people who have specific characteristics - for example being gay, lesbian or bisexual or from a recognised ethnic group or disabled or old. It also includes boys and girls and anyone being or becoming transsexual, as well as those of particular faith groups. The Equality Act 2010 defines these as 'protected groups'. Individuals who do not have any of the legally protected characteristics may also be vulnerable to bullying. For example, care experienced children, young carers and children and young people from poorer backgrounds.

RESPONSIBILITIES

The Head Teacher is responsible for the introduction and implementation of their local procedure. However, all staff, all pupils and their parents/carers must play an active part in the development and maintenance of the procedure and in its success. Teachers and support staff are expected to be proactive, to treat all allegations seriously and to refer reports of incidents to other staff as appropriate, who will maintain accurate appropriate records.

Pupils are asked to:

- Report all incidents of bullying and suspected incidents that other young people may be afraid to report where it is safe for them to do so
- Support each other and to seek help to ensure that everyone feels safe and nobody feels excluded or afraid in school.

All school staff are obligated to:

- be proactive in implementing the procedure.
- to treat all allegations seriously.
- to keep records.
- to inform the equalities co-ordinator of any instances of bullying.

Parents/carers can help by:

- Supporting anti-bullying procedure.

- Encouraging their children to be positive members of our school communities.
- Monitoring closely their child's use of mobile phone and the internet and intervening if there is a suspicion that these are being used inappropriately helping to establish an anti-bullying culture outside of school.
- Speaking to an appropriate member of staff if they have any concerns about bullying of their child or of another child/children.
- Speaking to the Head Teacher if their concerns continue following school staff's intervention.
- Making use of the school's complaints procedure/City of Edinburgh Council's Advice and Conciliation service if concerns continue following the Head Teacher's intervention.

The Equalities Co-ordinator, in consultation with the Head Teacher, is required to
- Monitor and report annually on the implementation of this procedure.
- Supervise the review and updating of this procedure at least every four years.

CONCERNS AND FEEDBACK

We recognise that there may be times when parents/carers feel that we have not dealt well with an incident of bullying or a wider community issue. We ask that if the parent/carer feel that the incident/issue has not been fully resolved to their satisfaction then this should be brought to the Head Teacher's notice. If the Head Teacher cannot resolve these concerns informally, parents/carers can raise their concerns more formally through the school's Complaints Procedure. If early resolution at this stage is not achieved, then the matter can be referred to the Department's *Advice and Conciliation Service*. We are also pleased to receive compliments – feedback from parents/carers when things have gone well.

COMMUNICATING THIS PROCEDURE

We promote our anti-bullying, equality and diversity procedure throughout the session. The procedure is on the school web-site and various posters are on display around the school advising pupils how they can report bullying or seek confidential help. The email service is regularly promoted via the school bulletin. The procedure is also reinforced through PSE classes and assemblies.

EVALUATING AND REVIEWING OUR PROCEDURE

We evaluate the effectiveness of this procedure on an annual basis, reviewing the number of incidents that are reported alongside the attendance, exclusions, attainment and achievement of pupils in protected groups.
Pupils' perceptions and experiences of bullying are reviewed through questionnaires and focus groups.
The feedback received from parents is also taken into consideration.

The procedure is formally reviewed every 3 years.

PROCEDURES

PREVENTION

By promoting a positive school ethos with regard to bullying, rights, equalities and health and wellbeing, we hope to prevent instances of bullying taking place:

- Posters on the school notice boards and classrooms are regularly updated and used to remind pupils that bullying and discrimination are not acceptable. Posters also remind pupils what to do if they or someone they know is being bullied.
- Regular surveys and focus groups are carried out to evaluate ethos and health and wellbeing in the school.
- Respect week – Our annual Anti-bullying event in the school which raises awareness of bullying behaviours, bullying prevention and supports available for   victims of bullying. Respect week features anti-bullying - year group assemblies, key adult time tasks and PSE lessons.
- The Rights Respecting School group ensure that all the pupils are aware of and learn about their human rights through lessons, events, assemblies and display's. The Rights-respecting values are being embedded in the school and in turn the pupils are being empowered to become more active citizens and learners.
- The Mentors in Violence Prevention (MVP) programme is now established in the school. Senior pupils are trained and empowered to prevent incidents that could lead to gender violence, which can be domestic abuse, sexting, assault or homophobia. Pupils are taught to challenge peers about their behaviour if and when it's appropriate.
- We work with other agencies and partners in health, police and the voluntary sector to promote a positive ethos. This also includes working with organisations such as Stonewall, Respect me, LGBT Youth Scotland.
- The school holds diversity and anti-bullying projects to raise the profile of these issues.
- There is a highly regarded befriending system in place to support transition from primary school and senior pupils have also been trained in peaceful resolution to conflict in order to promote the positive school ethos.
- Bullying and equalities issues are a standing item on our Pupil Council agenda.
- Our staff are supported in accessing professional development opportunities that increase their awareness and understanding of bullying, prejudice and discrimination as well as skills in restorative justice.

Curriculum for Excellence is used to:
- Increase knowledge of children's rights and responsibilities as responsible citizens.
- Provide age-appropriate reading materials and resources that provide a balanced diversity, e.g. family structures that include single parents, ethnic minorities, disabled people and same-sex parents.
- Monitor and improve where needed the attainment and achievement of pupils in protected groups to develop successful learners.
- Ensure that children and young people in protected groups are appropriately included in developing pupil participation as effective contributors.
- Build resilience and empathy in young people as confident individuals.

- Raise awareness about bullying and our Equality, Diversity and Anti-Bullying Procedure across a range of school subjects.

WHAT WE DO WHEN BULLYING OCCURS

A young person may not be engaging consciously in bullying behaviour, but its impact is still felt and this is taken seriously.

Pupils who experience bullying or discrimination will be listened to and will be supported.

Pupils who engage in bullying behaviour or discrimination will be treated fairly and consistently using a range of measures.

Some examples of our strategies are

- Restorative practices, including acknowledging grievances.
- Involvement of a parent/carer where appropriate.
- Peer mentoring and mediation.
- De-escalation strategies.
- Physical separation of person/people bullying, where necessary and possible.
- Use of support base to bolster confidence and provide support.
- Consequences, including loss of privileges.
- Assessment of additional support needs, including counselling, for person being bullied or person bullying.
- Involvement of other agencies and partners in health, police and voluntary sector.
- Referral to specific support service, such as Psychological Services, Education Welfare Service, Social Work or Child and Adolescent Mental Health Service.
- If appropriate, Child Protection procedures will be followed.
- Exclusion from school is not itself a sanction or punishment for bullying behaviour and would only be effected as a last resort.

Our support to pupils who are bullied or discriminated against

- Young people are reassured that they do not deserve this and it is not their fault.
- We assure them that it was right to report the incident.
- We encourage them to talk about how they feel and try to ascertain the extent of the problem.
- We involve them in making choices about how the matter may be resolved.
- We discuss strategies for being safe and staying safe.
- We ask them to report immediately any further incidents to us.
- We affirm that it can be stopped and that we will persist with intervention until it does.

Our work with pupils who bully others

- We interview the pupil (or pupils) involved in bullying separately.
- We listen to their version of events and talk to anyone who may have witnessed the bullying.
- We reinforce the message that bullying is not acceptable, and that we expect it to stop.
- We seek a commitment to this end.
- We affirm that it is right for pupils to let us know when they are being bullied.
- We consider consequences under our school's Positive Behaviour Management Procedure.
- We consider whether other referrals (to the educational psychologist, counsellor or police, for instance) are required.
- We advise pupils responsible for bullying that we check to ensure that bullying stops.
- We ensure that those involved know that we have done so.
- When bullying occurs, we contact the parents of the pupils involved at an early stage.
- We follow up after incidents to check that the bullying has not started again in any form (for instance if someone else has been encouraged to take over the intimidation).
- We work with pupils who have been involved in bullying others to ascertain the sort of support that they need.

Reporting and Recording Incidents

Pupils who have been bullied should report this to their guidance teacher or their year head, or any member of staff if they prefer.

Pupils who see others being bullied should report this to their guidance teacher or their year head, or any other member of staff.

Members of staff who receive reports that a pupil has been bullied should report this to the designated senior manager. All instances should be recorded on a Wellbeing Concern form. The designated senior manager will share relevant and proportional information as necessary and maintain the appropriate records.

(Secondary only - In some instances, it may be more appropriate for a Guidance Teacher to conduct the investigation than the Year Head)

The Year Head or Guidance Teacher will record the incident in the Bullying and Equalities module in SEEMiS. The nature of the incident and motivations are recorded along with actions taken.

All incidents are recorded and acts of bullying or discrimination on ground of race, disability, gender, faith and sexual orientation are of equal concern and are all clearly distinguishable

The annual Equalities return will be collected centrally from SEEMiS by the local authority from August 2020.

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ONLINE BULLYING AND BULLYING OUTSIDE THE SCHOOL PREMISES

We know that bullying can occur outside the school gates and via mobile phones and social network internet sites. The bullying may be done by pupils from our own school, by pupils from other schools or by people who are not at school at all. Where a pupil or parent informs us of bullying out with the school premises we will:

- Talk to pupils about how to avoid or handle bullying outside of school.
- Talk to the Head Teacher of another school whose pupils are allegedly bullying.
- Talk to the transport company about bullying on buses.
- Talk to the police if appropriate.

PLANNING
We examine and use all available information to ensure that the promotion of equality and anti-bullying issues are contained within our improvement plans.

EQUALITY IMPACTS ANALYSIS
When reviewing or creating any new policies or services within our school, we give due re-gard to all protected groups and consider whether any individual or group might experience a particularly positive or negative impact. We keep a record of this and where necessary we take steps to reduce any negative impact.

INVOLVEMENT
We actively encourage all our young people to participate in school and extra-curricular activities and we take positive action to make sure that the diverse school population is represented in activities, surveys and our student council.

GATHERING AND MONITORING INFORMATION   examples
Our school routinely monitors attainment of pupils by ethnicity and gender. We are also committed to developing measures for monitoring the achievements of our looked-after and disabled pupils.
We also monitor attendance and exclusion of pupils by ethnicity, disability and gender.
We examine our annual records of incidents and survey information
We use information from surveys of pupils' views and opinions
We take active steps to ensure that all data held on pupils' disabilities, ethnicity, caring and looked-after status is accurate and regularly reviewed.

Appendix 2
Extract from Edinburgh Learns Health and Wellbeing Annual Report (2018/19)

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
6 – Excellent, 5 – Very Good, 4 – Good, 3 – Satisfactory, 2 – Weak, 1 - Unsatisfactory

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.

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.

Appendix 3

Anti-bullying Survey of 37 Primary and 20 Secondary (including Special) Schools May 2019

1. What strategies/resources do you use to proactively encourage children and young people to report all incidents and suspected incidents of bullying?

Answer Choices	Primary		Secondary	
Raising awareness of school anti-bullying procedures at assembly/whole school events	94.59%	35	90.00%	18
Procedures on school websites	62.16%	23	75.00%	15
Themed anti-bullying/equality/diversity events	70.27%	26	95.00%	19
Posters displayed throughout the school	64.86%	24	80.00%	16
School bulletin	8.11%	3	20.00%	4
School newsletter	43.24%	16	15.00%	3
PSE programme	64.86%	24	100.00%	20
Pupil Council agenda	40.54%	15	35.00%	7
1:1 private appointments with staff to talk	54.05%	20	85.00%	17
Confidential comments box	35.14%	13	30.00%	6
Listening post	5.41%	2	10.00%	2
Use of 'Cool in School'	5.41%	2	0.00%	0
Use of 'Keeping Myself Safe'	86.49%	32	75.00%	15
Emotional Wellbeing Academy	13.51%	5	30.00%	6
Buddy systems	67.57%	25	55.00%	11
UN Rights Respecting Schools Award	51.35%	19	65.00%	13
Mentors in Violence Prevention (MVP) Programme	0.00%	0	85.00%	17
Diana Award	0.00%	0	30.00%	6
LGBT Charter	0.00%	0	55.00%	11
Peer mentoring	8.11%	3	50.00%	10
Counselling services	16.22%	6	85.00%	17
Emotion Talks resources	89.19%	33	70.00%	14
Other (please specify)	18.92%	7	40.00%	8
	Answered	**37**	**Answered**	**20**
	Skipped	**0**	**Skipped**	**0**

2. Do you target support specific to groups of pupils based on any of the following?

Answer Choices	Primary		Secondary	
Race, religion, belief and faith	52.94%	9	68.75%	11
LGBTI+	17.65%	3	93.75%	15
Gender	23.53%	4	62.50%	10
Disabilities	58.82%	10	68.75%	11
Additional Support Needs	100.00%	17	100.00%	16
Comment(s)		17		8
	Answered	17	Answered	16
	Skipped	20	Skipped	4

3. How do you seek the views of children and young people regarding their experiences of equalities, diversity and bullying in your school?

Answer Choices	Primary		Secondary	
'My Views' completed prior to Child/Young Person's Planning meetings	86.49%	32	80.00%	16
Comments boxes	32.43%	12	5.00%	1
Pupil focus groups	64.86%	24	85.00%	17
Regular surveys/questionnaires	72.97%	27	65.00%	13
Youth Talks feedback	0.00%	0	20.00%	4
Working with partners (eg Lifelong Learning)	10.81%	4	50.00%	10
Right Respecting Schools group (evaluation/feedback)	48.65%	18	60.00%	12
Pupil Council feedback	54.05%	20	80.00%	16
Other (please specify)	18.92%	7	15.00%	3
	Answered	37	Answered	20
	Skipped	0	Skipped	0

4. Do you work with any of the following partner organisations/use any of their materials to address issues of equality, discrimination and bullying?

Answer Choices	Primary		Secondary	
Respect Me	45.71%	16	55.00%	11
LGBT Youth Scotland	8.57%	3	70.00%	14
Stonewall	11.43%	4	35.00%	7
Saheliya	11.43%	4	35.00%	7
Amina	0.00%	0	10.00%	2
Sikh Sanjog	2.86%	1	20.00%	4
Mentors in Violence Prevention (MVP)	0.00%	0	85.00%	17
Enquire (Reach service)	8.57%	3	5.00%	1
Psychological Services	74.29%	26	85.00%	17
CAMHS	57.14%	20	85.00%	17
Police	68.57%	24	95.00%	19
Lifelong Learning/CLD	8.57%	3	30.00%	6
Other (please specify)	22.86%	8	30.00%	6
	Answered	**35**	**Answered**	**20**
	Skipped	**2**	**Skipped**	**0**

Appendix 4

City of Edinburgh Council Incidences of Bullying and Discrimination recorded by Schools 2008 - 2017

Primary Schools

Year	Bullying (non-spe-cific)	Racist	Homo-phobic	Disability	Gender	Faith (of which Islamo-phobic)	Trans-gender	Other	Total
2008-2009	148	149	10	9	5	1	-	-	322
2009-2010	139	142	6	8	2	8	-	-	305
2010-2011	225	127	46	9	10	6	-	-	462
2011-2012	295	152	60	13	13	8	-	-	541
2012-2013	322	161	26	7	17	8	0	0	541
2013-2014	384	183	33	18	8	9	0	0	633
2014-2015	268	136	25	5	6	4	2	0	446
2015-2016	120	60	15	0	1	2 (0)	0	0	198
2016-2017	140	92	9	1	4	1 (1)	2	0	249

Secondary Schools

Year	Bullying (non-specific)	Racist	Homo-phobic	Disability	Gender	Faith (of which Islamo-phobic)	Trans-gender	Other	Total
2008-2009	124	43	8	3	6	0	-	-	184
2009-2010	63	47	5	4	1	5	-	-	117
2010-2011	167	46	7	3	8	3	-	-	234
2011-2012	189	68	9	8	5	2	-	-	281
2012-2013	175	66	23	4	5	0	-	-	273
2013-2014	147	57	19	9	6	3	0	0	241
2014-2015	188	78	20	8	12	5	2	0	313
2015-2016	112	44	15	1	5	4 (1)	5	0	186
2016-2017	128	67	9	2	3	4 (1)	4	0	217

Special Schools

Year	Bullying (non-specific)	Racist	Homo-phobic	Disability	Gender	Faith (of which Islamo-phobic)	Trans-gender	Other	Total
2013-2014	32	12	0	1	0	1	0	0	46
2014-2015	38	3	1	3	0	0	0	0	45
2015-2016	0	0	0	0	0	0	0	0	0
2016-2017	0	0	0	0	0	0	0	0	0

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Education, Children and Families Committee

10.00, Tuesday, 8 October 2019

The Edinburgh Children's Partnership – Annual Report 2018-19 for the Children's Services Plan 2017 – 2020

Executive/routine
Wards
Council Commitments

1. Recommendations

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

1.1.1 approve the Annual Report for 2018-19 for the Edinburgh Children's Services Plan 2017- 2020.

Alistair Gaw

Executive Director for Communities and Families

Contact: Stuart Osborough, Senior Change and Delivery Officer, Strategy and Communications

E-mail: stuart.osborough@edinburgh.gov.uk | Tel: 0131 469 3363

Report

The Edinburgh Children's Partnership – Annual Report 2018-19 for the Children's Services Plan 2017 – 2020

2. Executive Summary

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

3. Background

3.1   The Edinburgh Children's Partnership undertakes strategic planning, development and delivery of children and young people's services on behalf of the Edinburgh Partnership. The work of the Partnership is underpinned by a multi-agency, integrated strategic plan which is regularly reviewed.

3.2   The current plan was approved by Committee in August 2017.

3.3   Statutory Guidance on Part 3 (Children's Services Planning) of the Children and Young People (Scotland) Act 2014, requires that each local authority and the relevant partner health board publish an annual report demonstrating how children's and related services have been provided in accordance with the aims and objectives we set in our Children's Services Plan.

4. Main report

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

4.2   The Children's Partnership vision is that 'Edinburgh's children and young people enjoy their childhood and achieve their potential'. Its ambition is to create a child friendly city where children and young people's rights are respected. There is also a

focus on restorative practice, where preventing problems becomes as important as dealing with crisis.

4.3   The Children's Services Plan underpins the work of the Partnership and:

- Sets out a shared vision and strategic direction to guide the work of the Edinburgh Children's Partnership over the period 2017-20;

- Describes the outcomes we aim to achieve together and the improvements we need to deliver;

- Sets out an integrated approach to implementing our strategy and delivering those improvements.

4.4   At the heart of the plan, there are five strategic outcomes, informed by engagement activity with children and young people, service managers and community planning partners:

- Every child will have the best start in life.

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

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

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

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

4.5   The Annual Report, attached as Appendix 1, sets out, for each of the strategic outcomes, progress made in the first two years of the plan alongside some of the key challenges being faced.

5.   Next Steps

5.1   Following approval by this and NHS Lothian Health Board the report will be submitted to the Scottish Government.

6.   Financial impact

6.1   Key financial and other resource matters are referenced in Appendix 3 of the plan. This section provides an overview of budgets allocated to different services in the city, and key areas for service integration, where efficiencies could be realised.

6.2   A critical feature of the plan is the requirement to shift more financial resources to prevention and early intervention activities.

7.   Stakeholder/Community Impact

7.1   There has been extensive engagement with children, young people and their families to inform the contents and commitments of the plan.

7.2   In addition, there has been extensive engagement with community planning partners and service managers to inform the plan and the annual report.

8.   Background reading/external references

8.1   Children's Services Plan 2017 – 2020

8.2   Children's Services Plan 2017 – 2020, Year 1 Annual Report

8.3   Children and Young People (Scotland) Act 2014

9.   Appendices

9.1   Appendix 1 - Annual Report for 2018-19 for the Edinburgh Children's Partnership's Children's Services Plan 2017- 2020

The Edinburgh Children's Partnership Children's Services Plan
2017 to 2020

Annual Report

for Year 2

2018-19

getting
it right
for every child

THE EDINBURGH PARTNERSHIP

Introduction

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

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

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

This report contains the following sections.

What we said we are going to do

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

How we will know we are making progress

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

The progress we have made in the past year

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

The priorities for the next year

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

What we said we are going to do

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

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

The Edinburgh Children's Partnership's vision is:

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

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

1. Every child will have the best start in life.

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

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

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

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

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

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

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

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How we will know we are making progress

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

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

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

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

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

As the plan progresses it is expected that these, and other measures where available, will be used to complement the narrative provided through the progress briefings. Together this will describe progress towards achieving the strategic outcomes of the plan. The set is provided in Appendix 3.

A performance and improvement sub – group of the Partnership has been established to oversee and co-ordinate self-evaluation work around the Five Strategic Outcomes set out within the plan, deliver and evaluate wider improvement activities.

The progress we have made in the past year

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

Strategic Outcome 1

Every child will have the best start in life

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

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

What is working well
Health Visiting staff are reporting that the pathway is being well received by the client group. In particular the client and professional negotiation of need for service enables flexibility within universal pathway delivery. Our electronic record keeping system has been redesigned for universal pathway data capture and practitioner ease of entry.

Routine Enquiry and DASH Risk assessments have been rolled out for use by all Health Visitors. Children and Young Person Improvement Collaborative is supporting service improvements e.g. development of the antenatal contacts as part of universal pathway.

All Health Visiting staff are trained to deliver Solihull Training across Lothian in recognition of junior workforce.

For those going to school in the summer of 2020 intake, the new 4-5 year CHS assessment will be introduced.

What the key challenges are
The service redesign of health visiting is a significant transformational change, for both increasing the qualified health visitor workforce numbers and change in model of delivery. The trajectory to the Scottish Government target is constantly under pressure due to a variety of factors outwith our direct control, e.g. maternity leave, retirals.

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

What is working well

The City of Edinburgh Council's Early Years Service started phasing in 1,140 hours of funded Early Learning and Childcare (ELC) in August 2017. 49 local authority settings and 22 partner providers are now providing the increased funded hours to children aged 3-4 years eligible 2 year olds in their settings, enabling approximately 2,000 children and families to benefit from access to the increase funded hours in advance of August 2020, when 1,140 hours will become an entitlement.

Overall feedback from settings involved in phasing in the expansion continues to be positive.

Our workforce development plan to support the delivery of the programme is on schedule with approximately 300 of the estimated required 650 staff recruited to date.

What the key challenges are

The funding gap between our local expansion estimates and the allocated Government funding presents a risk that we will be less able to provide flexible models of delivery for the 1140 hours to support parents being able to access work. This risk has been increased by the fact that the cost returned following the tender process for new build nurseries is significantly higher than estimated.

Improve early years pathways for young disabled children

What is working well

Our Additional Support for Learning Service (ASLS) has established a multi-disciplinary early years team who work closely with allied health professionals and other partners to meet the needs of children 0-5 years, including those making the transition to primary 1. The team supports families, working with children and parents at home as well as working directly in the early years or school setting. The service provides training and support for parents whose children have an autism presentation, with or without a formal diagnosis, helping them to develop their understanding, consider a range of support approaches and signposting them to relevant information and supports in the community. Staff working in early years settings are trained by experienced ASL Service teachers and nursery nurses in how best to provide anticipatory support.

What the key challenges are

The level of need is increasing due to population growth and better diagnosis of autism. Psychological Services are developing clear early years pathways in conjunction with the ASL Service and NHS colleagues to help to identify younger children with a learning disability.

The increasing level of requests from families for respite support at home and the increasing complexity of children and young people's health care needs and the staff training required to meet these.

Meeting the needs of children who have complex needs but do not meet exceptionality for LENS nor have the level of complex health care needs for Sunndach & Calareidh.

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Improve partnership working in the provision of early years services

What is working well

We currently have 114 Funded Providers in partnership with the City of Edinburgh Council to deliver funded ELC to approximately 4,000 (40%) of eligible 2-4 year olds.

Edinburgh has 35 voluntary playgroups and 12 are now in partnership with the council. All voluntary playgroups can access support and advice from a designated member of the central early year's team and they can apply for a council grant to fund resources and the development of their indoor and outdoor learning environments. 15 Third Sector projects in receipt of 3-year funding until 31st March 2020 have an early year's remit supporting families with children under 5 years. These Early Years projects are located across the City and offer a range of early intervention services.

What the key challenges are

Approximately 40% of children entitled to funded ELC attend our partner provider provision. The National Standard states the criteria to be a funded provider and was published in December 2018. From August 2020, all providers of ELC will be required to pay the real living wage to staff working directly with children. This may have a significant impact on the business sustainability of some of our partners who have already expressed concern that they are unable to retain workforce numbers due to the local authority workforce recruitment programme. The National Standard also sets out the requirement that funded providers should not charge parents top up fees for any element of the 1,140 hours. This may also impact on the business sustainability of some of our providers and some the independent sector settings have detailed their intention to no longer work in partnership with the local authority from August 2020.

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

What is working well

The uptake of the 27-30 month assessment in Edinburgh in 2017/2018 was 87% which is an increase from 83.1% in 2016/17 and this increase is evident across the quintiles, e.g. SIMD 1 has increased from 86% to 88.9% (and is now similar to the Scottish average). In addition the uptake gap (i.e. between SIMD 1 and SIMD 5) has continued to decrease over the past 5 years.

This has been achieved through a sustained effort by Health Visitors to increase uptake and accessibility to the 27-30 month review. This has been supported by the launch of the National HV Pathway introduced in 2016 and a related increased in national funding for Health Visitors at NHS Board level. There are now a minimum of 9 home visits offered to families the first 3 years of a child's life. This includes the 27-30 month review moving from a clinic based contact to a dedicated home visit, where a more holistic assessment can be carried out.

We have robust data on the uptake of this assessment for children and the developmental outcomes for children at this point in their early years. We have a data system where can explore this at area level and explore variations in SIMD, neighbourhoods, and explore areas for increased joint effort, e.g. communication development, child healthy weight.

NHS Lothian has developed a suite of tools for staff which captures outcomes for all the main indicators captured nationally. This makes the data easily and quickly accessible for our service users.

Both the national reports (for comparisons) and local dashboard are used to produce activity/trend and outcome data at all levels in NHS Lothian. As we have such well developed processes we were selected as the test site for the both the Community Health Activity Data for Health visiting and the Excellence in Care quality measures for Health visiting measuring completion of the child's health plan.

What the key challenges are

The Health Visitor pathway is increasing access, and support to families, but there will be a continued need for effective workforce planning to ensure there are adequate HV available to carry out the model of practice.

Although between 2013/14 and 2015/16 the percentage of reviewed children who reached all developmental milestones was stable (~79%) the last two years show a slight decline (~72%). Since April 2017 the review form has changed so that the number of developmental domains has been reduced from 9 to 8. This has resulted in data recording issues affecting the numbers of reviews with meaningful information collected with the rate of completed forms has decreasing. Therefore, one of the main reasons for the reported decline in the children who reached all developmental milestones is the increase in the proportion of reviews with missing incomplete data. This has affected data at local and national level and being addressed.

Strategic Outcome 2

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

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

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

What is working well

There is a clear improving trend in literacy and numeracy CfE levels over the past three sessions in P4, P7 and S3, according to teacher judgement. After a successful pilot the Raising Attainment in Writing Strategy will be extended to more schools next session, while the SEAL (numeracy) strategy has shown significant improvements in attainment.

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. 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).

The Edinburgh Learns Pathways Strategic Board has representatives from education sectors 3-18, Skills Development Scotland, Edinburgh College and the DYW (Developing the Young Workforce) Regional partners. Ensuring that the Youth Employment strategy milestones are achieved is a key focus and this is helping to drive DYW.

Employer engagement with schools has improved with the development of DYW Locality partnerships and DYW events in schools are now being more effectively supported by local industry. Events such as the DYW Conference and Jobs Fair ensure that young people across Edinburgh are having greater opportunities to explore vocational pathways.

The Edinburgh Learns Pathways Board is also developing an online regional prospectus for the senior phase to provide an overview of the learning choices and pathways available to promote value and viability of vocational and academic learning and equity in the offer to all of Edinburgh's young people.

What the key challenges are

The widening of the gap in both literacy and numeracy for S3 (Fourth Level) needs addressed, though it should be noted that in each case the performance at quintile 1 has increased from 2016-17 to 2017-18. The effects of interventions to raise attainment and narrow the gap will take time to embed and show impact. A period of 3-4 years is suggested as an appropriate timescale.

Education providers 3-18 need to implement the Career Education Standard to ensure children and young people are receiving their entitlements. Although there is improved awareness, embedding DYW within the learning experience, is required. Professional learning for practitioners will support the implementation of My World of Work from P5 upwards. This will enable children and young people to reflect on their skills development and support the P7 and S3 learning profile. The ability to track employer engagements across 3-18, as part of the Work Placement Standard, is an aspect for further development.

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

What is working well

Almost all schools use Pupil Equity Funding to support the building of cultural, social and emotional capital for children and young people experiencing poverty-related disadvantage. For example 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 residential experiences, school trips and extra-curricular clubs, including those provided by Active Schools. Many schools are using new and creative ways to engage with business and community partners to support their work.

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

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 and well-being.

Based on data gathered from school Standards and Quality reports June 2018, 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

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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.

What the key challenges are
Providing permanent contracts for staff has greatly helped the recruitment and retention of staff to deliver PEF-related interventions, however as the funding stream is still effectively temporary there is no provision for absence or maternity cover for these posts. This increases the risks to the delivery of service and means in some cases, work has to stop. It is possible for contingency funds to be made available by ring-fencing funding, a decision that has been taken by other local authorities, following discussion with Headteachers. The Finance Board will consider this next session.

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

What is working well
We have provided clear leadership for all staff to ensure that School Improvement Plans focus on closing the attainment gap and improving outcomes for care experienced children and young people. We have drafted current, research based guidance for schools which positions the Included, Engaged, Involved in Edinburgh policy at the heart of all Inclusive Practice in the city. We have ensured that the governance around Inclusive Practice sits within an empowered, collaborative system through the creation of the Edinburgh Learns Inclusion Board. Our most recent results for attainment in the Broad General Education confirm that we are narrowing the poverty-related attainment gap in almost all measures.

Provision for children and young people with severe and complex additional support needs has been enhanced by an increase of two special school classes over the last school session, in addition to the increased number of classes the previous session. Strategies for meeting needs are being enhanced in special schools through a focus on improving social communication and emotional regulation to support the development of independent living skills.

Processes for assessment and allocation of support from the social work practice team for children affected by disability have been reviewed, providing enhanced supports for a wider range of children and young people to support improved outcomes. This has been supported by closer joint working between the Children Affected by Disabilities Practice Team and schools to enable more cohesive approaches to the identification of and provision for support for our most vulnerable learners.

What the key challenges are

Raising attainment for young people in poverty remains a high priority, particularly for those learners achieving 4th Level at secondary school. Raising attainment for care-experienced learners is an even greater priority and requires urgent action to reduce the gap, particularly at secondary school. Achieving this requires all agencies to work together to improve attendance and reduce the numbers of part-time timetables. In addition, more learner pathways need to be created in more schools, emphasising the parity of esteem of different qualifications, including Foundation Apprenticeships. Ensuring better coherence between Communities and Families' service areas of mainstream schools and Additional Support for Learning (ASL) in the forthcoming ASL Review should result in better partnership working and improvements in the flexibility and efficiency of support for learners, and schools.

Post-school transitions for young people affected by disability is a priority area. A strategic group comprising City of Edinburgh Council officers, representatives from Edinburgh College and partners from the Chamber of Commerce has been established to improve access to college courses and workplace experiences and training in order to support the progression of young people with a disability into further education or paid employment. More robust processes for transition planning have been developed to further support this process.

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

What is working well

Our post-15 provision in schools is enhanced by the School College partnership delivering additional vocational pathways at Edinburgh College campuses throughout the city. This includes Foundation Apprenticeships (FA), alongside other Level 5 and 6 qualifications. There are more effective communication channels between schools and colleges and a commitment to a regional senior phase offer. This has resulted in an improved uptake for FA courses.

What the key challenges are

There are logistical obstacles, such as travel, transport, timings, that can inhibit young people from fully engaging with the school-college offer. Partners continue to review delivery models to overcome these. To build relationships with young people and parents at an earlier stage events in school and at Edinburgh College have been organised and will continue to be developed. SDS, The City of Edinburgh Council and Edinburgh College have committed to reviewing attainment outcomes for young people engaged in the SCP offer, to ensure equity and excellence is being upheld.

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

What is working well

The 2017/18 City of Edinburgh Participation Measure is now 94.3% with a national average of 94.4%. This is a marked improvement on last year as the figure for 2016/17 in Edinburgh was 92.5%. Progress has been achieved through partnership working between the City of Edinburgh Council and Skills Development Scotland at strategic level and at individual school level. SDS Careers Advisers have strong relationships in schools and this is backed up by regular strategic meetings.

A key driver has been enhanced understanding of the 16plus Data Hub's role in improving outcomes for young people. Across Edinburgh schools, data entry is more rigorous, therefore our tracking of anticipated leave date, preferred occupation and preferred route is much better. We can better identify leavers and those at risk of a negative destination. This has enabled us to coordinate resources effectively across schools, SDS, Edinburgh College, Edinburgh Guarantee and other partners to support young people with the right guidance at the appropriate time.

A review of each school's approach to 16+ planning has enabled us to identify best practice and the 16+ partner network has co-designed a revised structure for the format of 16+ Meetings. Guidelines to ensure consistency will shortly be issued, including remit responsibilities for each partner and timeline outlining key tasks and transition points throughout the school year. SDS have developed the transition team to bridge in-school and post-school provision, placing relationships with young people at the centre. By having more cohesion and coordination we hope that our young people in Edinburgh will be better supported into the right path at the right time

The post-15 offer is improving with an increase in vocational pathways, such as Foundation Apprenticeships and alternative NPA qualifications, and uptake is also higher. Recognition of parity alongside traditional academic routes is better and has been helped by the SDS media campaign and partner events, however we need to continue upskilling all those who provide advice to young people on the learner journey.

What the key challenges are

Ensuring young people, parents and carers, are supported with accurate information and advice about the range of pathways and current labour market, is critical to sustaining positive leaver destinations. Delivering a programme of apt professional learning for key adults leading pupil support conversations will be important.

Improving outcomes for targeted equity groups, such as Care-experienced young people, Additional Support Needs and BME is still a focus for all partners.

Strategic Outcome 3

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

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

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

What is working well

Recommendations were made following a review of children and young people's mental health and wellbeing support. These are set out in italics with a note on progress to date:

Align Child and Adolescent Mental Health Services Outpatient Teams to four locality teams reflecting coterminous boundaries with educational and social work.

The North East "Every Contact Counts" programme will build a community of practice comprising of statutory and third sector partners. A data sharing agreement is being signed off and practitioners are identified from providers in Leith. It is the intention to grow this approach to form the basis of coterminous locality teams.

Ensure emotional wellbeing support is available on a 1:1 and group work basis for children and young people in each locality through reviewing existing services and redesigning where needed to provide adequate evidenced based coverage in each locality and ensure that staff providing this support are adequately supported themselves.

The Building Resilience whole school approach is a 3-year programme which highlights the 10 things that help to support our mental health and emotional wellbeing. The Wellbeing Academy is a collaborative test of change project delivered by Psychological Services and Child and Adolescent Mental Health Services (CAMHS), The project involved 14 schools in 2017-18 and an additional 10 schools have joined for 2018-19. An assigned member of staff is a key point of contact, providing additional support in schools focussing on emotional wellbeing. Delivery of a CBT informed low intensity intervention for experiences of anxiety, (LIAM) primarily being delivered by School Nurses across Lothian alongside the Pupil Support Officers (PSOs).

Over 140 City of Edinburgh Council staff trained as nurture practitioners by Psychological Services in 2017 and 2018. Nurture practice addresses mental health

needs by allowing school staff to capitalise on their relationships with all children but particularly those who are vulnerable or at risk.

Research into Curriculum, Learning and Education (CIRCLE) is embedded in 87 Primary Schools, 23 Secondary Schools reaching 49,638 pupils and 2,948 teachers. The aim of CIRCLE is to:

- Develop and share inclusive practice and provide advice and strategies for improving the participation and inclusion of learners with Additional Support Needs in schools.

- Support the development of inclusive classroom environment

- Provide suggestions for successful collaborative working between education staff, parents/carers and health staff

- provide a universal, first level framework for therapists, teachers and other staff

In addition, there has been increased engagement in A Sense of Belonging Arts Programme and increased participation from a range of services in a 'ACEs, Trauma and Resilience Community of Practice' event

Ensure that appropriate interventions are available at A &E for children and young people presenting at A & E with self harm, suicidal ideation or presenting significant risk to self or others and staff are cognisant of issues relating to children and young people's mental health and wellbeing

Additional funding has been secured for nursing staff to deliver time limited intervention to children and young people presenting with self harm at A & E Departments

Ensure appropriate interventions are available within secure settings or there are clear and agreed pathways for children and young people with self harm, suicidal ideation, mental health problems or presenting significant risk to self or others and that staff are trained and supported in relating and responding to children and young people's mental health and wellbeing.

A literature review summarising best practice is being completed. This will be used to drive forward a training and education programme for staff.

The Health Promotion Service within NHS Lothian in partnership with Lothian Association of Youth Clubs has delivered Scottish Mental Health First Aid for Young People to raise awareness of mental health and wellbeing amongst 58 youth workers. Following a needs assessment the same training was delivered to 50 Skills Development Scotland staff to allow them to support young people.

What the key challenges are
Continued long waits for children and young people referred to and accepted for treatment by CAMHS.

There is scope to improve services through better joint commissioning. A Planning and Commissioning sub group of the Children's Partnership has been established in part to take this forward. An initial focus of this group is children and young people's mental

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health and well-being. Clarity will be sought from Scottish Government on flexibility of funding for children and young people's mental health and wellbeing.

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

What is working well
The Edinburgh Alcohol and Drugs Partnership (EADP) holds a high-level outcome - children, young people and adults' health and wellbeing is not damaged by alcohol and drugs. There are three key workstreams within this: Developing Services for Children / Young People with Alcohol/Drug Problems; Preventing of Alcohol and Drug Problems amongst Young People School based prevention; and Improving Services for Children Affected by Parental Substance Use.

Services in Edinburgh are good at sharing information, especially around patterns of drug use and a coordinated response, harm reduction, shared assessment and outcome measures.

Children Affected by Parental Substance Use (CAPSU) - collaborative of voluntary organisations that have the contract to deliver a range of services for young people experiencing this issue.

Circle services now co-located in the hubs in all four localities and work increasingly closely with adult treatment. They offer intensive assessment of and support with parenting for parents with substance misuse. Sunflower garden is available to offer 1:1 support to the children and young people themselves. These services were jointly tendered in 2016 and both performance and current fitness are currently being evaluated.

Informal interventions through universal youth work services are making a significant contribution.

To support tobacco prevention work, ten secondary schools within Edinburgh have become Smoke free and are developing policies and work to support sustainability of this beyond the pilot project. In addition eleven primary schools have been supported to develop smoke free homes and zones.

What the key challenges are
Ensuring that the structured psychological therapies are consistently available for young people at risk of or experiencing problematic substance use.

Improving the reach of young people's substance use services to reach the highest risk groups.

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

What is working well
Through the Looked After Children's transformation programme, there has been steady progress in shifting the balance of care since 2012. Over time there has been good progress made in reducing use of residential care, reducing use of secure care,

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increasing the percentage of foster care that is provided by the City of Edinburgh, and increasing use of kinship care (including children who cease to be looked after because they have settled placements in kinship care).

The activity and services which have contributed to this are:

- GIRFEC planning focussed on strengths and building capacity within families and their wider networks.
- Implementation of Self Directed Support.
- Embedding Family Group Decision Making in our planning approach where we see a risk that a child may need to be accommodated, or where they have been accommodated in an emergency. The staffing establishment of this service has been increased significantly.
- Risk management of young people who present risk to others, supported by a practical multi agency approach, led by senior managers, which includes a daily conference call between residential managers and police about any young people who have been missing from units, and a monthly multi-agency meeting which provides face to face support and challenge to lead professionals for the highest risk young people.
- Multi Systemic Therapy team.
- Kinship care assessment and Kinship Support team.
- Behaviour support for families with children affected by disability.
- Partnerships with third sector.
- Maintaining inclusion in mainstream education for children with Additional Support Needs.

What the key challenges are
We continue to work hard to maintain a relatively low usage of out of authority residential care. We are making good progress on the proportion of foster care that is provided by CEC and while continuing care has been challenging to implement, 81% of eligible young people have remained in placement

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

What is working well
We have a strong prevention agenda to support children developing a health weight and growth pattern. This includes supporting healthy maternal weight in pregnancy, healthy birth weight, advice on infant feeding, monitoring of growth at child health development assessments. Our breast-feeding support via drop in community based groups continues to increase and we were successful in securing funding via Scottish Government Programme for Government to develop a project, with the aim of reducing formula supplementation.

We continue to support the uptake of healthy start vitamins for both women and children and are increasing awareness of healthy start foods via training for staff. Training for community based staff around weaning is offered by the infant feeding teams.

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

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

What the key challenges are

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

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

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

What is working well

Following a multi-agency inspection the Care Inspectorate published a report on the performance of the Partnership in meeting the needs of children requiring care and protection on 25 June 2019. The report was generally very positive. Recommendations for improvements from the inspection will be incorporated into the Children's Services planning process.

http://www.careinspectorate.com/images/documents/5075/Joint%20inspection%20of%20services%20for%20children%20and%20young%20people%20in%20City%20of%20Edinburgh%20June%202019.pdf

As of Feb 2019, 6 out of 16 actions in the Child Protection Improvement Plan were completed, with the remainder on track for completion within the life of the plan (July 2019).

The use of GIRFEC and a focus on building on the strengths in families through initiatives such as Family Group Decision Making, have contributed to the decreasing number of children requiring formal child protection processes.

The Partnership has been a key contributor to the Pan-Lothian Multi-Agency Chronologies model, which will improve the quality of assessment and information sharing for children. Testing of this model is live.

Safe and Together training is available for professionals across the Partnership to tackle domestic abuse. In 2018/19, we funded five members of staff to become certified trainers, enabling us to increase our capacity to embed this model locally.

Quality assurance of the assessment and planning process through the Child Protection Committee makes sure decisions are made in the child's best interests and plans keep children as safe as possible.

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Innovative practice around how we engaged with young people who have been missing from residential care has contributed to an ongoing positive trend. Missing episodes have decreased by 25% in the last year. The Child Protection Committee has funded an independent evaluation of a pilot project being undertaken in the City, and it is intended that learning from this will further inform and strengthen our approach.

A Champions Board for care experienced young people has been established to improve corporate parenting across the partnership. We want to get more young people involved in shaping services, so we have recruited two care experienced young people to work as Participation and Engagement Officers. They work closely with elected members and staff to put the voice of young people at the heart of decision making and deliver the objectives outlined in the corporate parenting action plan such as free leisure access, subsidised travel and Council tax exemption.

We have opened and expanded our Edinburgh Young' People's Hub in 249 High Street. This allows us to provide better support for our care experienced young people through effective collaboration and creative approaches from our services and partner providers.

Our young people tell us they don't like attending multiple meetings, so the hub hosts weekly drop-ins where they can access one-stop support from a range of services like housing, benefits advice, employment and health and wellbeing.

What the key challenges are

One of key challenges is how services assess and respond to accumulative risk, including neglect. We continue to work with partners to develop our approach. Related to this, the impact of poverty and inequality on families is significant and is being considered in our partnership work with national organisations such as the NSPCC, with whom we are developing a public awareness campaign.

Strategic Outcome 4

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

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

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

What is working well

The 1 in 5 Raising Awareness of Child Poverty training delivered to over 90 schools (secondary, primary, special and early years), all of which are implementing its recommendations and developing poverty-proofing approaches. A recent survey of staff showed that just over 90% stated (agreed or strongly agreed) that they had an increased understanding of the scale of child poverty, just under 90% stated that they had an increased understanding of the impacts of poverty on children's outcomes and just over 80% that they had an increased understanding of the causes of child poverty.

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

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

The Discover (holiday hunger) programme is now established in each locality. A programme is offered for each school holiday period, with six hubs operating across the city. The most successful programmes are where parents and children attend together. It aims to contribute towards raising attainment, alleviating hunger during school holidays and breaking down social isolation. A range of activities for parents and children are provided at each hub together with access to support and advice services.

What the key challenges are

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

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

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

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Ensure that the two Equity Strategies (1 in 5 and within Edinburgh Learns) are used in combination and that all staff who work with children, young people and families are familiar with their content.

Deliver income maximisation programme amongst all families on low incomes

What is working well

Welfare advice has been delivered in 22 schools across the city by partnerships developed between schools and third sector organisations. Partnership has developed, building on 1 in 5 work, between Lifelong Learning, NHS Lothian and Community Help and Advice Initiative (CHAI). The aim of this work, initially developed in the Tynecastle area, was to embed and co-locate money, debt and welfare advice in schools. This approach provided a full-time worker who offered support and advice in relation to benefits entitlement, income maximisation and housing. The adviser also identified unclaimed disability benefits for children in two schools where children have additional needs.

In 2017 an enhanced partnership model was piloted. CHAI and Children 1st – with additional support from Capital City Partnerships – brought together their individual experience of delivering co-located support to create the Maximise! Advice and Support service. The aim is to increase children's positive participation in school life and education attainment, reducing the attainment gap between higher and lower income families. The pilot was launched in 7 schools in South East locality.

Maximise! adopts a whole family support approach, addressing the wider issues that often impact families affected by poverty. This hybrid model is informed by and addresses main public health priorities through its focus on education, income maximisation, welfare, employability and housing. Maximise! provides:

- advice – income maximisation, debt and housing issues. Creating greater financial stability where applicable and addressing inequalities.

- intensive family support – for core issues stemming from poverty which affect the whole family, stabilising families, providing practical and social support and developing sustainable change around financial resilience, school attendance, family relationships. It may also include prevention work and assisting people to move forwards.

- employability – promoting independence and supporting families to engage in employment related activities.

Funding has now been secured to deliver Maximise! in one cluster in each locality.

The co-located income maximisation work in schools (including Maximise!) has worked with 283 individuals to achieve financial gains for families of £399,818. The voluntary sector also delivers income maximisation programmes using an outreach model, e.g. in family homes and early years settings. This has enabled families to increase their resilience, improve their budgeting skills, better manage debts, sustain tenancies and avoid bankruptcy.

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To support families, there are income maximisation services within GP practices across the city and in both Royal Infirmary of Edinburgh and Western General Hospital.

Within the Royal Hospital for Sick Children, Kindred deliver a advocacy, information, support and guidance for families of children with complex needs.

What the key challenges are
Sustainability, including funding, for the income maximisation work and creating a plan for income maximisation services across the city as part of the community plan priorities.

Continuing to measure impact on culture change and maintain momentum.

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

What is working well
The City of Edinburgh Council started phasing in 1,140 hours of funded Early Learning and Childcare (ELC) in August 2017. Settings in areas of deprivation were a priority. 49 local authority settings and 22 partner providers are now providing the increased funded hours to children aged 3-4 years and eligible two-year olds in their settings, enabling approximately 2,000 children and families to benefit.

210 settings provide ELC in Edinburgh and since August 2017 we have increased the options for delivering the funded entitlement by bringing ten childminders into partnership with the local authority and establishing three forest kindergartens in the North West of the city. 110 children are now able to access their ELC through these approaches. Overall feedback from settings involved in phasing in the expansion continues to be positive. As well as supporting the development and learning needs of the children, parents are reporting the positive impact on family life, household income opportunities for parents and carers to access work and training.

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

What is working well
The Council took a range of actions to reduce the need for placing families with children in bed and breakfast these placements including, but not limited to:

- Increasing the stock of temporary flats from the Council's stock,
- Provision of additional suitable accommodation from Registered Social Landlord partners,
- Increase in funding for the Private Sector Leasing scheme,
- Introduction of a Rent Deposit Guarantee Scheme,
- Development of a Private Rented Accommodation framework.

Regular monitoring by officers and a structured introduction of the activities noted above has seen a decrease in numbers from the peak of 85 households in February 2018 to 9 households in April 2019. We aim to eliminate the needs for families to access bed and breakfast accommodation by September 2019.

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

What the key challenges are

The number of homeless households presenting from private sector tenancies has risen significantly in the last 3 years.

The Families in Temporary Accommodation project team have identified several areas of improvement and include:

- Ensure that a robust process for linking children in temporary accommodation with the Named Person/Agencies is properly integrated and prioritised within services
- Identifying a sustainable process for linking school age children and young people in temporary accommodation with the Named Person/School Nursing Service
- Identify a mechanism to continue the collection of data.

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

What is working well

This work has evolved into two strands, the first of which is engagement with young people, principally in localities and using Youth Talk, to gauge their views in relation to local issues and ask them what they would like to see done. Youth Talk events have taken place in localities and are generating a wealth of useful ideas. The What Kind of Edinburgh? project has been similarly successful on a citywide basis in relation to the five strategic outcomes in the Children's Services Plan.

The second strand is on the development of 'entitlements' and other opportunities for care-experienced young people as part of Edinburgh Learns.

What the key challenges are

The key challenge is to ensure that information and ideas gleaned from young people via engagement mechanisms such as Youth Talk are considered and acted upon, as appropriate, by senior decision-makers to support their planning of citywide and community-based services. This needs to be planned and systematic and treated as a priority activity.

Child Poverty Action Report

On 4 July 2019 the Council and NHS Lothian published the first Local Child Poverty Action Report. The report provides an overview of the actions taken by Edinburgh's Children's Partnership to mitigate the impact of and/or reduce child poverty in Edinburgh. It also identifies gaps and sets out the actions that it proposes to take that will contribute to meeting the targets in the Child Poverty (Scotland) Act 2017.

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Strategic Outcome 5

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

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

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

What is working well

A well attended practice network of Self Directed Support (SDS) Champions has been established and newsletters for sharing information produced. A half day training session on SDS was incorporated in the Post Induction Course in 2018. Local experiences have been gathered and will be shared with the Network to help inform consultation and advice given by reps locally. The Network provides a good mechanism for sharing information such as Option 2/3 Framework developments and updates. Improved recording mechanisms have been agreed and the Swift systems are now complete and due to go live.

What the key challenges are

To increase support of the work of the Champions Board and champions to lead culture change to expand personalised approaches.

We need to increase the numbers of staff at training, initially focussing on new staff. The planned survey should be agreed and implemented.

Ensure continued delivery of effective universal youth work programme

What is working well

The youth work sector continues to engage with increasing numbers of young people with over half of the provision delivered in areas of deprivation (i.e. SIMD 1 and 2). Effective workforce development has resulted in staff reporting increased skills, knowledge and confidence. A new Youth Work Strategy Group has been established. It links with locality-based providers, helping to lead on current improvement themes from the Youth and Children's Work Strategy for Edinburgh 2017 – 2020. Youth participation is underway in all localities through Youth Talks, involving engagement opportunities, flash polls and mapping exercises, with key themes emerging. There continues to be strong cross sector youth work, an effective umbrella organisation in Lothian Association

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of Youth Clubs, a broad range of universal youth work activity in localities and a sector leading engagement team in the form of Young Edinburgh Action.

What the key challenges are

Work to bring together youth engagement processes across the city (e.g. Youth Talk, Young Edinburgh Action and What Kind of Edinburgh) to generate the most effective and inclusive young people's voice is ongoing. The Council has expressed a clear commitment to continue to support youth work and the platform this provides needs to be put to best effect.

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

What is working well

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

NHS Lothian is reviewing the integrated impact assessment process and how to incorporate children's rights into this process. This will continue throughout 2019/2020.

The Champions Board of Care Experienced young people is guiding the development of corporate parenting. What Kind of Edinburgh? is now complete and was very effective, with high and consistent participation from young people. In response to the wide range of information and opinions gathered, adult decision makers made pledges to take specific actions forward. Young people continue to be engaged in several ways and work is now underway to consider how the various youth engagements activities in the city are more consistent and coherent.

A training course was developed and delivered by young people for the Planning department in 2018, helping include youth voice in planning processes.

Councillor Alison Dickie, Vice-Chair of the Education, Children and Families Committee has introduced another way for young people to make their views known at #makeadifference

Family Group Decision Making has expanded and builds strengths in families, engaging kinship networks around children in ways that improve relationships and can prevent the need for removing children from their own families.

A baseline for the Better Hearings programme was completed in Edinburgh with the Scottish Children's Reporter Administration, Children's Hearings Scotland and the council. From this, action plans are being developed to improve processes and engagement before, during and after hearings.

Edinburgh is engaged in a digital hearing programme to make better use of technology (for example allowing vulnerable people to attend hearings via video link), ascertaining children's views through video statement.

What the key challenges are

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Increasing the number of schools registered for RRSA and increase the proportion of those schools that have evidenced bronze, silver or gold level. This could be supported through increased focus on children's rights in improvement plans.

Creating a shared understanding, positive change and improvement in the Hearings System through young people's lived experiences.

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

What is working well
A multi-agency group of practitioners met to check progress of the "Supporting Parents and Carers – Framework for Practitioners 2017-20" and a Supporting Parents and Carers Collaborative Group was set up and meets termly to update the Outcome group. A number of further events continue to raise the profile and a toolkit was delivered to staff. There is ongoing demand for Connecting with Parents motivation training delivered in 2018/19 and some staff achieved City and Guilds accreditation. 85 staff were trained as facilitators of the six citywide parent and carer support programmes with around 1,200 parents/carers benefitting annually.

What the key challenges are
For managers and staff to be supported by the Children's Partnership in their own agencies to participate in the delivery of parenting programmes.

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

What is working well
A digital toolkit on Restorative Practice (RP) has been produced. Work is ongoing to make all the material easily accessible to staff and partners. Restorative approaches have been highlighted in existing learning and development events such as Conversation Spotlights and Coaching Bank and a working group will take forward the development of the RP strengths-based approach. Over 1,500 people have attended RP learning events in 2018-19 with representation including health, voluntary sector, police, young people and the Council.

The events have been well received and participants understand and engage with restorative and strengths-based approaches. This gives a strong foundation on which to build.

What the key challenges are
Rather than develop new communities of practice, engagement took place with existing groups (single and multi-agency) to explore and reflect on how restorative approaches are helping them in their work. Now that the two secondments, who worked on the RP training, are finished, rights based and restorative approaches need to continue to be embedded by staff and partners with the support of the resources currently being refined.

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Priorities for the year ahead

In addition to addressing the key challenges set out in this report we will prioritise:

- the role of children, young people and their families and communities in designing and evaluating services, making sure we give voice to the lived experience of children, young people and families

- continued focus on our Five Strategic Outcomes

- the children's inspection improvement plan

- multi-agency self-evaluation and quality assurance

- joint strategic planning and commissioning to maximise joint impact on our Five Outcomes

- working with children, young people, families and communities to create the new 2020-23 Children's Services Plan

Priorities for the year ahead

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

That "children's services" in the area are provided in the way which –

1. best safeguards, supports and promotes the wellbeing of children in the area concerned.

2. ensures that any action to meet needs is taken at the earliest appropriate time and that, where appropriate, action is taken to prevent needs arising.

3. is most integrated from the point of view of recipients.

4. constitutes the best use of available resources.

5. that "related services" in the area are provided in the way which so far as consistent with the objects and proper delivery of the service concerned, safeguards, supports and promotes the wellbeing of children in the area concerned.

Appendix 2

The Edinburgh Children's Partnership
Children's Services Plan 2017-20

Our vision

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

We aim to ensure that:

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

In doing so we will always look to:

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

Supporting this we will:

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

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

getting it right for every child

THE EDINBURGH PARTNERSHIP

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Best Start in Life

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

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

Improve early years pathways for young disabled children

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

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

Attendance and Achievement

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

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

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

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

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

Health and Wellbeing

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

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

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

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

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

Equity

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

Deliver income maximisation programme amongst all families on low incomes

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

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

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

Empowered

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

Ensure continued delivery of effective universal youth work programmes

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

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

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

Appendix 3 – Progress Indicators for the Strategic Outcomes

Our aim is to have a relatively small number of relevant and robust indicators for each Strategic Outcome that allow further quantitative analysis of progress sitting alongside the narrative provided by the strategic leads.

This set should:

1) Wherever possible use existing measures that partners have available.
2) Have updates at least on an annual frequency.
3) Build trend data as the plan progresses.
4) Support more detailed analysis of progress to be included in the annual reports.

The set should also be dynamic, so that additional indicators that are felt to add value to this view of progress can be included.

Strategic Leads are encouraged to reference other related data and indicators, in the regular progress briefings to the Children's Partnership, where this enhances our understanding of progress and/or the challenges faced.

The following page lists the indicators with the detail on these set out on the pages after this.

The Red/Amber/Green (RAG) status for each Progress Indicator is based on the following:

Green   positive trend visible or level meeting any target or desired level

Amber   no trend visible, too little data or level below any target or desired level

Red   negative trend visible and level below any target or desired level

Appendix 3 – Progress Indicators for the Strategic Outcomes

Progress Indicators for the Strategic Outcomes

| Strategic Outcomes and Progress Indicators |
| --- |
| **Every child will have the best start in life** |
| % of preschool children on the new Universal Pathway |
| % of Early Years settings providing 1140 hours of funded Early Learning and Childcare |
| % children with no concerns at 27-30 month assessment |
| % of P1 achieving Early Level Literacy |
| **Children and young people's attendance, engagement and achievement will be improved and the poverty related attainment gap will be reduced** |
| Percentage point gap between least and most deprived for Primary Literacy |
| % of Primary pupils with low attendance |
| Percentage point gap between least and most deprived for 1+ SCQF level 5 for school leavers |
| Number of senior phase age pupils studying vocational qualifications delivered by Edinburgh college |
| % of 16-19 year olds participating in education, training or employment |
| **Every child and young person will have good wellbeing and achieve the best possible health** |
| % of children and young people seen for CAMHS treatment within 18 weeks of referral |
| Number of Drugs and Alcohol related A&E attendances for young people (rate per 1,000) |
| Number of Looked After Children (rate per 1,000) |
| % of healthy weight children in Primary 1 |
| **Equity amongst children and young people and their families will be advanced** |
| Numbers of families engaging with the income maximisation service |
| % of LA Early Years settings offering a flexible and accessible service |
| Number of children in temporary accommodation |
| **Children, young people, their families and communities will be empowered to improve their wellbeing** |
| Number of financial transactions for SDS packages within the Locality Practice teams |
| % of schools working at Bronze Level or above for the Rights Respecting School Award |

Outcome: **Every child will have the best start in life**

Progress Indicator:	% of preschool children on the new Universal Pathway	🟡

Description: The percentage of the pre-school population in Edinburgh that is on, at whatever stage, the new Health Visitor Universal Pathway (UP)

Progress will be shown by this indicator increasing
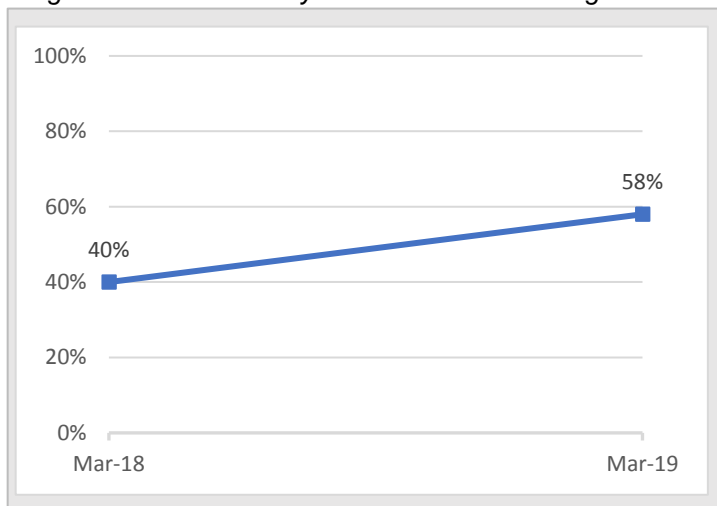
All children born from 1st May 2017, are being offered the Health Visitor (HV) Pathway. This is just over 10,000 children and makes up 38% of the total HV caseload/preschool population.

Children born from 1st May 2016 are also receiving the new CHSP contacts at 13-15 months (one of the UP pathway contacts). The total percentage of preschool children who have either received the full pathway or entered on to it at 13-15 months (the accelerated pathway) is 58%.

In addition from 1st March 2019 we have now introduced the formal 'preschool' screening – 4-5 year review (which is the final UP HV pathway contact) for children born from 1st March 2015).
In addition to offering the programme to all the eligible children, we closely monitor the uptake of elements within the programme on a monthly basis, and feedback at the HV steering group.

Progress Indicator:	% of Early Years settings providing 1140 hours of funded Early Learning and Childcare	🟢

Description: % of Local Authority Early Years settings providing 1140 hours of funded Early Learning and Childcare

Progress will be shown by this indicator increasing
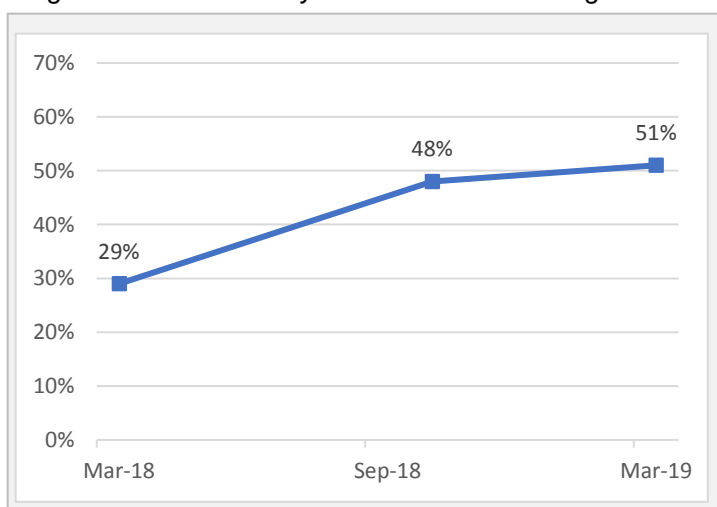
The increase between March 2018 and 2019 is in line with the target that had been set.
In addition to the 51% (49/96) of Local Authority settings there is also 19% (22/114) of partner provider settings.
The increase for LA settings is due to the introduction of forest kindergartens across the city.

The current position is enabling approximately 2,000 children and families to benefit from access to the increase funded hours in advance of August 2020.
The actions to deliver on this are set out in the Early Learning and Childcare Expansion Plan.

Outcome: **Every child will have the best start in life**

Progress Indicator: % children with no concerns at 27-30 month assessment

Description: Children eligible for screening and within the age cohort and who attended will have no developmental concerns

Progress will be shown by this indicator increasing
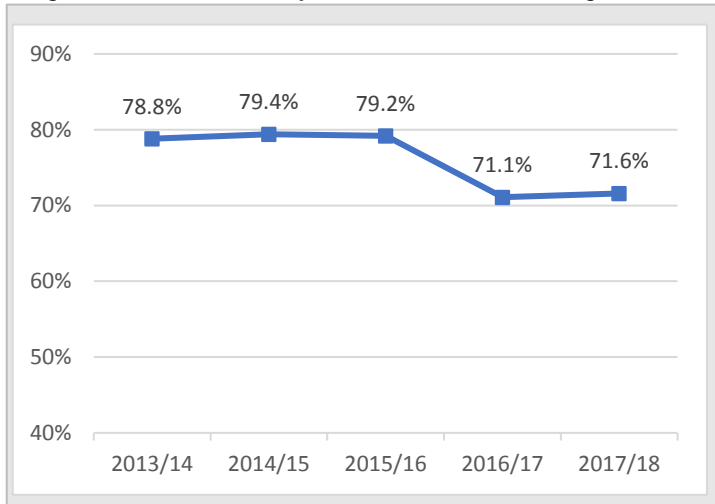

The rate for all children achieving their developmental milestones by SIMD ranges from SIMD quintile 1, at 64.5 % to 74.8% in SIMD quintile 5.

The main reason for the decline in the overall figure is the increase in the proportion of reviews with incomplete data. This has affected data at local and national level and being addressed.

Uptake across all SIMD quintiles had been dropping over the previous 4 years but all have shown improvement in the last year and is now 88% overall and similar to the rest of Scotland for our most deprived children in SIMD 1. This gap between has been decreasing over the past 5 years.

Progress Indicator: % of P1 achieving Early Level Literacy

Description: The percentage of Primary 1 pupils achieving Curriculum for Excellence Early Level Literacy (combined Reading, Writing and Listening & Talking)

Progress will be shown by this indicator increasing
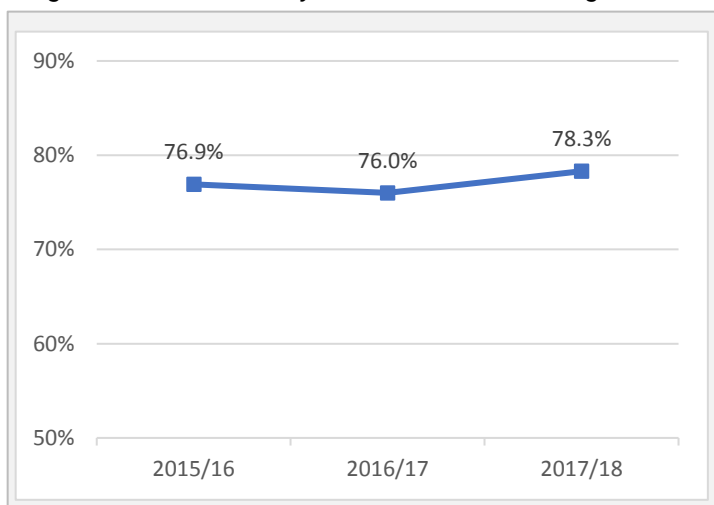
The 2017/18 individual component figures are:
83% for Reading
80% for Writing
89% for Listening & Talking
all of which are above the 2016/17 levels. The gap between the most deprived and least deprived is 26 percentage points (89% v 63%) and is similar to the gap from 2016/17.

In December 2016 we trained a team of CEC Hanen trainers who are qualified to deliver high quality staff development sessions on Hanen approaches to supporting early language acquisition. We targeted establishments with high levels of SIMD 1 & 2 initially, and we have gradually extended the offer more widely. So far 36 Early Years settings have undertaken Hanen Teacher Talk.

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

Progress Indicator: Percentage point gap between least and most deprived for Primary Literacy

Description: The poverty related gap in achievement of Curriculum for Excellence levels in Literacy for Primary 1, 4 & 7 pupils combined

Progress will be shown by this indicator decreasing

In 2017/18 the least deprived pupils (living in SIMD Quintile 5) achieved 87.5% compared to 59.0% for those most deprived (living in SIMD Quintile 1) giving a gap of 28.5 percentage points.
This was marginally less than the 28.7 in 2016/17.

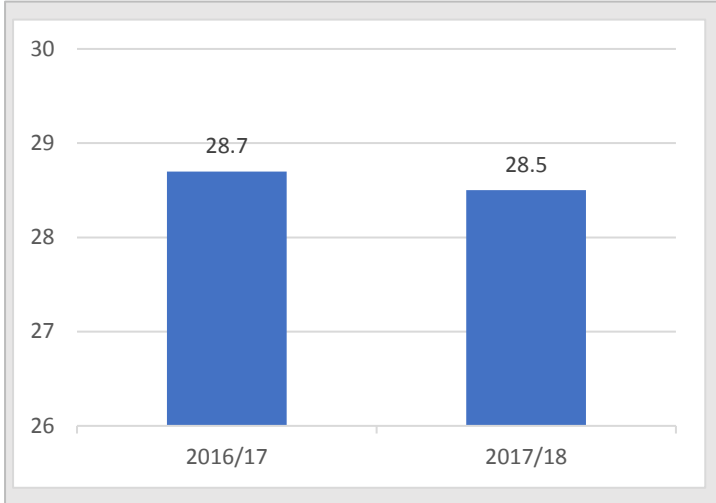Almost all schools use Pupil Equity Funding to support the building of cultural, social and emotional capital for children and young people experiencing poverty-related disadvantage.
The 1 in 5 Raising Awareness of Child Poverty training delivered to over 90 schools (secondary, primary, special and early years), all of which are implementing its recommendations and developing poverty-proofing approaches.

Progress Indicator: % of Primary pupils with low attendance

Description: The percentage of Primary pupils, P1 to P7, whose attendance is less than 85%

Progress will be shown by this indicator decreasing
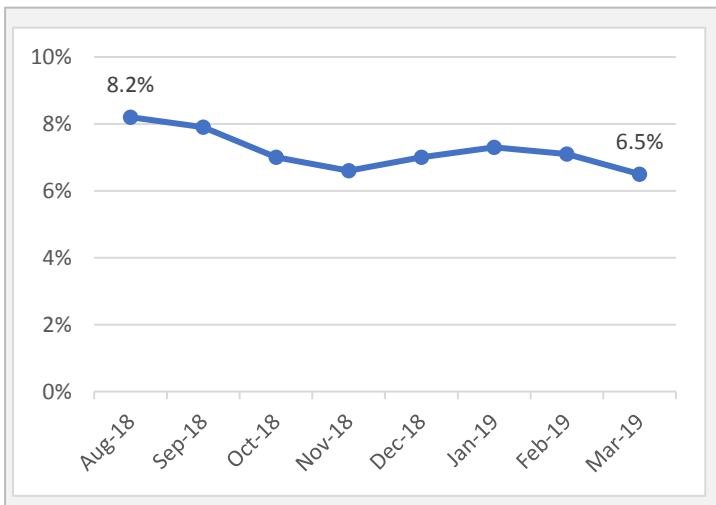
The figure has decreased from 8.2% to 6.5% during the session.
The end of March 2019 figure is marginally above the 6% target that had been set for the full session.
The full year figure for the previous session was estimated at 6.8%.

The 2018/19 school session is the first where the reporting of attendance has explicitly focused on the numbers of pupils with low attendance.
Work will continue next session to track which schools are beginning to make a difference.

Outcome:	**Children and young people's attendance, engagement and achievement will be improved and the poverty related attainment gap will be reduced**
Progress Indicator:	Percentage point gap between least and most deprived for 1+ SCQF level 5 for school leavers
Description:	The poverty related gap in achievement of school leavers achieving one or more subjects at National 5 or equivalent

Progress will be shown by this indicator decreasing
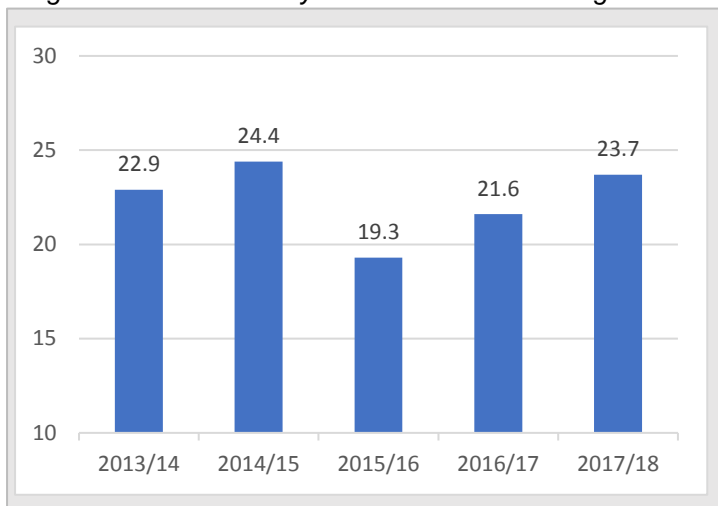
The gap has increased over the last two years and shows no sign of narrowing over the five years of figures.
Whilst there is evidence of addressing the gap at SCQF level 3 it is clear that there is not progress at levels 4, 5 and 6.

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.

Progress Indicator:	Number of senior phase age pupils studying vocational qualifications delivered by Edinburgh college
Description:	This measure reports on the number of senior phase school pupils studying vocational qualifications delivered by colleges.

Progress will be shown by this indicator increasing
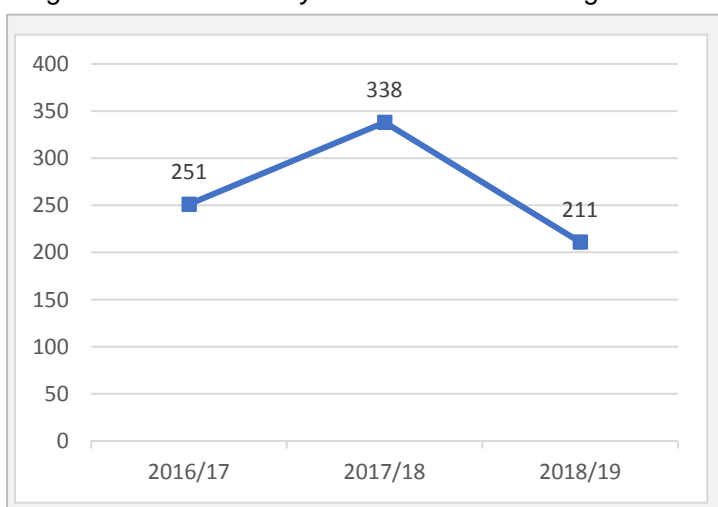
After an increase in 2017/18 the latest figure shows a significant drop rather than the agreed target with the Scottish Funding Council of 452.

Following Queen Margaret University's support for the 'Academies' programme there was confusion with schools that the courses no longer existed, but these had always been delivered by Edinburgh College as a route into University. Despite new courses coming online the awareness, value and understanding of these was not sufficient to increase the numbers this year.

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

Progress Indicator: % of 16-19 year olds participating in education, training or employment   🟢

Description: The Participation Measure for the activity of the wider 16-19 year old cohort, including those at school, takes account of all statuses for individuals over the whole year

Progress will be shown by this indicator increasing
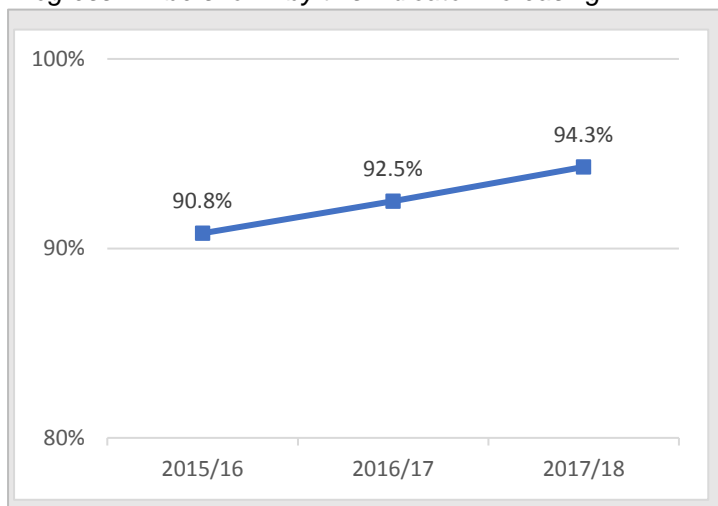
The figure has increased in each of the last two years and is now in line with the national figure of 94.4%.
Improving outcomes for targeted equity groups, such as Looked after/care-experience, ASN, BME is still a focus for all partners.

A key driver has been enhanced understanding of the 16plus Data Hub's role in improving outcomes for young people. This has enabled the coordination of resources effectively across schools, Skills Development Scotland, Edinburgh College, Edinburgh Guarantee and other partners to support young people with the right guidance at the appropriate time.

Outcome:	**Every child and young person will have good wellbeing and achieve the best possible health**
Progress Indicator:	% of children and young people seen for CAMHS treatment within 18 weeks of referral
Description:	% of children and young people seen for CAMHS treatment, by the out-patient teams, within 18 weeks of referral (six-month rolling figure)

Progress will be shown by this indicator increasing
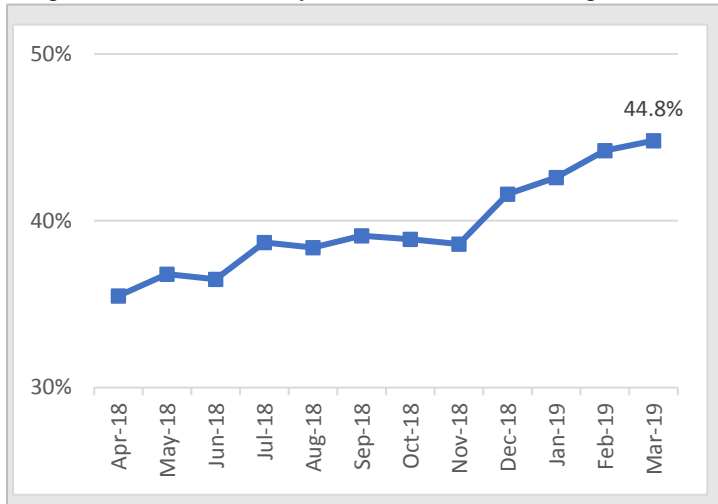
The six-month rolling average figure has increased steadily through 2018/19.

Whilst the 2018/19 figure was still relatively low at 42% the annual figures have shown improvement.

2017/18 = 37.2%
2016/17 = 30.9%

Modelling has shown that there is insufficient capacity within the Edinburgh teams to meet demand and therefore the 18 week Referral to Treatment standard. The bulk of Scottish Government funding to support Health Boards increase the specialist CAMHS workforce has been invested in developing a Neurodevelopmental Team for North Edinburgh. The impact of this is not yet known, but will help reduce long waits. NHS Lothian has also invested additional funding in CAMHS and it is anticipated that the 18 week standard will be achieved no later than December 2020.

Progress Indicator:	Number of Drugs and Alcohol related A&E attendances for young people (rate per 1,000)
Description:	Number of A&E attendances for young people, aged 10 to 17, where drugs or alcohol were recorded, expressed as a rate per 1,000

Progress will be shown by this indicator decreasing
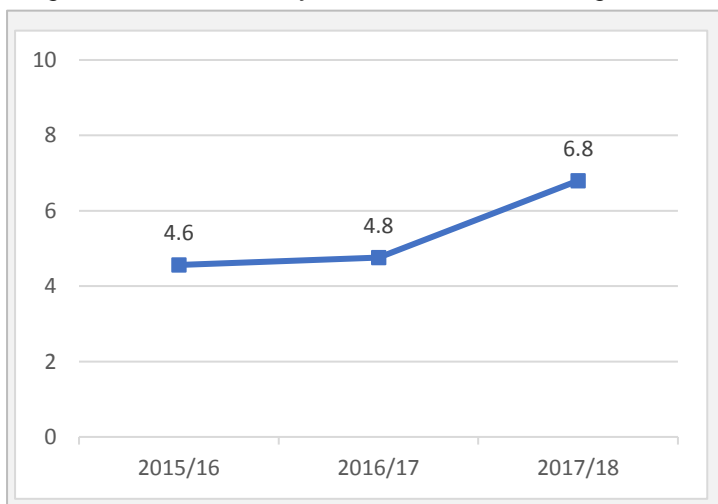
The number of cases recorded and rate per 1,000 has shown an increase over the three year period. The 2017/18 figure related to 233 individual cases.

Issues with collecting and reporting this data mean this indicator is not available going forward.

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

Progress Indicator: Number of Looked After Children (rate per 1,000) 🟢

Description: The number of Looked After Children expressed as a rate per 1,000 population aged 0 to 17

Progress will be shown by this indicator decreasing
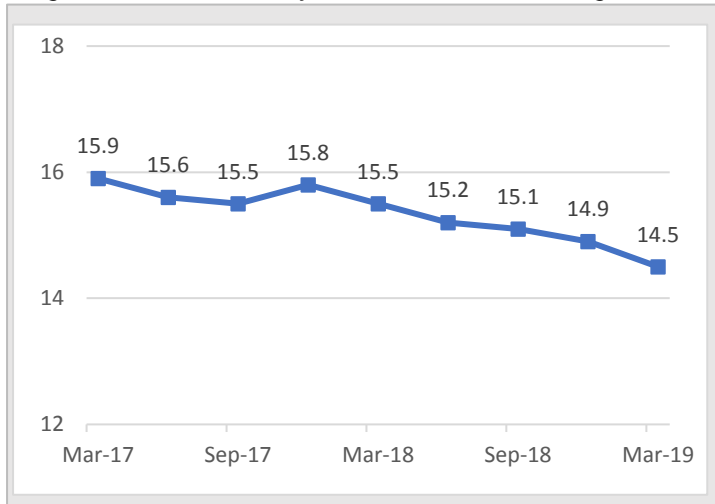
This has shown a steady decrease with the number of Looked After Children falling from 1,327 to 1,256 between April 2018 and March 2019.

The numbers in kinship care, foster care and residential have decreased whilst the number LAC at Home has remained relatively static.

The changing age profile, with a higher number now aged 16 & 17, has contributed to the recent trend as more are reaching 18 and ceasing LAC or moving into Continuing Care.

The reduction in the need for children to be Looked After can be attributed to a number of positive developments including the implementation of restorative, strengths based and relationship based practice across services, the impact of specialist services and the increasing confidence and competence of staff in the Getting it Right for Every Child approach.

Progress Indicator: % of healthy weight children in Primary 1 🟡

Description: Percentage of children in Primary 1, in each school session, receiving a review whose BMI is healthy, i.e. not underweight or at risk of overweight or obesity

Progress will be shown by this indicator increasing
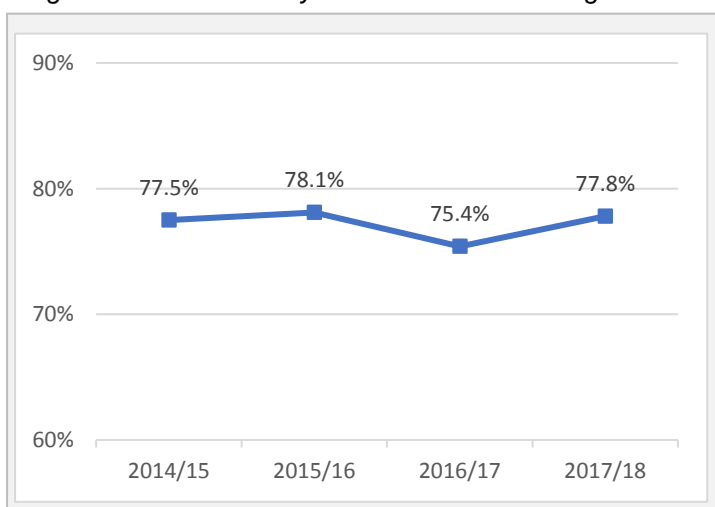
The number of children at risk from overweight and obesity in Edinburgh and Lothian has remained relatively stable over the past 10 years.

In 2017/18 69.7% of those in the most deprived quartile were of healthy weight compared to 82.9% in the least deprived quartile, giving a gap of 13 percentage points.

The demographics of the children affected has shifted. There is an increase in the number of children in SIMD 1/2 at risk of overweight and obesity whilst there is a decrease in the number of children in SIMD 4/5 at risk. This is a widening of the inequalities gap and the trend is replicated across Scotland.

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Outcome:	**Equity amongst children and young people and their families will be advanced**	
Progress Indicator:	Numbers of families engaging with the income maximisation service	🟠
Description:	Numbers of families engaging with the income maximisation service	

Progress will be shown by this indicator increasing
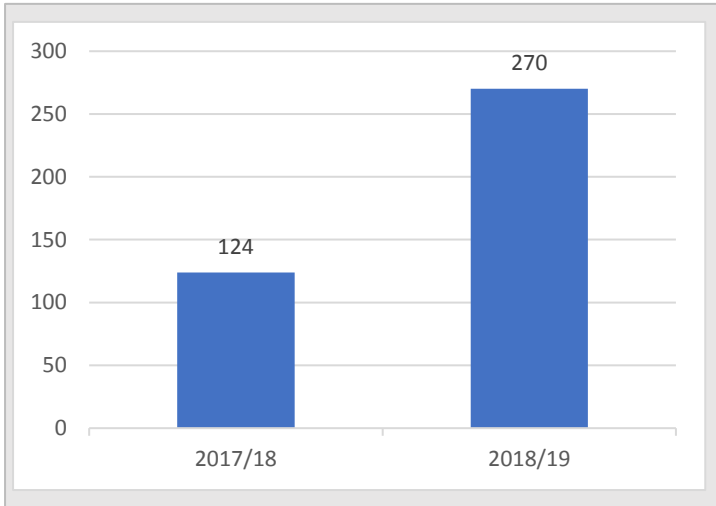
The number of families engaging more than doubled from the 2017/18 figure.

During 2018/19 the financial gains by families engaging with the service was in excess of £450k.

There were over 600 appointments attended and 25 schools engaged with the service during 2018/19, both of which were large increases on 2017/18.

Progress Indicator:	% of LA Early Years settings offering a flexible and accessible service	🟢
Description:	The % of LA EY settings (i.e. nursery classes/schools, EY centres & campuses) that are able to offer more than one option of funded Early Learning and Childcare.	

Progress will be shown by this indicator increasing
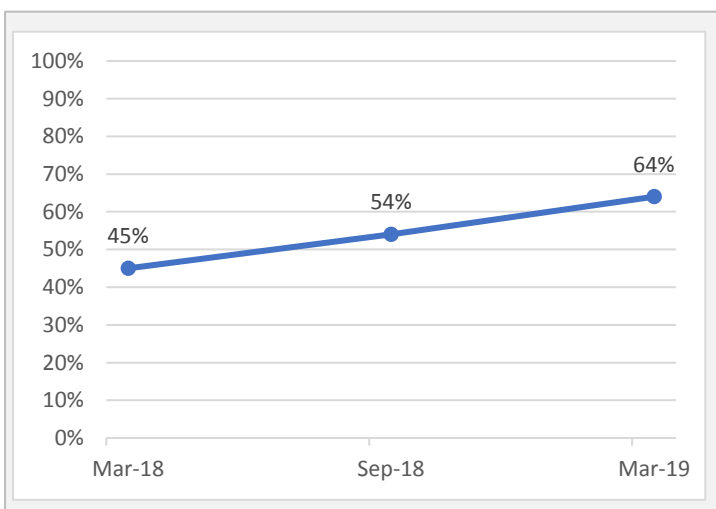
The figures are increasing in line with the current target set.
The 64% represents 61 from 96 local authority settings.

In addition for 2019, 91% (104 from 114) partner provider settings are offering more than one option and overall the figure is therefore 74%: 165 from 210 total settings providing funded Early Learning and Childcare.

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

Progress Indicator: Number of children in temporary accommodation 🔴

Description:

Progress will be shown by this indicator decreasing
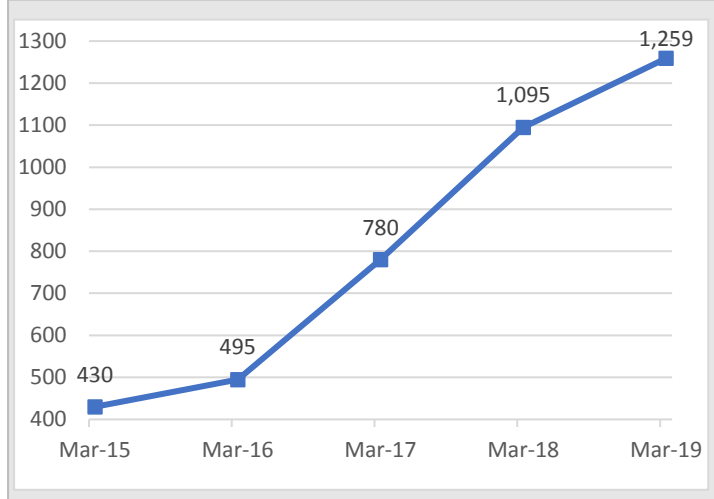
There has been a year on year increase since 2015.

As on 31 March 2019, there were 2,147 children included as part of a current homeless case and of this number 1,259 children were residing in our Temporary Accommodation.

There is a trend in larger families impacting on this number and not an increase in the number of households presenting as homeless.

Outcome:	**Children, young people, their families and communities will be empowered to improve their wellbeing**
Progress Indicator:	Number of financial transactions for SDS packages within the Locality Practice teams
Description:	The total number of financial transactions to support SDS packages for children and young people made through the Communities & Families Locality teams

Progress will be shown by this indicator increasing
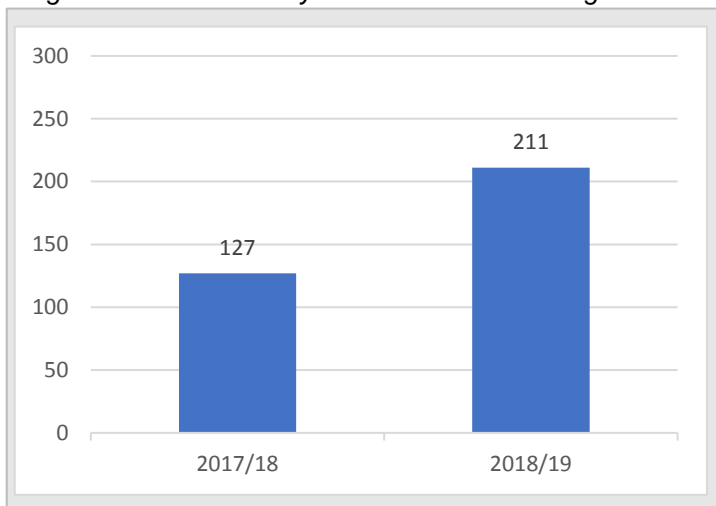
There was a large increase in individual transactions in 2018/19 and the total spend relating to this increased to £115k from £45k.

There is an increasing awareness of, and confidence in, the possibilities that SDS can offer in working with families. There is evidence that the support provided through SDS has had a positive outcome. Examples of spends range from School Holiday Clubs/Camps, 1 to 1 support to parents, family activities, horse-riding, skiing, gliding, boxing and driving lessons.

Progress Indicator:	% of schools working at Bronze Level or above for the Rights Respecting School Award
Description:	The percentage of Primary, Secondary and Special schools registered for UNICEF Rights Respecting School Award and working at Bronze Level or above

Progress will be shown by this indicator increasing
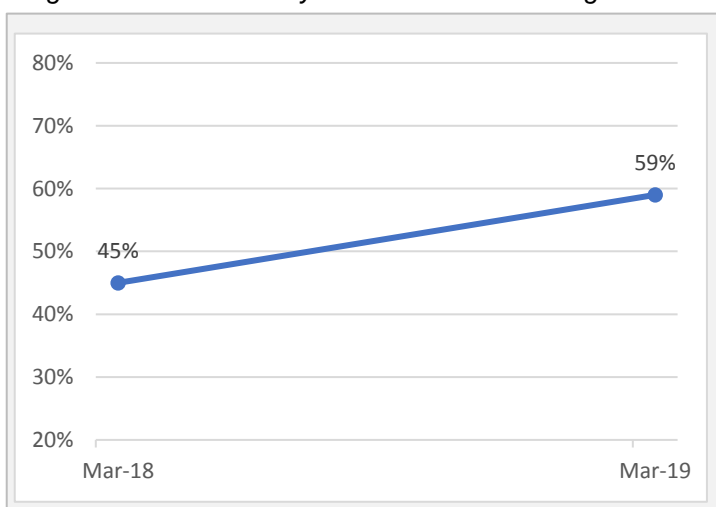
A total of 73 schools are working at Bronze level or above with 21 Silver and 9 Gold.
A further 22 schools have registered with the Award.
The 73 schools represents 59% of all Primary, Secondary and Special LA schools in Edinburgh.

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

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Education, Children and Families Committee

10:00, Tuesday 8 October 2019.

Award of Contracts to the Open Framework for Support Services under Options 2, 3 & 4 of 'The Social Care (Self-Directed Support) (Scotland) Act 2013'

Executive/routine
Wards
Council Commitments

1. Recommendations

1.1 This report seeks the approval of the Education, Children and Families Committee to appoint 18 providers to the Open Framework for Support Services under Options 2,3 &4 of The Social Care (Self-Directed Support) (Scotland) Act 2013. This report will be submitted to the Finance and Resources Committee for final approval on the 10 October 2019.

1.2 The Framework duration will be for 48 months starting from the 1 November 2019.

1.3 The total estimated maximum value of call off contracts to the Council, is £4,000,000. This will be dependent on the mix of direct payments and option 2,3 and 4 services agreed with the service user.

Alistair Gaw

Executive Director of Communities and Families

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

E-mail: sean.bell@edinburgh.gov.uk | Tel: 0131 469 3129

Report

Award of Contracts to the Open Framework for Support Services under Options 2, 3 & 4 of The Social Care (Self-Directed Support) (Scotland) Act 2013

2. Executive Summary

2.1 Under the Children (Scotland) Act 1995 Local Authorities have a duty to provide for disabled children, young people and their families, in line with their individual needs.

2.2 As such it is recommended that the Education, Children and Families Committee approve the award of 18 providers to the open Framework, who will provide care and support to Edinburgh's Children and Young People with disabilities and their families, in line with Options 2, 3 & 4 of the Social Care (Self-Directed Support) (Scotland) Act 2013.

3. Background

3.1 The Scottish Government introduced The Social Care (Self-Directed Support) (Scotland) Act in 2013. The Act places a legal duty on local authority social work departments to offer people who are eligible for social care, a range of choices over how they receive their social care and support.

3.2 Self-Directed Support includes a range of options to ensure everyone can exercise choice and control:

    3.2.1 Option 1 – A Direct Payment to the supported person / family

    3.2.2 Option 2 – Funding Allocated to a provider of choice

    3.2.3 Option 3 – the Council can select and arrange appropriate support on behalf of the supported person

    3.2.4 Option 4 – A combination of the above options.

3.3 The Integrated Children's Services Plan 2017 – 2020 set out a vision that 'Edinburgh's children and young people enjoy their childhood and achieve their potential' including a number of objectives:

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

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

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

3.4 This Open Framework is intended to meet the Scottish Governments requirements for the provision of Self-Directed Support for The City of Edinburgh Council as a local authority to encourage growth in the market place and offer more choice to families. The project will be put in place to offer greater control and accountability over Duty of Care and the price agreed for individual support, including the terms and conditions over how that support is delivered.

3.5 As part of this, the current procurement of services supports more than 135 disabled children and young people. In line with self-directed support (SDS) legislation, the support is customised to each individual and is normally contracted for no longer than 12 months at each time

3.6 Providers who register to join the Open Framework will have no guarantee of work and the Terms and Conditions of the agreement will only be 'activated' once the supported person chooses to use a specific provider. The contract call-off will be supported by an Individual Support Agreement (ISA) which will be drawn up. This will detail the type and nature of the support to be offered with a clear pricing structure.

4. Main report

4.1 In March 2019 a Prior Information Notice (PIN) was published on Public Contracts Scotland (PCS) to invite providers or those with an interest in support services under self-directed support to attend a co-production event.

4.2 This event was attended by 19 organisations on 10th April 2019, to fully discuss the upcoming requirement in full, advise organisations of the new process, share draft documents for review and comment and how this would impact the implementation of The Social Care (Self-Directed Support) (Scotland) Act 2013 within Edinburgh. This allowed for a question and answer session and the Power Point presentation was shared with the providers who noted interest.

4.3 The proposals were well received by the organisations involved in the co-production event.

4.4 On completion of co-production, a contract opportunity was published via PCS for an Open Framework; which allows the Council to re-open the opportunity on a yearly basis to encourage further capacity building. As this is social care type service, the tender was published in accordance with the Public Contracts (Scotland) Regulations 2015 with the Light Touch Regime applied.

4.5   The Framework was split into 6 lots according to the support required;

Category/Lots	Title	Explanation *
1	Short breaks for Children, Young People and their families	These may include but are not limited to daytime, overnight or longer breaks for families or individuals, for example.
2	Activities for Children, Young People and their families	These may include but are not limited to weekly clubs, sports groups or befriending either within specialist provision or in community based activities, for example.
3	Emotional and Mental Health Support for Children, Young People and their families	These may include but are not limited to group and/or one to one work with children or families, counselling, mediation and services to promote good mental wellbeing, for example.
4	Practical Support for Children, Young People and their families	These may include but are not limited to support with personal care within the home, assistance to the family such as a cleaner, sitting services, for example.
5	Support to Young People towards independence	These may include but are not limited to skills based groups such as cooking and handling money, one to one training, travel training, for example.
6	Any other support which the family feel will best support them and has been agreed by the Council.	Anything else which the family request or any other types of support which does not fall into the categories above.

4.6   Bids were received from 18 providers. All tenders received were evaluated based on most economically advantageous tender (MEAT), weighted 50:50 for quality and price. Due to the nature of the service families can choose their own support, as such both quality and price were equally weighted. Details of the evaluation criteria can be found in Appendix 1.

4.7   All providers were assessed as meeting the quality criteria and the price was based on the proposed rate of support per service user. Scoring breakdown in detailed in Appendix 2.

4.8   Please note, allocation on the call off contract to each provider will not be based solely on ranking but also on the service user's specific needs, existing provision and the capacity available from providers.

4.9   The designated Contract Manager from Communities and Families will be responsible for monitoring delivery and reporting of Community Benefits by the individual providers.

5.   Next Steps

5.1   Subject to approval, the services will commence from 1 November 2019, and allow the Council to meet its statutory obligations with regards to the provision of support services to disabled children, young people and their families.

5.2 All providers have been kept in communication throughout this process and are aware that award of contract is dependent upon committee approval.

5.3 The open framework opportunity may be re-opened on a yearly basis. This will be dependent on circumstances, for example if there is a new provider on the market or a new offer from established providers and / or if there is a better model of provision within the lots.

6. Financial impact

6.1 The providers have agreed to a fixed pricing structure for a minimum of 1 year, with price increases being in line with Consumer Price Index. Any intention to amend costs should be made in writing by 1 February prior to each new financial year. There will be an expectation of an open book for this process with a full explanation offered for any proposed price increase. The benefit of this will be easier contract management, clearer expectations and greater financial stability.

6.2 The proposals from all providers have been within agreed budget. The SDS budget is £1.005m a year and support commissioned under options 2, 3 and 4 will be managed along with direct payments to ensure total commitments do not exceed the budget available.

6.3 Financial assessments have been completed for all providers. Every provider passed the financial assessment, however there will be close monitoring throughout the contract term. In addition, all providers who receive over £500,000 per annum will be added onto the Financial Assessments Monitoring Log.

6.4 All providers whose annual value of this contract exceeds £25,000 will be expected to provide Community Benefits as per their tender submissions. This will be monitored through the contract manager within Communities and Families.

6.5 The costs associated with procuring this contract are estimated to be between £20,001 and £35,000.

7. Stakeholder/Community Impact

7.1 Stakeholders have been involved in this process. Please refer to 'main body' for full explanation of stakeholder involvement within the process.

7.2 An Integrated Impact Assessment has been completed and all recommendations have been addressed throughout the process.

7.3 The contracts ensuing from this procurement are mostly with established providers, therefore there will be a reduced learning curve (reduced training requirements). For every supported person, there will be a detailed ISA (Individual Service Agreement) which will be linked to Communities and Families "Edinburgh Wellbeing Outcomes".

7.4   The outcome of awarding these contracts will be to ensure good quality support services under self-directed support for children and young people with disabilities, and their families. The operation will also allow for flexibility of choice under the options of SDS.

7.5   No significant environmental impacts are expected to arise from this contract.

7.6   This procurement has adhered to police on Sustainable Procurement and Implementing Community Benefits guidance.

7.7   The success of these contracts will be measurable against Key Performance Indicators which are detailed within the specification.

8.   Background reading/external references

8.1   file:///H:/Edinburgh_Childrens_Services_plan_2017_2020_summary.pdf

8.2   http://www.selfdirectedsupportscotland.org.uk/self-directed-support.

9.   Appendices

9.1   Appendix 1   Summary of Tendering and Tender Evaluation Processes
9.2   Appendix 2   Ranking

Appendix 1 – Summary of Tendering and Tender Evaluation Processes

Contract	CT2223	
Contract Period	4 years	
Estimated Total Contract Value (including extensions)	£4,000,000	
Procurement Route Chosen	Open OJEU tender for an Open Framework Agreement	
Call off Contracts to be Awarded	18 awards onto the Open Framework	
Price / Quality Split	**Quality 50**	**Price 50**
	Criteria	**Weighting (%)**
Evaluation Criterion and Weightings	**Service Provision**	50%
	Outcomes and Monitoring	30%
	Communication and Reporting	20%

Appendix 2 – Ranking

Lot 1 – Short Breaks for Children, Young People and their families.

Supplier	Quality Score 50/100	Cost score 50/100	100% of Tender to Final Score	Rank
The Richmond Fund	40.38	50	90.38	1
The Action Group	35.75	47.92	82.98	2
ENABLE	35.25	45.23	80.48	3
Mochridhe	31.75	47.93	79.68	4
Lothian Autism – Base Camp	34.5	40.13	74.63	5
Lothian Autism - SAT	32.13	39.38	71.50	6
Aberlour	40.13	31.15	71.27	7
FirstHand Lothian	29.38	40.17	69.54	8
Lothian Autism - Respite	27.75	30.28	58.03	9

Lot 2 – Activities for Children, Young People and their families.

Supplier	Quality Score 50/100	Cost score 50/100	100% of Tender to Final Score	Rank
People Know How	44.88	48.89	93.76	1
Capability Scotland	47.75	45.48	93.23	2
Mochridhe	36.63	50.00	86.63	3
Lothian Autism – Base Camp	36.75	41.86	78.61	4
Lothian Autism - SAT	34.00	41.08	75.08	5

Supplier				
FirstHand Lothian	31.63	41.90	73.53	6
Barnardos – Sibling Group	30.63	32.02	62.65	7
Lothian Autism – Respite	28.50	31.59	60.09	8
Barnardo's – ADS Group	30.63	22.09	52.72	9
Barnardo's – Holiday 5 hrs	30.63	21.52	52.15	10
Barnardo's - Holiday 3 hrs	30.63	14.92	45.54	11

Lot 3 – Emotional and Mental Health Support for Children, Young People and their families.

Supplier	Quality Score 50/100	Cost score 50/100	100% of Tender to Final Score	Rank
Link Living	40.13	50.00	90.13	1
Penumbra	45.75	39.64	85.39	2
People Know How	42.38	42.72	85.10	3
Sacro	41.88	33.80	75.68	4
First Hand Lothian	31.00	36.62	67.62	5
Venture Trust – IYF	40.00	18.31	58.31	6
Venture Trust – WT	40.00	12.03	52.03	7
With Kids	39.00	12.30	51.30	8
CrossReach	34.00	13.98	47.98	9
Barnardo's	23.00	5.82	28.82	10

Lot 4 – Practical Support for Children, Young People and their families.

Supplier	Quality Score 50/100	Cost score 50/100	100% of Tender to Final Score	Rank
The Action Group	39.75	49.24	88.99	1
Mochridhe	33.75	50	83.75	2
ENABLE	38.50	44.31	82.81	3
First Hand Lothian	25.75	41.90	67.65	4

Lot 5 – Support to Young People towards independence.

Supplier	Quality Score 50/100	Cost score 50/100	100% of Tender to Final Score	Rank
The Action Group	44.63	47.20	91.83	1
With YOU	45.63	46.04	91.67	2
Link Living	40.13	47.66	87.78	3
People Know How	38.13	46.86	84.99	4
Richmond Fellowship	34.13	50.00	84.13	5
Capability Scotland	39.50	43.59	83.09	6
Mochridhe	31.25	47.93	79.18	7
Scottish Autism	37.50	40.34	77.84	8
FirstHand Lothian	25.88	40.17	66.04	9
Barnardo's	38.13	15.11	53.23	10

Lot 6 – Any other support which the family feel will best support them and have been agreed by the Council.

Supplier	Quality Score 50/100	Cost score 50/100	100% of Tender to Final Score	Rank
Barnardo's – Parents and Carers	36.00	50.00	86.00	1
Barnardo's – Practitioner	36.00	43.71	79.71	2
Barnardo's – Autism Awareness	36.00	28.65	64.65	3
Barnardo's Sleep	36.00	28.65	64.65	4
Barnardo's Sensory	36.00	28.65	64.65	5
Barnardo's – Learning and Disabilities	36.00	28.65	64.65	6
Richmond Fellowship	38.88	25.09	63.96	7
Scottish Autism	41.75	20.28	62.03	8
The Action Group	36.63	23.73	60.35	9
Mochridhe	34.75	24.09	58.84	10
FirstHand Lothian	30.50	20.19	50.69	11

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Education, Children and Families Committee

10:00, Tuesday, 8 October 2019

Statutory Consultations – Kirkliston and Queensferry

Executive/routine
Wards
Council Commitments

1. Recommendations

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

1.1.1 Approve that delegated authority be given to the Executive Director of Communities and Families to finalise and publish the draft statutory consultation paper in Appendix 1 proposing the establishment of an annex to Kirkliston Primary School, incorporating any changes agreed by this Committee;

1.1.2 Approve that delegated authority be given to the Executive Director of Communities and Families to finalise and publish the draft statutory consultation paper in Appendix 2 proposing to realign the catchment areas of Queensferry Primary School and Echline Primary School, incorporating any changes agreed by this Committee;

1.1.3 Note that the statutory consultation to allow the establishment of a new primary school at Builyeon Road in Queensferry will be brought forward once a masterplan for the development has been agreed;

Alistair Gaw

Executive Director for Communities and Families

Contact: Robbie Crockatt, Learning Estate Planning Manager

E-mail: robbie.crockatt@edinburgh.gov.uk | Tel: 0131 469 3051

Report

Statutory Consultations – Kirkliston and Queensferry

2.   Executive Summary

2.1   A report approved by the Education, Children and Families Committee in May 2019 on "Future Statutory Consultation Requirements" proposed that draft statutory consultation papers be returned to Committee in October ahead of publication. These consultations were to address the future of primary and secondary provision in Kirkliston and to establish a new primary school as part of the Builyeon Road development in Queensferry.

2.2   Following informal consultation the proposed scope of these consultations has changed and Committee approval is sought, in both cases, to progress with a first phase of consultation work. This report includes draft consultation papers for both of these proposals and seeks Committee approval to finalise these papers ahead of publication and the commencement of statutory consultation processes.

3.   Background

3.1   Background information can be found in the "Future Statutory Consultation Requirements" and "The Growing City, School Roll Projections and Future Accommodation Requirements" reports considered by the Education Children and Families Committee in May 2019 and December 2018 respectively.

4.   Main report

Kirkliston

Consultation Paper

4.1   Kirkliston Primary School was extended to a 19 class capacity in August 2017. In 2018/19 the P1 intake was 107 pupils and the class organisation was 21 classes. A temporary four classroom extension to the school was delivered in August 2019. The school is now using the leisure centre one day a week for PE to reduce pressure on its gym/dining hall. The P1 intake for 2019/20 is 99 pupils and the school is operating with 22 classes.

4.2 The draft statutory consultation paper attached as Appendix 1 sets out further the context in which the consultation is proposed and provides details of the proposal in full.

The key points are summarised below:

- New housing has driven up the Kirkliston Primary School roll with 804 properties delivered since 2010/11.

- The number of houses being completed has fallen each year since 2012/13 and no significant approved sites remain to be developed as yet.

- The Council's annual school roll projections continue to show that Kirkliston Primary School's roll will grow beyond 1,000 pupils. However, as these are based on rolling forward historic patterns of growth there are concerns that for Kirkliston they may be overestimating the peak roll.

- In 2018 the birth rate in Kirkliston dropped – the first significant drop since 2010. While still high, the P1 intake in 2019 also dropped for the first time in 4 years.

- The closing gap between P1 intakes and births 5 years prior reflects a reduction in the number of people moving into the area and may be a sign that the P1 intake has reached a peak.

- Using analysis of the existing roll and P1 projections based on the relationship between births and P1 intakes suggests that the school will require capacity for 24 classes in August 2022 and 25 classes in August 2023.

- It is unclear whether a requirement for 25 classes is likely to be sustained in the long-term. The annual school roll projections suggest at least 28 classes will be required. However, the fall in the birth rate in 2018 and the closing gap between the birth rate and the P1 intake 5 years later begins to support the idea that it will not be sustained. However, there is insufficient evidence to support this conclusively.

- A flexible approach is required to avoid the potential for over-provision in future years. Accordingly, it is proposed that P1 and P2 classes could be relocated if required to the Leisure Centre site alongside the proposed new early years facility and that the requirement for temporary units to remain on the main school site be monitored. There also remains the option to add a further 4 temporary units as a first floor above the existing units.

- The feedback received through the informal consultation process suggested a preference for extending Kirkliston Primary School on the Leisure Centre site rather than considering an additional primary school.

4.3 The views expressed at the public consultation meeting showed that a new and separate primary school within Kirkliston was the least preferred option over concerns of dividing the community, and therefore this should be

considered only if necessary. The proposals set out in the consultation paper do not directly impact on secondary school provision for pupils from Kirkliston. Pupils from Kirkliston will continue to attend Queensferry High School and there are no changes to catchment boundaries or transfer arrangements proposed as part of this paper.

Secondary School Provision

4.4 At the December 2017 meeting of the Education, Children and Families Committee it was agreed that it was not possible to rule out the feasibility of Kirkliston supporting a new high school in its own right. In June 2018 the Committee requested that Officers continue to negotiate with landowners in relation to a site for secondary provision in Kirkliston.

4.5 Linked to this consideration is the issue of whether Kirkliston will grow in the future if further land is released for housing development. While there are no current approved further housing developments, there is also interest from local developers to expand the village, most recently made public through a consultation event from one developer, for 2000 homes. This is not in the development plan and is a matter for the planning department. Education officers remain aware of these.

4.6 Work to develop options for secondary education for children in Kirkliston will continue and will be the subject of a separate statutory consultation process at the appropriate time.

Queensferry

4.7 Significant new housing development is proposed within South Queensferry. It is estimated that new housing could generate around 400 additional primary school pupils within the area.

4.8 Existing primary schools in the area are expected to face increasing accommodation pressures as the proposed housing is built and demand for places rises. School roll projections show that the number of pupils in the area is expected to rise above what can be accommodated within current schools.

4.9 Accordingly, the LDP Education Infrastructure Appraisal (August 2018) has determined that a new primary school is required in the local area and a 14 class primary school and an 80 place nursery within the 'Builyeon Road' housing development site is proposed.

4.10 Prior to the delivery of an additional primary school within the Builyeon Road development it is necessary to progress a statutory consultation to realign the catchment areas of Queensferry Primary School and Echline Primary school to alleviate future accommodation pressures at Queensferry Primary School arising from the Scotstoun development which is further progressed with construction now on site.

4.11 The draft statutory consultation paper attached as Appendix 2 sets out further the context in which the consultation is proposed and provides details of the proposal in full.

The key points are summarised below:

- There is uncertainty about when the new housing at 'Builyeon Road' will come forward and therefore when the new primary school could be delivered.

- The Council is minded to grant planning permission for housing development on the 'Builyeon Road' site, subject to a legal agreement being agreed.

- The legal agreement attached to the planning permission will make provisions for the Council to take ownership of a 2-hectare site within the development for the delivery of the new primary school. However, a detailed masterplan is still to be agreed.

- The masterplan will confirm the location and boundary of the school site and set out how the development will be linked to the wider community by identifying improvements to pedestrian and cycle routes.

- Informal consultation with Head Teachers, school representatives, local elected members and the wider communities was carried out in May and June 2019, and August and September 2019.

- A potential catchment area for a new primary school formed part of the consultation. The informal consultation also considered moving existing homes from the catchment area of Queensferry Primary School to Echline Primary School to free up space at Queensferry Primary School for pupils generated by the first phases of the 'South Scotstoun' housing development, as well new housing that could be delivered at Ferrymuir Gait.

- As work has started on the delivery of new housing at South Scotstoun the proposed realignment of the catchment boundary between Queensferry Primary School and Echline Primary School is being brought forward as a stand-alone consultation in order that there will be spaces available at Queensferry Primary school for pupils from the early phases of the 'South Scotstoun' housing development.

- The proposals in the consultation paper would realign existing catchment boundaries so that the area around Cluffet, Cluffet Brae, Farquhar Terrace, Forth Place, Inchgarvie Park, Society Road, Walker Drive and Port Edgar becomes part of the catchment area of Echline Primary School rather than Queensferry Primary School;

- The catchment change would be implemented in November 2020 in time for the P1 registration process for the start of the August 2021 school year;

- In the longer term a further statutory consultation will be required to establish a new primary school within the 'Builyeon Road' housing site and this will be brought forward in due course.

5. Next Steps

5.1 Should Committee approve the publication of these draft consultation papers, these papers will be finalised (incorporating any amendments agreed by Committee) and published at the start of a statutory consultation period beginning on Monday 28 October 2019 and running until Monday 9 December 2019. An Outcomes report making recommendations following the conclusion of the statutory consultation process would be returned to full Council in April 2020.

5.2 Further work to develop secondary options for Kirkliston and bring forward a statutory consultation will be undertaken.

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 are set out in the consultation paper. Any future revenue implications for the Council would require to be fully outlined in the business case.

7. Stakeholder/Community Impact

7.1 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"

8.2 Education, Children and Families Committee, 21 May 2019: "Future Statutory Consultation Requirements"

9. Appendices

9.1 **Appendix 1** - Draft consultation paper: Proposal to Establish an Annex to Kirkliston Primary School

9.2 **Appendix 2** - Draft consultation paper: Proposal to Realign the Catchment Areas of Queensferry Primary School and Echline Primary School

Appendix 1

·EDINBVRGH·
THE CITY OF EDINBURGH COUNCIL

Proposal to Establish an Annex of Kirkliston Primary School at Kirkliston Leisure Centre

Affecting Kirkliston Primary School

This consultation paper is divided into the following sections:

1. Introduction

2. Background and Context

3. Roll Projections, Catchment Data and Capacity Analysis

4. Details of Proposal

5. Educational Benefits

6. Financial Considerations

7. Consultation Process

Appendices

1. Map showing location of Kirkliston Primary School and Kirkliston Leisure Centre

2. List of Affected Addresses

3. Response Questionnaire

1 Introduction

1.1 This paper proposes that an annex of Kirkliston Primary School should be established on the Kirkliston Leisure Centre site. Appendix 1 shows the location of the existing school and the proposed location for the annex.

1.2 The annex would accommodate all of Kirkliston Primary School's P1 classes with the option to expand to accommodate all P2 classes in the future if that proves necessary. The new annex would be located alongside a new early learning and childcare (ELC) setting for 0-5 year olds. The new ELC setting is not subject to this statutory consultation and will be constructed regardless of the outcome of this consultation.

1.3 There are no changes to existing primary or secondary school catchment areas proposed as part of this consultation.

1.4 This consultation paper sets out the rationale for, and implications of, the proposal which will increase the capacity of Kirkliston Primary School and address primary school accommodation pressures from the expansion of the village. The paper also sets out the consultation process and the means and timescales for making representations.

1.5 This consultation paper does not identify or propose a solution to projected future secondary level accommodation pressures affecting pupils from Kirkliston. It is currently projected that a solution at secondary level will be required by 2024 and this will be the subject of a separate consultation process. The paper to the Education, Children and Families Committee on 8 October 2019 explains why this matter will be considered separately at a later date.

1.6 If the proposal in this paper were to be approved, the annex could open in August 2022 subject to obtaining necessary consents.

1.7 While it is not explicitly set out as an option in this paper, should the proposal in this paper not be approved, the status quo would be maintained. This would mean the expansion of the school on its existing site through the provision of temporary units according to demand.

1.8 All residential properties within Kirkliston Primary School's catchment boundaries are affected by this proposal. A full list of affected addresses is provided in Appendix 2. Comments on the proposal should be submitted by no later than close of business on Monday 9 December 2019. A questionnaire has been prepared which respondents are encouraged to use to provide comments, details are included in Appendix 3. The questionnaire can be completed online via the Council website www.edinburgh.gov.uk/kirklistonannex. Responses can also be submitted by email or post to the addresses set out in Section 7 of this paper.

1.9   A public meeting in relation to these proposals will be held as follows, further details of which are provided in section 11:

Venue	Date	Time
Kirkliston Primary School	[TBC]	18:30 – 20:30

2   Background and Context

The Growth of Kirkliston Village

2.1   In the last decade Kirkliston has experienced a period of plan led housing growth. The Adopted Rural West Local Plan (2006) and the Adopted Edinburgh Local Development Plan (2016) allocated strategic housing proposals on land to the north and east of Kirkliston and on the former distillery site to the south.

2.2   Total, cumulative, completions of housing units up to March 2018 were 804 with a further 32 expected to be completed over the 2018/19 period. In addition, planning permission for up to 100 units at Wellflats (17/04571/PPP) is expected to be granted once the legal agreement is concluded. It is assumed around 50 units can be delivered from a site in one year. Figure 1 (below) shows how the number of housing completions each year in the Kirkliston Primary School catchment area has fallen since 2012. No further plan led housing development in or around Kirkliston is known or expected at this time.

Figure 1: Housing Completions in Kirkliston Primary Catchment Area 2010/11 - 2018/19
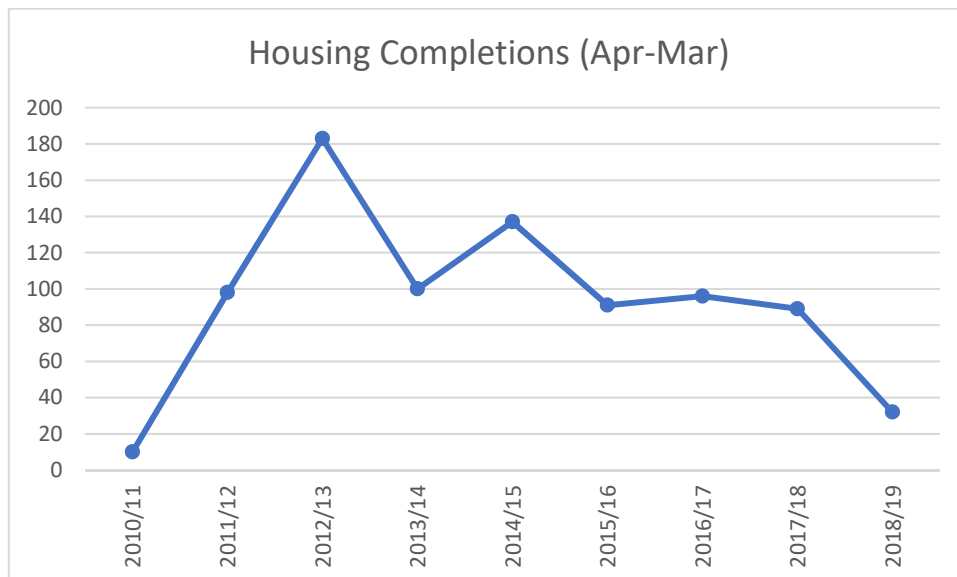
2.3   A second Local Development Plan (known as City Plan 2030) will be the subject of public consultations in the first quarter of 2020 but is not scheduled to be adopted as a strategy until 2022. As it is this document that sets out the policies and proposals governing the types and locations of new development in

Edinburgh up to 2030, it is unclear whether significant new housing developments in and around Kirkliston will be supported in future years.

Primary School Provision in Kirkliston

2.4 Kirkliston Primary School opened in 1974. The growth of the village made it necessary for additional education infrastructure to be provided. The Education, Children and Families Committee agreed on 30 October 2007 that, contrary to development brief in the local plan for Kirkliston, the existing primary school should be extended as opposed to establishing a new single stream primary school in the village. This was because it was considered that a new primary school would divide the community and the preferred option was to extend the existing school which would lead to greater social cohesion.

2.5 Accordingly, Kirkliston Primary School was extended to 19 classes in August 2017. However, in 2018/19 the P1 intake was 107 pupils and the school accommodated 21 classes. A temporary four classroom extension to the school was delivered in August 2019. This temporary extension is designed so that it may also be extended by a further 4 classrooms should this ultimately become necessary.

Informal Consultation

2.6 On 8 October 2019 the Education, Children and Families Committee agreed that proposals to establish a permanent annex of Kirkliston Primary School should be progressed to a statutory consultation.

2.7 Informal consultation was carried out between March 2018 and June 2019 as part of the wider Schools Review consultation. This took the form of public meetings and workshops with the community and a short term working group with school management, parent council representatives and Community Council representatives.

2.8 The informal process highlighted the difficulties separating the future of primary school provision in Kirkliston from potential solutions to the accommodation pressures at secondary level. A public workshop event in Kirkliston in March 2018 focused on secondary provision for Kirkliston led to a number of potential sites around Kirkliston being suggested as suitable for a new secondary school.

2.9 The suggestion of a new secondary school in or around Kirkliston raised questions about what this might mean for expansion of primary education and prompted discussions about whether a second primary school in the village rather than an extension of the existing school would be preferable. It also raised questions about what expansion of education provision in the village would mean for housing development around Kirkliston.

2.10 However, in June 2019 a meeting of the short-term working group considered these issues in detail and concluded that the appropriate strategic approach would be as follows:

- Kirkliston Primary School should be extended to address pressures from its existing catchment population only;

- If there is to be new housing development around Kirkliston, this should be served by a new primary school with a catchment area that does not affect existing Kirkliston addresses;

- Expansion of Kirkliston Primary School should be the relocation of early stage classes to a new facility on the Kirkliston Leisure Centre site to take pressure off hall and other supporting spaces on the main school site and build stronger links with Early Years provision;

- If there is to be a new secondary school in or around Kirkliston this should be in the areas to the north or north west of the village.

2.11 The provision of a new secondary school; the growth of the village beyond that which already has approval to proceed and the potential for a new primary school are all beyond the scope of this consultation which focuses solely on addressing accommodation pressures at primary level within the existing catchment area. Accordingly, this consultation paper respects the findings of the informal consultation proposal by formally proposing the establishment of a P1 annex of Kirkliston Primary School on the Kirkliston Leisure Centre site which could be extended at a future stage to include P2 pupils if this proves necessary.

3   Roll Projections, Catchment Data and Capacity Analysis

3.1 Following its expansion in August 2019, Kirkliston Primary School has a capacity of 693 pupils. In December 2018 the Council's annual primary school roll projections indicated a requirement for further primary school capacity in Kirkliston showing that the school roll would continue to rise, reaching a peak in 2027.

Table 1: School Roll Projections for Kirkliston Primary School

Year	2020	2021	2022	2023	2024	2025	2026	2027	2028
Roll	720	784	867	920	964	998	1021	1026	1021

3.2 However, as the Council's annual roll projections are based on rolling forward historic birth and catchment data there is a concern that the projections for Kirkliston are rolling forward a pattern of growth that is unlikely to be sustained.

3.3 Figure 2 (below) illustrates that while the birth rate across the city have been falling since 2012, in Kirkliston the delivery of new housing each year has caused the birth rate to continue to rise. However, in 2018 the birth rate in Kirkliston experienced its first significant fall in 10 years. It is too early to determine whether this is an isolated occurrence or the start of a stabilizing of growth in the village but when considered against the steady fall in the number of housing completions since 2012 (see Figure 1, p3) it does suggest support for the view that growth may now begin to slow.

Figure 2: Births in Kirkliston Primary School's catchment area 2006-2018
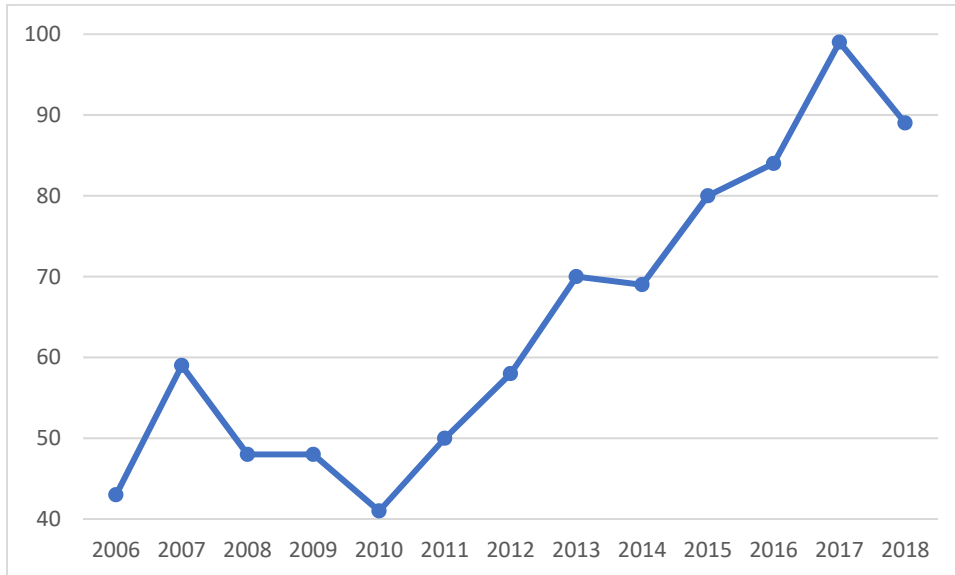
3.4 Figure 3 (below) shows the gap between catchment births and the number of P1 pupils at Kirkliston Primary School 5 years later. It shows that proportionally the gap between the number of pupils born in 2009, 2010 and 2011 and the number of P1 pupils registered at Kirkliston Primary School in 2014, 2015 and 2016 grew. It is assumed that this gap is attributable to pupils not born in the Kirkliston catchment area moving into new housing. The high number of completions (see Figure 1, p3) between 2011 and 2014 support this assumption.

Figure 3: Births since 2006 vs corresponding KPS P1 intake 5 years later (actual and projected)
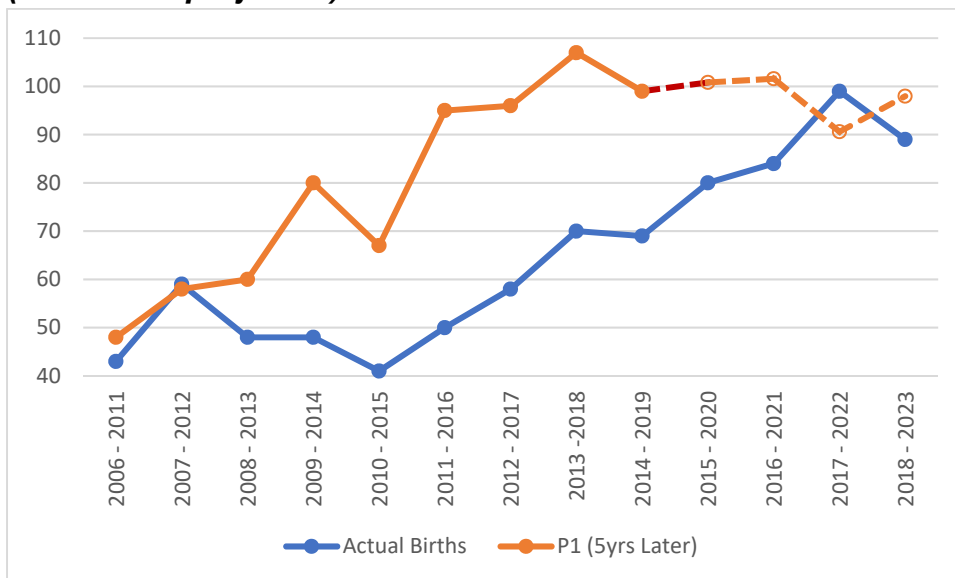
3.5 However, Figure 3 also shows that in each of the last 3 years P1 intakes (2017, 2018 and 2019) the gap between these intakes and births from 5 years prior (2012, 2013 and 2014) has proportionally reduced. It is assumed that this is attributable to a significant fall in the number of housing completions after 2014.

3.6 If the rate of reduction in the gap between births and P1 pupils 5 years later is projected forward, it suggests that in the next 3 years the gap will disappear. This is because growth from housing development would be captured in the

birth rate (i.e. a far higher proportion of new P1 pupils in future years would have been born in Kirkliston rather than moving into the area after their birth). This would mean that the number of births recorded in Kirkliston in 2018 and beyond would be a more reliable indicator of the number of P1 pupils likely in future years. It would also mean that the P1 intake of 107 pupils experienced by the school in 2018 may have been a peak.

3.7   However, Figure 3 shows that the projected P1 for 2020 and 2021 may marginally exceed 100 pupils. As the school already has two year groups exceeding 100 pupils these projections would mean a requirement for a school with capacity for 24 classes in August 2022 and 25 classes in August 2023. With the delivery of the new temporary classrooms in August 2019, Kirkliston Primary School currently has capacity for 23 classes.

3.8   It is unclear whether a requirement for 25 classes is likely to be sustained in the long-term. The fall in the birth rate in 2018 and the closing gap between the birth rate and the P1 intake 5 years later begins to support the idea that it will not be sustained. However, there is insufficient evidence to support this conclusively and revised projections published in December 2019 and based on the Council's standard projection methodology are likely to continue to show significant growth well beyond 25 classes. Accordingly, while more classrooms appear to be a likely requirement in the next 5 years, a flexible approach is required to avoid the potential for over-provision in future years.

3.9   To provide this flexibility, this consultation paper proposes that, in principle, all of Kirkliston Primary School's P1 and P2 pupils could be accommodated at the Leisure Centre site and that the necessary accommodation would be constructed on a phased basis with P1 classes moving to the site with the nursery in phase 1 and P2 classes moving in a second phase should this prove to be necessary in the long-term.

4   Details of Proposal

4.1   It is proposed to permanently increase the capacity of Kirkliston Primary School from 19 classes to 23 classes by establishing a permanent annexe of Kirkliston Primary School on the Kirkliston Leisure Centre site. The annex would initially only accommodate P1 pupils along with a new early learning and childcare facility. The new P1 classrooms would be built with an expansion strategy to allow P2 pupils to also move to the Leisure Centre site at a future stage, extending the school's overall capacity to 28 classes.

4.2   The existing temporary units on the Kirkliston Primary School site would be kept on the main school site to temporarily increase the capacity of the school to 27 classes until the long-term accommodation requirements of the school can more accurately be assessed.

4.3   This proposal makes no changes to the existing primary or secondary school catchment areas.

4.4 The new annex could open in August 2022 at the earliest, subject to obtaining the necessary consents.

4.5 The leisure centre is located 500m to the north-west of the existing primary school site and is within walking distance of the existing primary school. There is an existing pedestrian crossing on Stirling Road.

4.6 Since August 2019 the school has used the sports facilities in the leisure centre to provide P.E. one day a week.

4.7 The proposed building will be designed to be delivered in three phases. The first phase will provide a new early learning and childcare facility. The second phase will provide new classrooms that support and encourage active, play based, learning for up to 120 P1 pupils. The requirement for a third phase providing accommodation for 120 P2 pupils will be monitored. The annex will have its own dining area and servery and offices for school management and support staff. It is expected the school will continue to use the leisure centre and the main school building for P.E. and assembly.

4.8 It is expected that a member of the school management team would be based at the annex along with additional teaching, support and administration staff.

Implications for Secondary Provision

4.9 The proposals set out in this paper do not directly impact on secondary school provision for pupils from Kirkliston. Pupils from Kirkliston will continue to attend Queensferry High School and there are no changes to catchment boundaries or transfer arrangements proposed as part of this paper.

4.10 Work to develop options for secondary education for children in Kirkliston will continue and will be the subject of a separate statutory consultation process at the appropriate time.

5   Educational Benefits

5.1 The principal educational advantage of the proposal is that it addresses future accommodation pressure at Kirkliston Primary School and will enable the Council to continue to provide catchment school places for catchment children.

5.2 The existing community will continue to be served by one school and will avoid the requirement to split the community by establishing a new school and its corresponding catchment area.

5.3 P1 and potentially P2 pupils in the new annex will experience a modern, state-of-the-art learning environment designed to support active, play based, learning. The new environment will promote creative and engaging teaching approaches and offer facilities that will encourage health and wellbeing, participation in sport, and outdoor learning. The provision of nursery accommodation on the site will allow for a seamless progression in learning from nursery to P1.

5.4   The proposal will also reduce pressure on the main school site, including core facilities and outdoor space, and will offer an outdoor environment that supports and encourages outdoor learning.

5.5   Relocating P1 pupil to the proposed annex will be less overwhelming for them than the alternative which would be to expand and accommodate nearly 700 pupils more on a single site.

5.6   The principal educational disadvantage of the proposal is the school is split over two sites. This means that opportunities to make new P1 pupils and staff feel like they are part of the whole school will have to be carefully planned and managed.

5.7   The relocation of the P2 pupils to the new annexe would mean that the First Level of the Curriculum for Excellence (P2 and P3) was split.

6   Financial Considerations

Capital

6.1   The new nursery to be constructed on the Kirkliston Leisure Centre site is fully funded from the Early Years 1140 expansion grant from the Scottish Government. Currently £2.526m from within the grant is allocated to this project.

6.2   The proposal within this paper for new classrooms on the Leisure Centre site is currently unfunded. A budget for the P1 phase and, if necessary, the P2 phase of this building would have to be established through the Council's budget setting processes.

6.3   The P1 and, if required, P2 phases would share some facilities with the new nursery. This could include the staffroom, staff toilets, entrance areas, etc. The implications for the size of these 'core' spaces in the initial build are yet to be determined but are likely to require that the budget for the new nursery be extended to reflect the larger floor area required.

6.4   The additional classrooms required with the P1 phase would also include General Purpose space, tutorial rooms, toilets, cloakroom space and a dining space. There would also be a requirement to create a secure playground area. Initial estimates suggest this full development would cost £2.04m.

6.5   A second phase to provide accommodation for P2 pupils on the Leisure Centre site would cost an estimated £1.75m and would include additional General purpose space, tutorial space, toilets and cloakroom space.

6.6   Funding would also be required to make more minor adaptations to the existing Leisure Centre building to better facilitate its use by the classes on site for PE.

Revenue

6.7 Taking account of rates, utility charges, cleaning and janitorial services as well as repairs and maintenance it is estimated that the P1 phase would result in running costs of £42,000 per annum and the P2 phase would result in additional running costs of £39,000.

7 Consultation Process

7.1 The Schools (Consultation) (Scotland) Act 2010, as amended by the Children and Young People (Scotland) Act 2014, sets out the statutory consultation requirements for:

- The establishment of a new school;

- The relocation of a stage of education;

- Changes to existing admission arrangements (such as catchment change); and

- The closure of a stage of education.

7.2 The prescribed consultees vary for each of the above. Although a closure is not proposed, the requirements for a closure encompass all the necessary consultees and it is this process that will be followed to ensure full compliance with all the requirements of the Act. Accordingly, consultees will be as follows (where relevant):

- the Parent Council of any affected school;

- the parents of the pupils at any affected school;

- the parents of any children expected to attend any affected school within two years of the date of publication of the proposal paper;

- the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity);

- the staff (teaching and other) at any affected school;

- any trade union which appears to the education authority to be representative of the staff (teaching and other) at any affected school;

- the community councils (if any);

- the Roman Catholic Church;

- any other education authority that the education authority considers relevant;

- any other users of any affected school that the education authority considers relevant.

7.3 The extent of the consultation with pupils and the appropriate means of engaging with them will be discussed in detail with the school's management team.

7.4 The consultation period will run for a six week period from Monday 28 October 2019 to Monday 9 December 2019 and the paper will be made available

electronically and in paper format and copies will be available for inspection at the Council Offices at Waverley Court, Kirkliston Library and Kirkliston Primary School.

7.5   A public meeting will be held in respect of the proposal at Kirkliston Primary School which will give interested parties a more formal opportunity to express their views. Representatives of the Council will be present at the meeting to outline the proposals, assist discussions and answer questions.   A record of the public meeting will be taken by the Council.

Venue	Date	Time
Kirkliston Primary School	TBC	18:30 – 20:30

7.6   All comments received will be recorded and represented in the final report regarding the outcomes of the consultation, along with the Council's response to those comments. Individual responses will not be provided to submissions made during the consultation.

7.7   The Council website will contain information on the consultation and this will be updated as necessary www.edinburgh.gov.uk/kirklistonannex.

7.8   Respondents are encouraged to use the response questionnaire which has been produced and is provided in Appendix 6. The response questionnaire can be completed online at www.edinburgh.gov.uk/kirklistonannex.   Responses can also be e-mailed directly to kirklistonannex@edinburgh.gov.uk or posted to the following address:

Alistair Gaw

Executive Director of Communities and Families

City of Edinburgh Council

Council Headquarters

Waverley Court

Level 1:2

4 East Market Street

Edinburgh EH8 8BG

7.9   All responses, whether by letter, e-mail or using the online questionnaire should be received by no later than close of business on Monday 9 December 2019.

7.10   Once the public consultation phase finishes, details of the representations received will be issued to Education Scotland for their consideration of the educational effects of the proposals. Education Scotland will issue a report on their findings which will be included in the final Council report on the consultation.

7.11   Following the conclusion of the consultation period and after consideration of the representations received and the views of Education Scotland on the

educational benefits of the proposal, a report on the Outcomes of the Consultation will be presented to the Council for consideration.   The report will be made publicly available and notification will be given to those individuals or groups that have made representations during the consultation period. The report will include a summary of written representations received during the consultation period and representations made at the public meeting along with the Council response to representations made and also to any issues raised by Education Scotland.

7.12   It is anticipated that the consultation report, setting out recommendations, will be presented to a Meeting of the Council in April 2020. The report will be published three weeks in advance of the Council meeting.

APPENDIX 1 – Map showing location of Kirkliston Primary School and Kirkliston Leisure Centre (To follow)

APPENDIX 2 – List of Affected Addresses

The addresses listed below are properties which were registered with the Council as at November 2018 and will be directly affected by the proposals. For confirmation of which catchment area will apply to properties not listed below please refer to the proposed catchment area maps in Appendix 1 or email kirklistonannex@edinburgh.gov.uk or call 0131 529 3478.

APPENDIX 3 – Response Questionnaire

Statutory Consultation on the proposal to establish a new annex to Kirkliston Primary School.

Introduction

The accommodation at Kirkliston Primary School is under pressure from rising rolls in the area. Projections indicate additional accommodation is required to support the rising roll. Informal consultation has reinforced the community's view that a new primary school is not supported because it would divide the community. Accordingly, it is proposed to establish an annex of the primary school on the leisure centre site, some 500 metres from the school, which will accommodate P1 and potentially P2 pupils along with a new early learning and childcare facility. The proposal does not propose any changes to the existing primary or secondary school catchment areas.

The full details of the proposal are available in the statutory consultation paper which you should read before completing this questionnaire. The statutory consultation paper is available online at www.edinburgh.gov.uk/kirklistonannex and copies are available in the affected school and local library.

Why we are consulting?

The Council has a legal obligation to carry out a statutory consultation under the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014. The proposal put forward will have implications for families and we want to hear the views of anyone affected. All comments made during the statutory consultation period will be recorded and represented in a final report anticipated to be considered by Council in April 2020.

This questionnaire should be completed and returned by no later than 5pm on Monday 9 December 2019. All personal information in the questionnaire is for internal use only and will not be made public however the responses to questions 6 and 7 may be reflected either in whole, or in part, in the report to Council but on an anonymised basis. The questionnaire can be completed online at the following link www.edinburgh.gov.uk/kirklistonannex or can be completed in the following pages and returned to the following address:

Alastair Gaw

Executive Director of Communities and Families

City of Edinburgh Council

Council Headquarters

Waverley Court

Level 1:2, 4 East Market Street

Edinburgh EH8 8BG

Responses can also be made in writing to the address above or by e-mail to the following address kirklistonannex@edinburgh.gov.uk.

Question 1

What is your name?

Name

Question 2

What is your email address? (Optional)

Email

Question 3

What is your postcode?

Postcode

Question 4

What is your main interest in the consultation?

Please select (tick) all items that apply:

○   Parent/Carer of school child

○   Parent/Carer of school child with younger sibling/s

○   Parent/Carer of pre-school child

○   School Staff

○   Pupil

○   Local resident

○   Local organisation

○   Other

If you are answering on behalf of an organisation, or for other reasons, please explain below.

> [ ]

Question 5

Do you have a child or children in a nursery or school at the moment?

Please select (tick) only one item.

○   *Yes*   ○   *No*

If yes, please tell us the name(s) of their school or nursery classes.

○ Kirkliston Primary School   ○ Kirkliston Primary School <u>Nursery Class</u>

○ Leaps and Bounds (Kirkliston)   ○ Nippers Nursery (Kirkliston)

○ Orchard Nursery (Kirkliston)   ○   Other (please specify below)

> [ ]

Question 6

Do you support the proposal as detailed in the statutory consultation paper?

Please select (tick) only one item.

○   *Yes*   ○   *No*

If you do not support the proposal, please give your reasons below:

Question 7

Do you have any other comments or suggestions?

Comments or suggestions can also be emailed to kirklistonannex@edinburgh.gov.uk.
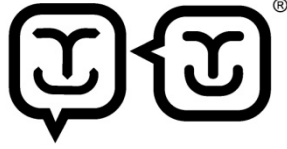
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You can get this document on tape, in Braille, large print and various

computer formats if you ask us. We can also give information on community language translations. Please contact kirklistonannex@edinburgh.gov.uk.

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Appendix 2

⬥EDINBVRGH⬥
THE CITY OF EDINBURGH COUNCIL

Proposal to Realign the Catchment Areas of Queensferry Primary School and Echline Primary School

Affecting Queensferry Primary School and Echline Primary School

This consultation paper is divided into the following sections:

1. Introduction

2. Background and Context

3. Roll Projections, Catchment Data and Capacity Analysis

4. Details of Proposal

5. Rational for Change

6. Educational Benefits

7. Financial Considerations

8. Consultation Process

Appendices

1. Current Primary School Catchment Areas

2. Proposed Primary School Catchment Areas

3. List of Affected Addresses

4. Travel Routes and Distances

5. Response Questionnaire

6. Attainment Information

1 Introduction

1.1 This paper proposes realigning the catchment area of Echline Primary school and Queensferry Primary School. Existing school catchment areas are set out in Appendix 1. The proposed catchment areas are set out in Appendix 2. There are no changes proposed to secondary school catchment areas.

1.2 This consultation paper sets out the rationale for, and implications of, the proposal which will partly address primary capacity and accommodation issues arising from proposed new housing developments in South Queensferry. The paper also sets out the consultation process and the means and timescales for making representations.

1.3 All catchment changes will only apply to new P1 pupils. There will be no mandatory transfer for pupils already attending another school.

1.4 A list of affected addresses is provided in Appendix 3. Comments on the proposal should be submitted by no later than close of business on Monday 9 December 2019. A questionnaire has been prepared which respondents are encouraged to use to provide comments, details are included in Appendix 5. The questionnaire can be completed online via the Council website www.edinburgh.gov.uk/queensferryreview. Responses can also be submitted by email or post to the addresses set out in Section 8 of this paper.

1.5 A public meeting in relation to these proposals will be held as follows, further details of which are provided in Section 8:

Venue	Date	Time
Queensferry Primary School	[TBC]	6.30pm – 8.30pm
Echline Primary School	[TBC]	6.30pm – 8.30pm

1.6 In the longer term, there is a plan to establish a new non-denominational primary school and nursery in South Queensferry within the 'Builyeon Road' housing development site. This could be delivered by August 2023 at the earliest. In due course a statutory consultation paper will be required to establish the catchment area for this new school. The proposal within this paper does not prejudice the establishment of an appropriate catchment area for the new school.

2 Background and Context

2.1 The Council's Local Development Plan (LDP) proposes significant new housing development in South Queensferry (Table 1).

Table 1: New Housing Development in South Queensferry

LDP Housing Site	Estimated Number of New Homes	Estimated ND Primary School Pupils
Builyeon Road	840	235
Springfield	150	93
South Scotstoun	341*	42

*as proposed in planning application 16/06280/FUL

2.2 A further new housing site known as 'Ferrymuir Gait' is also expected to progress which could produce around 28 additional non-denominational primary school pupils.

2.3 It is estimated that this level of new housing development could generate around 400 additional primary school pupils within the area (using the pupil generation ratios approved by Education, Children and Families Committee in May 2019).

2.4 Existing primary schools in the area are expected to face increasing accommodation pressures as the proposed housing is built and demand for places rises. School roll projections show that the number of pupils in the area is expected to rise above what can be accommodated within current schools.

2.5 The LDP Education Infrastructure Appraisal (August 2018) has determined that additional primary school capacity is required to alleviate accommodation pressures arising from proposed new housing development and that this should be provided by delivering a new primary school in the local area: a 14 class primary school and a 80 place nursery within the 'Builyeon Road' housing development site. This is an action within the Council's LDP Action Programme (January 2019), which sets out how the Council proposes to implement the Local Development Plan.

2.6 The new housing site at 'South Scotstoun' has planning permission and work is beginning on site. It is within the catchment area of Queensferry Primary School.

2.7 There is uncertainty about when the new housing at 'Builyeon Road' will come forward and therefore when the new primary school could be delivered. The Council is minded to grant planning permission for housing development on the 'Builyeon Road' site, subject to a legal agreement being agreed. The legal agreement attached to the planning permission will make provisions for the Council to take ownership of a 2-hectare site within the development for the delivery of the new primary school. However, a detailed masterplan is still to be agreed. The masterplan will confirm the location and boundary of the school site and access arrangements. It will also set out how the development will be

linked to the wider community by identifying improvements to pedestrian and cycle routes.

2.8 Further information about accommodation pressures at existing schools and school roll projections is provided in Section 3.

Outcome of Informal Consultation

2.9 On 21 June 2018 the Education, Children and Families Committee agreed that proposals to establish a catchment area for a new primary school within South Queensferry should be progressed to a statutory consultation.

2.10 Informal consultation with Head Teachers, school representatives, local elected members and the wider communities was carried out in May and June 2019, and August and September 2019.

2.11 A potential catchment area for a new primary school formed part of the consultation. This covered the housing development sites known as 'Builyeon Road', 'South Scotstoun' and 'Springfield' and some existing homes at Ferrymuir and along the northern side of Builyeon Road. The informal consultation also considered moving existing homes from the catchment area of Queensferry Primary School to Echline Primary School to free up space at Queensferry Primary School for pupils generated by the first phases of the 'South Scotstoun' housing development, as well new housing that could be delivered at Ferrymuir Gait.

2.12 There was agreement that a new primary school was required to accommodate pupil growth arising from new housing development and some support for the new catchment area as it was shown.

2.13 There were some concerns and issues raised:

- parents/carers who already had a child at one school would be concerned if the catchment changes meant that they would have to place younger siblings at a different school;

- the proposal to extend the catchment area of Echline Primary School to the north could change the character of the school and could mean that there would not be enough space at the school;

- the current route to the proposed new primary school from the existing housing at Ferrymuir and the proposed 'South Scotstoun' new housing site was poor;

- there was uncertainty about whether Builyeon Road was to be realigned as part of the wider development.

2.14 There was also some support for a different catchment arrangement which would have parts of the new housing site at 'South Scotstoun' to feed into Queensferry Primary School and Dalmeny Primary School.

2.15 As a masterplan for the 'Builyeon Road' housing site has not yet been agreed (see 2.6) many of the concerns raised cannot be clearly addressed at this time. Therefore, until there is further clarity about the 'Builyeon Road' development

and potential improvements to access routes it would not be appropriate to proceed with a statutory consultation to establish the catchment area for the new primary school at this time.

2.16 However, as work has started on the delivery of new housing at South Scotstoun the proposed realignment of the catchment boundary between Queensferry Primary School and Echline Primary School is being brought forward as a stand-alone consultation in order that there will be spaces available at Queensferry Primary school for pupils from the early phases of the 'South Scotstoun' housing development.

3 Roll Projections, Catchment Data and Capacity Analysis

3.1 This section considers the current and projected roll and catchment population data and identifies the accommodation issues that have resulted in this consultation being undertaken.

3.2 The proposal within this paper will directly affect Queensferry Primary School and Echline Primary School. The current catchment areas are included within Appendix 1. Table 2 shows the current capacity, roll and occupancy rate of these schools.

Table 2: School Capacity and Estimated Class and Roll Data

School	Capacity (as at Aug 2019)	Roll (as of Sept 2018 census)	Estimated Occupancy Rate
Queensferry Primary School	18 Classes (504 pupils)	453	90%
Echline Primary School	12 Classes (315 pupils)	288	91%

3.3 Queensferry Primary School and Echline Primary School have current occupancy rates of 90% and 91% respectively. There is insufficient capacity within the existing school buildings to accommodate the estimated 400 additional primary school pupils which it is estimated could be generated by new housing development proposed in the local area.

Queensferry Primary School

3.4 The school currently has 18 classes, giving it a working capacity of 504 pupils. In 2018/19 the school roll was 453 pupils, with a P1 intake of 68. A school of this size would generally be able to accommodate an ongoing intake of around 72 new P1 pupils each year.

3.5 The total primary age population of the Queensferry catchment area (excluding pupils attending independent schools) in August 2018 was 556. 417 of the 556

pupils attended Queensferry Primary School in August 2018 (75%). 34 pupils attended Echline Primary School and 33 were at Dalmeny Primary School.

3.6 Loss to the Roman Catholic (RC) sector accounted for 12% of the pupils in 2018 (67 out of 556 catchment primary school pupils attended a Roman Catholic school). All these pupils attended St Margaret's RC Primary School.

3.7 The P1 intake at the start of the 2019/20 school year was 70 pupils. The school roll at the start of 2019/20 school year was 459 pupils.

Roll Projections

3.8 Projections from December 2018, based on births from five years prior and data for known housing development, indicate that P1 intakes will rise above 72 in 2022.

3.9 Longer term projections based on the National Records of Scotland (NRS) population projections for the City of Edinburgh Council area suggest that the P1 intake could increase to 84 in 2028.

3.10 The school is expected to face accommodation pressures from 2022. The growth in pupil numbers can largely be attributed to the impact of the 'South Scotstoun' housing development which is currently within its catchment area. Without catchment change the Council may not be able to offer all catchment pupils a place at Queensferry Primary School in the future. Four additional classrooms were provided at the school for September 2019 in order that it could accommodate 18 classes. There is limited scope for further expansion at the school.

Echline Primary School

3.11 The school currently has 12 classes, giving it a working capacity of 315 pupils. In 2018/19 the school roll was 288 pupils, with a P1 intake of 36. A school of this size would generally be able to accommodate an ongoing intake of around 45 new P1 pupils each year.

3.12 The total primary age population of the Echline catchment area (excluding pupils attending independent schools) in 2018 was 277. 252 of the 277 pupils attended Echline Primary School in August 2018 (91%).

3.13 Loss to the Roman Catholic (RC) sector is accounted for 4% of the pupils in 2018 (11 out of 277 catchment primary school pupils attended a Roman Catholic school). All these pupils attended St Margaret's RC Primary School.

3.14 The P1 intake at the start of the 2019/20 school year was 49 pupils. The school roll at the start of 2019/20 school year was 302 pupils.

Roll Projections

3.15 Projections, based on births from five years prior and data for known housing development, indicate that P1 intakes will continually exceed 45 from 2024.

3.16 Longer term projections based on the National Records of Scotland (NRS) population projections for the City of Edinburgh Council area suggest that the P1 intake could increase to 66 in 2028.

3.17 The school is expected to face accommodation pressures from 2025. The growth in pupil numbers can largely be attributed to the impact of the 'Builyeon Road' housing development which is currently within its catchment area. The impact of the 'Builyeon Road' and 'Springfield' new housing sites could be addressed through the delivery of the proposed new primary school.

4 Details of Proposal

4.1 The previous sections of this paper have identified that there is a requirement for additional primary school capacity in South Queensferry to accommodate the growth in pupils arising from new housing development. In the longer term this can be addressed through the delivery of a new primary school within the 'Builyeon Road' housing site and a formal statutory consultation paper to establish its catchment area will be brought forward in due course. However, there is a requirement in the short term to implement catchment change to reduce pressing accommodation pressures at Queensferry Primary School.

4.2 To address this requirement, the proposal is as follows:

- Realign existing catchment boundaries so that the areas around Cluffet, Cluffet Brae, Farquhar Terrace, Forth Place, Inchgarvie Park, Society Road, Walker Drive and Port Edgar become part of the catchment area of Echline Primary School rather than Queensferry Primary School;

- This change will be implemented in November 2020 in time for the P1 registration process for the start of the August 2021 school year;

- All children living in the area directly affected by this proposal and with an of older sibling already attending Queensferry Primary School will be guaranteed a place at Queensferry Primary School if they register for a P1 place in November 2020 for the start of the August 2021 school year.

4.3 The rationale for realigning the catchment boundary between Queensferry Primary School and Echline Primary School, and the implications for the schools affected, is set out in section 5.

4.4 The proposed non-denominational primary catchment areas that will be in place when the new primary is operational are set out in Appendix 2. The residential properties within Queensferry Primary School's existing catchment area that would be realigned to Echline Primary school are set out in Appendix 3. There are 337 existing residential properties that will be directly affected.

4.5 All catchment changes will only apply to new P1 pupils. There would be no mandatory transfer for pupils already attending another school; however, pupils in P2-P7 within the catchment of the new primary school will have the opportunity to apply to the new school should they wish to do so.

4.6 This paper does not propose any changes to the Roman Catholic Primary or secondary school catchment areas.

5 Rational for Change

5.1 Works have started to deliver new homes on the 'South Scotstoun' housing site. The first occupations could happen in the later part of 2020. A small number of pupils could therefore apply for a new P1 catchment place at Queensferry Primary School in November 2020 for the start of the August 2021 school year, however it would be the start of the August 2022 school year when the impact is likely to be significant. This is reflected by the analysis of school roll projections in Section 3 which identifies that Queensferry Primary School could face accommodation pressures from 2022.

5.2 Four additional classrooms were provided at the school for September 2019 in order that it could accommodate 18 classes. This took up a large part of the school playground and there is limited scope for further expansion at the school.

5.3 As explained in Section 3, the total number of primary school pupils living in the Queensferry Primary school catchment area was 556 but the capacity at the school is only 504. Although many pupils living in the catchment of Queensferry Primary School currently choose to attend St Margaret's RC Primary school, Dalmeny Primary School or Echline Primary School, the ability of the school to accommodate its catchment population is heavily dependent on the number that can get a place at St Margaret's' RC Primary School or are granted a placement request at a different school. In comparison, the total number of primary school pupils living in the Echline Primary school catchment area was 277 (266 non-denominational primary school pupils) but the capacity at the school is 315.

5.4 It is therefore proposed to realign the catchment boundary between Queensferry Primary School and Echline Primary School. The proposed catchment areas are in Appendix 2. The catchment area of Queensferry catchment area would be reduced and 337 existing homes that are currently within its catchment area would be incorporated within the catchment area of Echline Primary School.

5.5 The area subject to change is geographically closer to Echline Primary School and there are direct safer routes to the school which would encourage active travel options. The comparison in routes to each school from the areas of existing housing affected by the proposal is shown in Appendix 4. The proposed

catchment boundary would follow the line of the A900 (the road to the Forth Road Bridge) which would act as a natural boundary. During the informal consultation, there was general agreement that it was a logical catchment boundary.

5.6 Table 3 sets out the number of non-denominational primary school pupils who live in the area which would be subject to the catchment change.

Table 3: Non-denominational Primary School pupils within the area subject to the proposed catchment change

	2014	2015	2016	2017	2018
Total Pupils	63	58	55	55	50
P1	9	9	7	11	6

5.7 The effect of this change is that the P1 intake at Queensferry Primary School is likely to be lower and more spaces will be available for pupils living in the first phases of the 'South Scotstoun' new housing development. Reducing future P1 intakes at Queensferry Primary School by the 6-11 pupils (as shown in Table 2) from August 2021 could delay the point at which the school faces accommodation pressures until at least 2023 but probably 2024.

5.8 It is anticipated that the new primary school at Builyeon Road could be operational by August 2023. Catchment changes implemented because of the new school could further alleviate future accommodation pressures on Queensferry Primary School without a need to extend the school any further.

5.9 Although the proposed catchment change would reduce the number of catchment pupils within the Queensferry Primary School catchment area, there would be a corresponding increase in the number of pupils within the Echline Primary School catchment area.

5.10 Considering information in Table 2, the catchment change could result in an additional 6-11 catchment P1 pupils each year and 50-63 pupils overall at Echline Primary School.

5.11 Table 4 sets out the total number of non-denominational primary school catchment pupils within the Echline Primary school catchment area if the proposed catchment changes were in place for the last five years.

Table 4: Total non-denominational catchment population within the proposed Echline Primary School catchment area 2014-2018

	2014	2015	2016	2017	2018
Total ND Primary School Pupils	297 (234 + 63)	297 (239 + 58)	313 (258 + 55)	313 (258 + 55)	316 (266 + 50)

P1 Pupils	55	38	55	52	42
	(46 + 9)	(29 + 9)	(48 + 7)	(41 + 11)	(36 + 6)

5.12 As set out in Section 2, the current school capacity is 315 which would support a regular P1 intake of 45. The above analysis suggests that in some years the existing school could be able to accommodate the catchment population that would arise because of the proposal. However, Echline Primary School attracts a high percentage of its catchment population (98%) and therefore it is likely that if the proposed catchment change was implemented it is possible that in some years the proposal would cause accommodation pressures.

5.13 Section 2 identified that the school is already expected to face accommodation pressures because of the 'Builyeon Road' and 'Springfield' housing developments both which are within the school's current catchment area. These issues would be addressed once a new primary school within the Builyeon Road housing site was delivered, however pupils from the very early phases of the new housing developments could require a place at Echline Primary School before the new school is operational.

5.14 In order that Echline Primary School can accommodate an increased school roll both because of the proposed catchment change but also the early phases of new housing developments within its catchment area, a feasibility study would be carried out to determine how the school could accommodate 14 classes if this was required.

5.15 Echline Primary School used to operate a 14-class organisation. The school roll has fallen from 342 in 2002 to 288 in 2018 and changes to the school layout mean that it currently has 12 teaching classrooms. The capacity at Echline Primary School could increase from 315 to 420 pupils if it returned to a 14-class organisation.

5.16 A feasibility study would be carried out in conjunction with the school management team and parents to determine the most appropriate way of providing 14 classes at the school. This should be capable of being in place for August 2021 if required, although the requirement for it will be monitored.

5.17 As identified above, the Council intends to bring forward a separate statutory consultation paper to establish a catchment area for the proposed new Builyeon Road at an appropriate time once more information about the school site and potential access routes are known. The proposal within this paper does not prejudice the establishment of an appropriate catchment area for the new school and it is line with the potential catchment arrangements shown during the informal consultation.

Sibling Guarantee

5.18 The proposed catchment arrangements would only apply to new P1 pupils. There will be no mandatory transfer for pupils already attending another school. This would mean that if one sibling was already at Queensferry Primary School

the catchment school for a younger sibling who was due to start P1 in the next August would be Echline Primary School.

5.19 The Council's <u>Placing in School Procedures</u> prioritise siblings of older children at a school if an out of catchment place request is made to that school. In many cases younger siblings are therefore granted a place at a school that they do not live in the catchment area of if they have an older sibling already at that school. If a placing request is refused a parent has the right to appeal in the first instance to an independent committee and if that is unsuccessful to the Sheriff Court.

5.20 In any case, as Queensferry Primary School is not expected to face accommodation pressures before August 2022, all children living in the area directly affected by this proposal and with an older sibling already attending Queensferry Primary School will be guaranteed a place at Queensferry Primary School if they register for a P1 place in November 2020 for the start of the August 2021 school year.

5.21 It is anticipated that during the consultation period there will be requests for a longer 'sibling guarantee' to be in place. At this stage it would not be appropriate for a guarantee to be offered beyond the new P1 intake registering in November 2020 as it Is not known if there is likely to be enough capacity at Queensferry Primary School to be able to support the increased P1 that could come from such a guarantee. This will be considered further in the 'Outcome of Statutory Consultation Report', taking account of any submissions during the consultation period and considering the Council's latest school roll projections which are expected to be available in December 2019.

6 Educational Benefits

6.1 The principal educational benefit of the proposal is that it addresses future sufficiency issues at Queensferry Primary School and will assist the Council to continue to provide catchment school places for catchment children.

6.2 The revised catchment area of Queensferry Primary School will be more appropriate for the existing school building and the facilities that are currently available. The school will continue to have a roll that allows flexibility to support a variety of learning and teaching approaches aligned to Curriculum for Excellence.

6.3 The proposal is expected to increase the school roll at Echline Primary School and makes the potential requirement for two additional classrooms more likely. This would make the school double stream (14 class), which is a common organisation across the Council's estate. A bigger school provides opportunities for more staff to support children across the four contexts for learning.

6.4 An educational disbenefit of the proposal is that there could be some disruption at Echline Primary School if two additional classrooms were required. The school has recently faced disruption as part of Asset Management works however this has been well managed by the school and any extension works would be isolated to a small section of the school site.

Educational Attainment and Monitoring

6.5 Appendix 6 comprises attainment data for Queensferry Primary School and Echline Primary School. It shows similar levels of attainment at both schools who also compare favourably with the citywide average. The Quality Improvement Officer for the schools affected by the statutory consultation will continue to monitor and evaluate attainment and achievement and the overall impact of any catchment changes implemented ensuring any necessary actions are included in school Improvement Plans on an ongoing basis.

7 Financial Considerations

Capital Works Required

7.1 The capital works implications of the proposal could be that a two-classroom extension at Echline Primary School may be required.

7.2 Although this may have been required once the new housing site at Builyeon Road progressed anyway, the likelihood that new classrooms are required will increase because of the proposal. Furthermore, any new classrooms may have to be delivered earlier than they otherwise would have to be.

7.3 Conversely, the proposal makes it less likely that any further extension would be required at Queensferry Primary School.

Capital Costs and Funding

7.4 The cost of delivering a stand-alone two classroom building is estimated to be £850,000, excluding inflation (this is based on the cost of delivering two additional classrooms at Trinity Primary School in August 2018).

7.5 The Council will secure financial contributions from housing developers in the area to fund additional education infrastructure. It is anticipated that most of this funding will be used for the delivery of the new primary school at Builyeon Road. Therefore, the funding to deliver any required extension at Echline Primary School will have to be secured through the Council's budget setting process.

Revenue Costs

7.6 An extension at Echline Primary School would result in additional building running, maintenance and repair costs for the school estate. The maintenance burden for a new building is likely to be low in the short to medium term but would increase over time. Ultimately the additional classroom space would

result in an increase to the running cost of the school by an estimated £17,500 per annum.

7.7 Any increase in classrooms could also mean a requirement for additional staffing costs. It is estimated that adding two classrooms to Echline Primary School could mean an additional £158,000 in staffing costs each year.

7.8 The additional revenue costs associated with any expansion at Echline Primary School would be met through current demography funding. It should be noted that if the proposal did not go ahead and the affected area remained in the catchment of Queensferry Primary School, additional revenue funding may have to be directed there instead in response to an increased roll.

8 Consultation Process

8.1 The Schools (Consultation) (Scotland) Act 2010, as amended by the Children and Young People (Scotland) Act 2014, sets out the statutory consultation requirements for:

- The establishment of a new school;

- The relocation of a stage of education;

- Changes to existing admission arrangements (such as catchment change); and

- The closure of a stage of education.

8.2 The prescribed consultees vary for each of the above. Although a closure is not proposed, the requirements for a closure encompass all the necessary consultees and it is this process that will be followed to ensure full compliance with all the requirements of the Act. Accordingly, consultees will be as follows (where relevant):

- the Parent Council of any affected school;

- the parents of the pupils at any affected school;

- the parents of any children expected to attend any affected school within two years of the date of publication of the proposal paper;

- the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity);

- the staff (teaching and other) at any affected school;

- any trade union which appears to the education authority to be representative of the staff (teaching and other) at any affected school;

- the community councils (if any);

- the Roman Catholic Church;

- any other education authority that the education authority considers relevant;

- any other users of any affected school that the education authority considers relevant.

8.3 The extent of the consultation with pupils at the affected schools and the appropriate means of engaging with those pupils will be discussed in detail with each school's management team.

8.4 The consultation period will run for a 6-week period from Monday 28 October 2019 to Monday 9 December 2019 and the paper will be made available electronically and in paper format and copies will be available for inspection at the Council Offices at Waverley Court, at Queensferry Library and at the schools affected by the proposals.

8.5 A public meeting will be held in respect of the proposal at Queensferry Primary School and Echline Primary School which will give interested parties a more formal opportunity to express their views. Representatives of the Council will be present at the meeting to outline the proposals, assist discussions and answer questions.   A record of each public meeting will be taken by the Council.

Venue	Date	Time
Queensferry Primary School	[TBC]	6.30pm – 8.30pm
Echline Primary School	[TBC]	6.30pm – 8.30pm

8.6 All comments received will be recorded and represented in the final report regarding the outcomes of the consultation, along with the Council's response to those comments. Individual responses will not be provided to submissions made during the consultation.

8.7 The Council website will contain information on the consultation and this will be updated as necessary www.edinburgh.gov.uk/queensferryreview .

8.8 Respondents are encouraged to use the response questionnaire which has been produced and is provided in Appendix 5. The response questionnaire can be completed online at www.edinburgh.gov.uk/queensferryreview. Responses can also be e-mailed directly to queensferryreview@edinburgh.gov.uk or posted to the following address:

Alistair Gaw
Executive Director of Communities and Families
City of Edinburgh Council
Council Headquarters
Waverley Court
Level 1:2
4 East Market Street
Edinburgh EH8 8BG

8.9 All responses, whether by letter, e-mail or using the online questionnaire should be received by no later than close of business on Monday 9 December 2019.

8.10 Once the public consultation phase finishes, details of the representations received will be issued to Education Scotland for their consideration of the educational effects of the proposals. Education Scotland will issue a report on their findings which will be included in the final Council report on the consultation.

8.11 Following the conclusion of the consultation period and after consideration of the representations received and the views of Education Scotland on the educational benefits of the proposal, a report on the Outcomes of the Consultation will be presented to the Council for consideration. The report will be made publicly available and notification will be given to those individuals or groups that have made representations during the consultation period. The report will include a summary of written representations received during the consultation period and representations made at the public meeting along with the Council response to representations made and to any issues raised by Education Scotland.

8.12 It is anticipated that the consultation report, setting out recommendations, will be presented to a Meeting of the Council in April 2020. The report will be published three weeks in advance of the Council meeting.

APPENDIX 1 – Current School Catchment Areas

Existing Echline, Queensferry & Dalmeny Catchment Areas
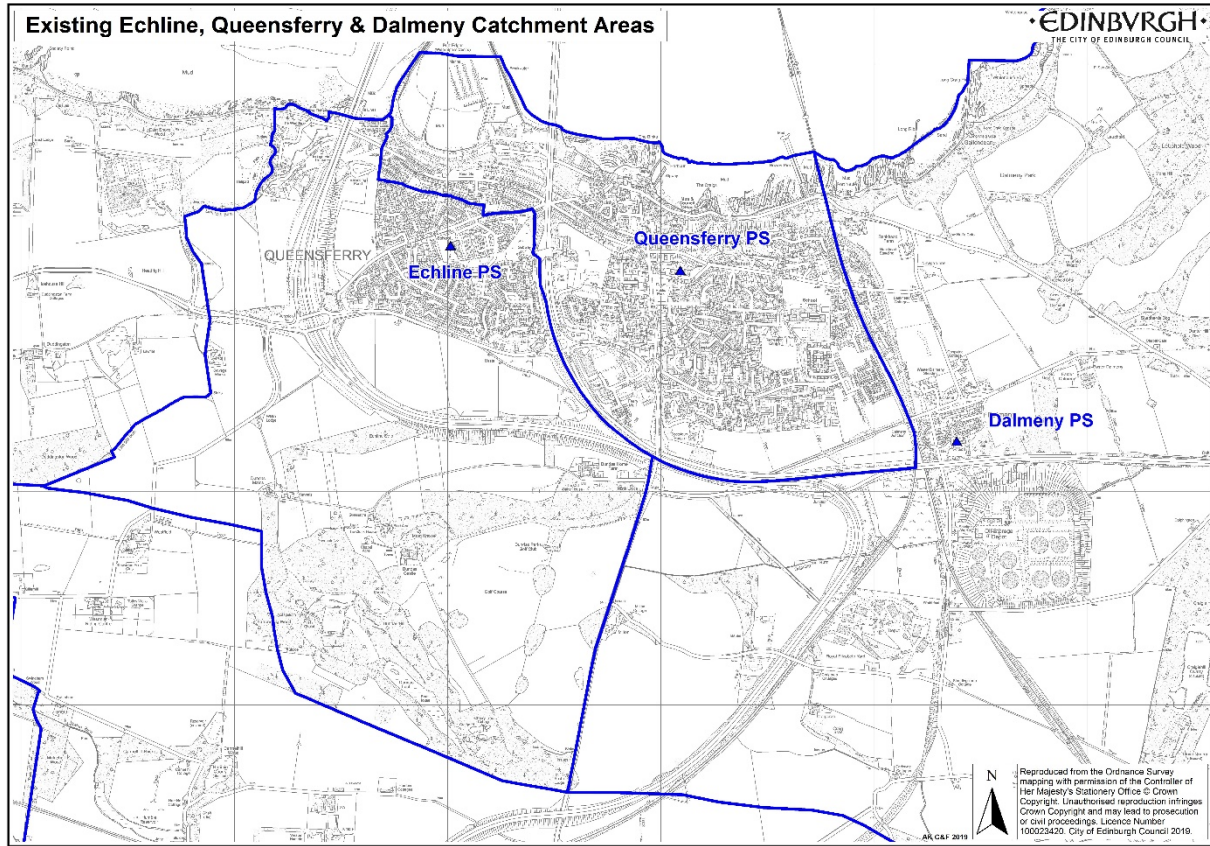
APPENDIX 2 – Proposed School Catchment Areas

Proposed Primary School Catchment Areas
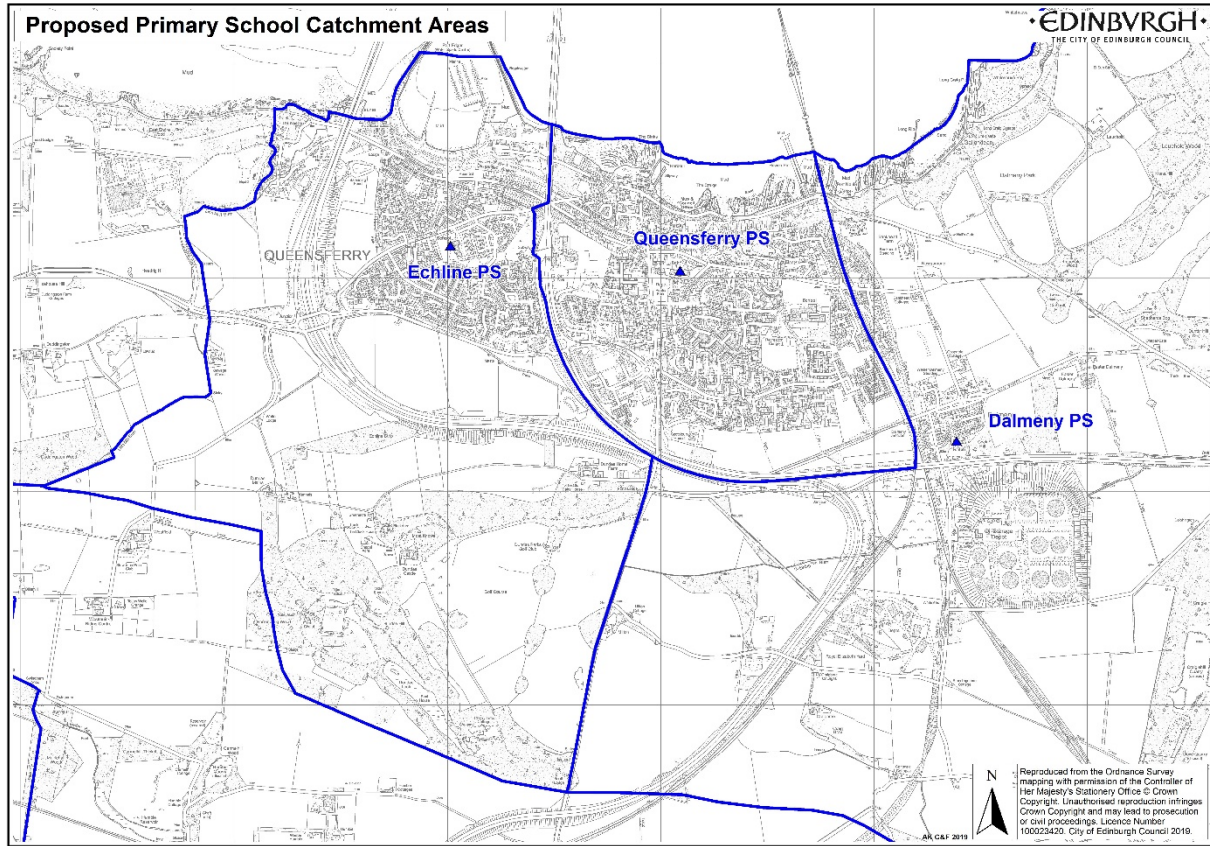
APPENDIX 3 – List of Affected Addresses

The addresses listed below are properties which were registered with the Council as at November 2018 and will be directly affected by the proposals. For confirmation of which catchment area will apply to properties not listed below please refer to the proposed catchment area maps in Appendix 2 or email queensferryreview@edinburgh.gov.uK.

Properties which will change from being within the catchment area of Queensferry Primary School to Echline Primary School:

Street	Numbers
Clufflat	No.2,4
Clufflat Brae	No.1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23, 24,26,28
Farquhar Terrace	No.13,14,15,16,17,18,19,20,21,22,23,24,25,26,27,28,29,30,31, 32,33,34,35,36,37,38,39,40,41,42,43,44,45,46,47,48,49,50,51,52, 53,54,55,56,57,58,59,60,61,62,63,64
Forth Place	No.1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23, 25,27,29,31,33,35,37,39
Inchgarvie Park	No.1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23, 24,25,26,27,28,29,30,31,32,33,34,35,36,37,38,39,40,41,42,43,44, 45,46,47,48
Society Road	No.2,4,6,8,10,12,14,16,18,20,21,22,23,24,25,26,27,28,29,30,31, 32,33,34,35,36,38,39,40,41,42,43,44,45,46,47,48,49,50,51,52,53, 54,55,56,57,58,59,61,63,65,67,69,71,73,75,77,79,81,83,85,87,89
Walker Drive	No.1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23, 24,25,26,27,28,29,30,31,32,33,34,35,36,37,38,39,40,41,42,43,44, 45,46,47,48,49,50,51,52,53,54,55,56,57,58,59,60,61,62,63,64,65, 66,67,68,69,70,71,72,73,74,75,76,77,78,79,80,81,82,83,84,85,86, 87,88,89,90,91,92,93,94,95,96,97,99,101,103,105,107,109,111, 113,115,117,119,121,123,125,127,129,131,133

APPENDIX 4 – Travel Routes and Distances
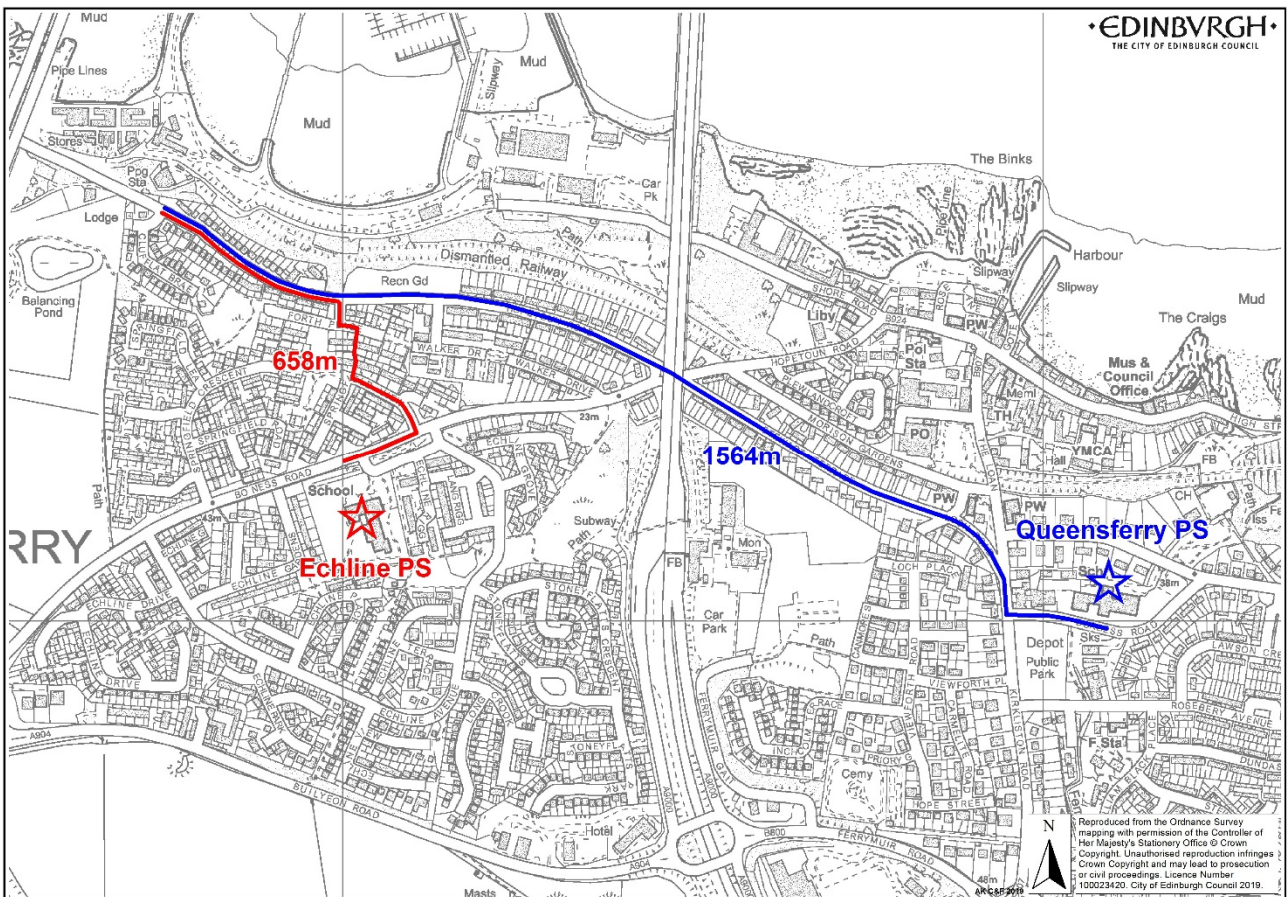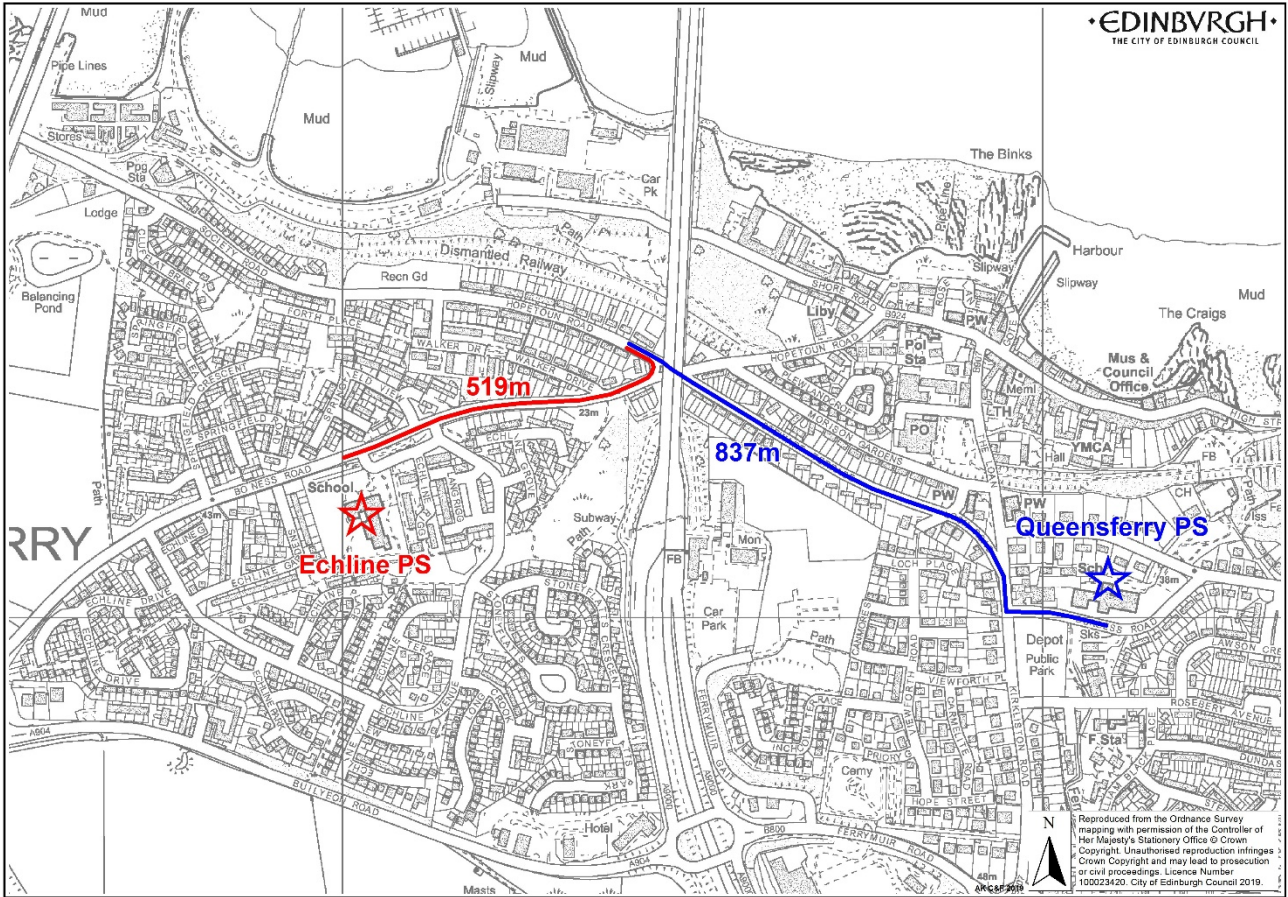
APPENDIX 5 – Response Questionnaire
Statutory Consultation on the proposal to realign the catchment areas of Queensferry Primary school and Echline Primary School.

Introduction

Significant new housing development is proposed within South Queensferry. School roll projections show that the additional pupils from the new housing will lead to school accommodation pressures. Prior to the delivery of an additional primary school within South Queensferry it is necessary to progress a statutory consultation to realign the catchment areas of Queensferry Primary School and Echline Primary school to alleviate future accommodation pressures at Queensferry Primary School.

The full details of the proposal are available in the statutory consultation paper which you should read before completing this questionnaire. The statutory consultation paper is available online at www.edinburgh.gov.uk/queensferryreview and copies are available in the affected schools and local libraries.

Why we are consulting?

The Council has a legal obligation to carry out a statutory consultation under the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014. The proposal put forward will have implications for families and we want to hear the views of anyone affected. All comments made during the statutory consultation period will be recorded and represented in a final report anticipated to be considered by Council in April 2020.

This questionnaire should be completed and returned by no later than 5pm on Monday 9 December 2019. All personal information in the questionnaire is for internal use only and will not be made public however the responses to questions 6 and 7 may be reflected either in whole, or in part, in the report to Council but on an anonymised basis. The questionnaire can be completed online at the following link www.edinburgh.gov.uk/queensferryreview or can be completed in the following pages and returned to the following address:

Alastair Gaw
Executive Director of Communities and Families
City of Edinburgh Council
Council Headquarters
Waverley Court
Level 1:2, 4 East Market Street
Edinburgh EH8 8BG

Responses can also be made in writing to the address above or by e-mail to the following address queensferryreview@edinburgh.gov.uk.

Question 1

What is your name?

Name

[text box]

Question 2

What is your email address? (Optional)

Email

[text box]

Question 3

What is your postcode?

Postcode

[text box]

Question 4

What is your main interest in the consultation?
Please select (tick) all items that apply:

- ◯ Parent/Carer of school child
- ◯ Parent/Carer of school child with younger sibling/s
- ◯ Parent/Carer of pre-school child
- ◯ School Staff
- ◯ Pupil
- ◯ Local resident
- ◯ Local organisation
- ◯ Other

If you are answering on behalf of an organisation, or for other reasons, please explain below.

[text box]

Question 5

Do you have a child or children in a nursery or school at the moment?
Please select (tick) only one item.

Yes ◯ No ◯

If yes, please tell us the name(s) of their school or nursery classes.

◯ Queensferry Primary School   ◯ Queensferry <u>Early Years Centre</u>

◯ Echline Primary School   ◯ Echline Primary School <u>Nursery Class</u>

◯ Other (please specify below)

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Question 6

Do you support the proposal as detailed in the statutory consultation paper?
Please select (tick) only one item.

Yes ◯   No ◯

If you do not support the proposal, please give your reasons below:

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Question 7

Do you have any other comments or suggestions?

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Comments or suggestions can also be emailed to <u>queensferryreview@edinburgh.gov.uk</u>.

APPENDIX 6 - Attainment Information

Primary Schools

Attainment information is gathered from schools each year in relation to achievement of a level at the end of Primary 1,4 and 7. This reflects the number of children who have achieved a Curriculum for Excellence level at each stage. The tables below identify the percentage of children who have achieved early level at the end of P1, first level at the end of P4 and second level at the end of P7. This judgement is made by teachers and is moderated with colleagues within the school and cluster.

P1 Reading

Primary School	2016-17	2017-18	2018-19
Queensferry	89	96	93
Echline	90	96	100

P1 Numeracy

2016-17	2017-18	2018-19
92	96	94
92	94	100

P4 Reading

Primary School	2016-17	2017-18	2018-19
Queensferry	89	81	93
Echline	87	92	92

P4 Mathematics

2016-17	2017-18	2018-19
91	84	93
84	90	86

P7 Reading

Primary School	2016-17	2017-18	2018-19
Queensferry	82	93	87
Echline	89	85	93

P7 Mathematics

2016-17	2017-18	2018-19
71	86	84
89	90	87
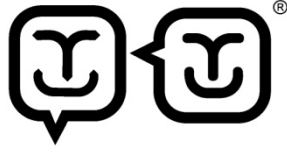
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MOŻEMY **PRZETŁUMACZYĆ**   很樂意翻譯   يســعدنا **توفير الترجمــة**

You can get this document on tape, in Braille, large print and various computer formats if you ask us. We can also give information on community language translations. Please contact queensferryreview@edinburgh.gov.uk.

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Education, Children and Families Committee

10am, Tuesday, 8 October 2019

Early Years 1140 Expansion Progress and Risk Update

Executive/routine
Wards
Council Commitments

1.   Recommendations

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

1.1.1   note the content of this report.

1.1.2   note the intention to return a report on the revised Early Years Admissions policy to Education, Children and Families Committee in March 2020.

1.1.3   approve the continued distribution of funded ELC places 65% local authority provision and 35% partner provider provision

Alistair Gaw

Executive Director for

Contact: Lynn Paterson, Quality Improvement Education Manager

E-mail: lynn.patterson@edinburgh.gov.uk I Tel: 0131 469 3131

Contact: Robbie Crockatt, School Estate Planning Manager

E-mail: Robbie.crockatt@edinburgh.gov.uk I Tel: 0131 469 3051

Early Years 1140 Expansion Progress and Risk Update

2. Executive Summary

2.1 At present the Council is responding well to the challenge of expanding Early Years provision by 2020 and has already implemented extended services in several locations. However, due to the scale of the programme there are some high-level risks associated with delivery of the Council's Early Years 1140 expansion plan which need to be well managed by all those involved. These risks relate principally to the Council's ability to recruit the necessary staff, construct the level of infrastructure required on time to support the delivery of the expansion plan and the impact of the Scottish Government document published in December 2018 *"Funding Follows the Child – National Standard for Funded Providers"*, on the supply of Early Years provision within Edinburgh.

3. Background

3.1 The city of Edinburgh Council's Early Years' Service provides Early Learning and Childcare (ELC) for approximately 10,000 children aged 3-4 years old and 650 eligible 2-year olds.

3.2 216 settings provide ELC in Edinburgh. Approximately 65% of children receiving funded hours attend local authority provision and 35% attend provision in partnership with the local authority. These include the Private, Voluntary and Independent sectors as well as childminders.

3.3 'A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland - ELC Expansion Planning Guidance for Local Authorities' issued in March 2017 by the Scottish Government set out local authorities' responsibility for the implementation and delivery of an expanded entitlement of 1140 hours of free ELC in their area. The vision for expansion is underpinned by the principles of Quality, Flexibility, Accessibility and Affordability. The City of Edinburgh Council's Commitments 32 and 33 for this administration reflect the vision in the Blueprint:

32. Double free early learning and child care provision, providing 1140 hours a year for all 3- and 4-year olds and vulnerable 2-year olds by 2020

33. Make early years' provision more flexible to fit families' needs and provide additional resources to families in difficulty so that no children are educationally disadvantaged when they start formal schooling

3.4   A report outlining the key risks associated delivering the "[Expansion of Early Learning and Childcare from 600-1140 hours by](#)" 2020 was approved by the Education, Children and Families Committee in December 2018.

3.5   In December 2018 the Scottish Government published *Funding Follows the Child - The National Standard for Funded Providers*, which outlines the ten key criteria that must be in place for all providers of ELC to deliver funded places to children aged 3-4 years old and eligible 2-year olds. (appendix 1)

4.   Main report

Progress

4.1   Officers from the early years' service and school estate management service have fully engaged with national bodies to influence support for local authorities and to make effective use of data to support our delivery plans and make informed decisions based on lessons learned from our phasing in programme to date. The City of Edinburgh is represented on the National Workforce Project Board and the Scottish Government ELC Partnership Forum.

4.2   1,140 funded hour places are currently available in 47/97 local authority settings and 80/117 partner providers. In October 2019 an additional eleven local authority settings will begin phasing in and all remaining partner providers will again be invited to deliver the increased hours.

4.3   At present there are three intakes per year for children eligible for funded ELC and children are allocated a place the term following their third birthday or the term following their second birthday for eligible 2-year olds.

4.4   In August 2019, the number of three- and four-year olds accessing a funded place was 6,843 of which 2,737 were receiving 1,140 hours. Therefore, approximately 40% of eligible three- and four-year olds have early access to the increased hours.

4.5   In August 2019, the number of eligible 2-year olds accessing a funded place was 575 of which 138 were receiving 1,140 hours, approximately 24%

4.6   Approximately 35% of Edinburgh's children who are eligible for funded ELC receive their hours in settings that are in partnership with the local authority. Partner providers are currently delivering 1,140 places to 1,347 children and we aim to increase this to 3,500 children by January 2020 at the hourly rate of £5.31. This is an annual rate of £6,053.40 per funded child. Partners also receive £427.50 per year to deliver the meal entitlement element of the funded hours as set out in criteria ten of the National Standard for funded providers (appendix 1).

Delivery models

4.7 We are on track to provide all eligible children with a 1,140 place from August 2020. Whilst a variety of delivery models will be available for parents across the city e.g. forest kindergarten, childminder, full year or term time settings, parents may need to travel to access their preferred model.

4.8 Edinburgh is currently in partnership with 117 providers from the private, voluntary and independent sector and almost all these settings provide extended childcare for parents between the hours of 8.00am and 6.00pm, with some offering hours beyond this. Although seventeen local authority settings were open all year round, none of these provided ELC between 8.00am and 6.00pm. Following consultation, eleven local authority settings started delivering 1,140 hours of funded ELC all year round between 8.00am and 6.00pm in August 2019 and we plan to increase this to forty-seven settings by August 2020.

4.9 We have used our supply and demand data to determine the model of delivery that will be available for parents within local authority settings across the city. Where there is a high demand for local authority provision, but limited supply, the local authority provision will be delivered over a full year model. The report to the Education, Communities and Families Committee provided details on the settings identified to deliver 1,140 hours over a full year. Due to changes to the capital programme we will now increase the number of settings open full year to increase the capacity for 1,140 places in the local authority. See appendix 2 for the full list of local settings.

4.10 To increase flexibility for parents we are now working in partnership with twenty-three childminders across the city, delivering funded places to thirty-six children.

4.11 The forest kindergarten provision at Laurieston Castle, Cliftonhall and Cammo have been very popular with children and parents. Three additional sites will be operational in October 2019 at Craigmillar, Bonaly, and Newbattle Abbey.

4.12 We intend to publish a guide for parents at the end of October 2019 outlining the different models for the delivery of 1,140 hours and where the models will be available.

Workforce

4.13 The report to the Education, Communities and Families Committee in December 2018, noted an estimated additional 650 staff would be required by session 2020/21 to deliver 1,140 hours. During session 2016/17 and prior to the early years expansion programme, the early years' service employed approximately 670 FTE staff across a variety of roles including, manager, senior, practitioner and support worker posts. Since August 2017, we have gradually increased staffing across all roles and by August 2019 approximately 360 additional staff joined the early years' service.

4.14 We estimate approximately one hundred and seventy-five staff will be recruited to meet the expansion requirements for academic session 2019-2020. This recruitment will be supported by national activity which will include a focus on over

25-year olds, career changers/returners to work and those from under-represented groups.

4.15 The final phase of the expansion for academic session 2020-21 will see an estimated further one hundred and seventy-five staff recruited across a variety of posts.

National Standard

4.16 The Scottish Government published the Funding Follows the Child - National Standard in December 2018. This outlines ten criteria that all providers of funded ELC must meet (appendix 1).

4.17 94% of local authority and 90% of partner providers in Edinburgh meet the three quality criteria requirements of the national standard, which are 1. *Staffing Leadership and Management, 2. Development of Children's Cognitive Skills, Health and Wellbeing and 3. Physical Environment.* The Early Years Quality Improvement team have established action plans to support all settings to meet the quality requirements of the National Standard. The remaining seven criteria of the National Standard include payment processes, fair work practices and the delivery of food. 100% of local authority settings meet the remaining seven criteria however, the percentage of partners meeting the remaining criteria will be established following consultation in October 2019.

Allocating 1,140 places

4.18 In December 2017 the Education Communities and Families Committee approved the criteria for identifying settings to begin phasing in the increase hours early and how the places were to be prioritised.

- Capacity to expand within the existing local authority early years setting.
- Children residing in areas of deprivation SIMD 1&2
- Children living in households where the parent/carer is in receipt of one or more of the benefits.
- The criteria within the Early Years Admissions policy.

We now need to review the Early Years Admissions Policy as we move toward universal entitlement to 1,140 hours from August 2020, taking account of cross boundary protocols to prioritise Edinburgh's children and the criteria within the Funding Follows the Child – National Standard for funded providers.

EY1140 Infrastructure Programme Update

4.19 In May 2018 the "Early Years 1140 Expansion of Early Learning and Childcare from 600 – 1140 hours by 2020. Current progress and next steps" report approved by Committee stated that the projected shortfall in places across the city following the introduction of the 1140 hours entitlement would be "almost 3,000 places for 3-4 year olds and… 360 places for 2 year olds." The expansion plan approved by Committee and submitted to the Scottish Government to secure funding for the expansion was based on meeting much of this shortfall by changing the opening hours and management arrangements at existing facilities. The remaining 2,000 places would be provided through a £39.6m infrastructure investment programme

made up of 13 refurbishment projects, 21 new build and replacement projects and the establishment of 7 Forest Schools.

However, since May 2018, a number of factors have reshaped the infrastructure programme:

- The capacities assumed for individual projects in the original plan have changed as a greater understanding of the expectations and regulations governing the expansion of Early Years has developed through discussions with the Scottish Government and Scottish Futures Trust.
- As some proposals have developed beyond the basic studies that informed the initial plan, the limitations and complexities of individual sites have become clearer and new opportunities have emerged.
- The tendering of new nursery buildings has highlighted that the £/m² metric used by the Scottish Government in determining each authorities funding allocation was optimistic and is a challenging target given current market conditions.
- Landscaping has proved particularly challenging due to a lack of contractors with the necessary expertise and very high quotes for work.
- Several projects have not progressed pending their involvement in the Council's Service Design process or are in a slower development process as part of a wider development scheme (such as a Housing lead project).

4.20   The revised programme is set out in Appendix 3. This shows that the infrastructure programme is now made up of 8 refurbishment projects, 18 new build and replacement projects, the relocation and reuse of 2 modular buildings and the establishment of 13 Forest Schools. This reshaped programme continues to deliver the 2,000 places required.

4.21   By August 2020 it is anticipated that all refurbishment projects will have been completed, all forest schools will have been established, the two temporary nursery facilities will be in place and 6 of the 18 new build and replacement projects will have been completed. This will provide 1,000 of the 2,000 places required. A further 650 places will be provided by August 2021. It is acknowledged that the three intakes per academic year for funded ELC will mean that not all places will be required in August.

4.22   However, the high costs returned as part of the recent tender of the 5 new nurseries are now being experienced across other projects and this presents a risk to the Council's ability to maintain a programme that delivers the necessary places within the available budget. The strategy being adopted remains to prioritise projects where alternative options to meet demand cannot be identified or are unreasonable and those in low SIMD areas. Accordingly, all projects will remain under review as the programme moves forward.

5. Next Steps

5.1 Overall progress measured using a suite of indicators within the Communities and Families Service Plan to ensure that our children have the best start in life, can sustain relationships and are ready to succeed.

5.2 Outcomes from Inspections from Education Scotland and the Care Inspectorate provide information on quality across the service.

5.3 Feedback on the Council's commitments 32 and 33.

5.4 The delivery of the Council Early Years infrastructure expansion plan within allocated budgets.

6. Financial impact

6.1 Edinburgh currently has a baseline revenue budget of £30,000,000 to deliver 600 hours of ELC.

6.2 Following the agreement of the multi-year funding package, Edinburgh has been allocated a total recurring revenue of £48,025,000 by 2021-22. This will be issued as a specific grant annually as follows:

Table 1: Edinburgh's revenue funding package

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

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

Table 2: Edinburgh's capital funding package

Financial Year	Capital Funding
2017-18	£2,580,000
2018-19	£12,400,000
2019-20	£14,500,000
2020-21	£10,000,000

7.   Stakeholder/Community Impact

7.1   This report sets out the risks associated with the delivery of Edinburgh's Early Years 1140 expansion plan. Principally these risks relate to the commitments made by the Council and the Scottish Government to deliver 1140 hours of funded ELC and to ensure that the new provision made is accessible and flexible to meet the needs of Edinburgh's families.

Delivery

7.2   The finance template detailing Edinburgh's estimated cost of delivering 1140 hours was submitted to the Scottish Government in March 2018. The estimated revenue cost took account of the flexibility for parents offered by partner providers and the fact approximately 35% of Edinburgh's children attend partner provision. Should the percentage of children receiving their funded hours in partner provision increase beyond 35%, there would be a risk to the council's commitment to deliver best value as the revenue cost of delivering 1,140 hours in partner providers is greater than local authority provision.

7.3   Delivery models – Whilst all children will receive their funded hours, parents may not be able to access their preferred model of delivery in their first choice setting. The changes to the capital build programme as outlined in this report will increase the number of local authority settings delivering 1140 hours over a full year and reduce the availability of term time only options.

Workforce

7.4   It is acknowledged 62 members of the early years workforce may be affected by the UK withdrawing from the European Union. It is not yet known what impact this could have on recruitment and retention of early years staff.

7.5   382 staff (excludes teachers) work in settings moving from term time to full year provision by August 2020. These staff have sessional terms and conditions and we are working with Human Resources and the Trade Union address the changes that may be required.

National Standard

7.6   Funded providers must meet all criteria within the National Standard. Should the number of providers unable to meet all criteria rise significantly above the current estimates, there is a risk that the supply of funded places may be reduced.

7.7   Eight of our current partner providers are from the Independent sector. Since publication of the National Standard in December 2019, two independent sector providers have formally notified the early years service of their intention to no longer provide funded ELC when their current contract ends in June 2020. This will create a potential shortfall of 80-100 places. Should the remaining six independent sector providers also decide to no longer continue partnership with the local authority, the shortfall of ELC places will increase to 450. There is a risk that there may be insufficient capacity within local authority and other providers should parents choose not to access non-funded ELC in the independent sector

8.   Background reading/external references

8.1   [“Expansion of ELC from 600-1140 hours by 2020”,](#) Education, Children and Families Committee, 14 August 2018

8.2   [“A Blueprint for 2020: The Expansion of ELC in Scotland”](#)

9.   Appendices

9.1   Appendix 1   10 National Standard criteria for all ELC settings to meet to be a funded provider, based on research and evidence of effective ELC

9.2   Appendix 2   Local Authority settings moving from term time to full year provision.

9.3   Appendix 3   Revised 1,140 Infrastructure Programme

Appendix 1

10 National Standard criteria for all ELC settings to meet to be a funded provider, based on research and evidence of effective ELC. These are:

Staffing, leadership and management

Development of children's cognitive skills, health and wellbeing

Physical Environment

Self-Evaluation and Improvement

Parent and Carer engagement and involvement in the life of the setting

Inclusion

Business Sustainability

Fair Work Practices, including Payment of the Living Wage

Payment Processes

Food

Most criteria are supported by several sub-criteria and are also linked to Care Inspectorate quality evaluations.

Appendix 2 – Local Authority settings moving from term time to full year provision.

Greengables NS	Ferryhill NC	Hope Cottage NS	Ratho NC
Broughton NC	Flora Stevenson's	St Leonard's NS	Currie NC
Leith Walk NC	Granton NC	Liberton NS	Juniper Green NC
Stanwell NS	Corstorphine NC	Prestonfield NC	Nether Currie NC (new provision)
Duddingston NC	Carrick Knowe NC	Spinney Lane NS	Longstone NC
Craigentinny NC	Kirkliston NS	St John Vianney NC	St Mark's NC
Leith NC	Queensferry NC	Taobh na Pairce	Balgreen NS
Abbeyhill NC	Davidson's Mains		Stenhouse NC
St John's	Wardie NC		Tynecastle NS
	Murrayburn Campus		Sighthill NC
	Gylemuir		Bonaly
	Stockbridge		Pentland
	Craigroyston NC		
	Forthview		
	St David's		
	Pirniehall		
	St Cuthbert's (new provision)		

Appendix 3 - Revised 1,140 Infrastructure Programme

PROJECT NAME	PROJECT TYPE	Grant Allocation (£)	Estimated Completion (at August 2018)	Project Status	Latest Cost Estimate (£)	Revised Estimated Completion	Comments
Projects in Original Expansion Plan							
Clifton Hall Forest School	Forest School	50,000	2018/19	Complete	50,000	1-Aug-18	-
Laurison Castle Forest School	Forest School	50,000	2018/19	In Development	50,000	1-Aug-20	Operational but options for shelter being considered - including making use of facilities in Lauriston Castle.
Dean Park PS Nursery Class	Refurbishment Works	215,000	2018/19	Under Construction	189,114	10-Aug-19	Complete with exception of landscaping.
Moffat Early Years Centre	Refurbishment Works	65,352	2018/19	Under Construction	76,800	15-Aug-19	Complete with exception of landscaping.
Abbeyhill PS Nursery Class	Refurbishment Works	44,600	2018/19	Complete	25,000	15-Aug-19	Complete with exception of landscaping.
Prestonfield Primary School Nursery Class	Refurbishment Works	150,000	2018/19	Under Construction	213,058	12-Aug-19	Complete with exception of landscaping.
Brunstane Primary School Nursery Class	Refurbishment Works	325,000	2018/19	Under Construction	335,853	1-Oct-19	Complete with exception of landscaping.
Queensferry Primary/Early Years Centre	Refurbishment Works	55,000	2018/19	Complete	157,000	1-Oct-19	Scope of works increased to provide greater capacity.
Catering Equipment	Catering for Early Years Expansion	90,000	2019/20	In Development	90,000	-	Allocation to be confirmed.
Refurbishment / reinstatement of production kitchens	Catering for Early Years Expansion	520,000	2019/20	In Development	520,000	-	Location for new kitchen provision to be confirmed.
Cammo Forest School	Forest School	50,000	2019/20	In Development	70,000	1-Aug-20	Operational - shelter, storage and wc provision being developed.
Nether Currie PS Nursery Class	New Build	1,518,507	2019/20	Under Construction	1,537,673	14-Apr-20	On schedule. Scope reduced due to site limitations.
Granton Primary School Nursery Class	New Build - Replace Existing	2,296,901	2019/20	Under Construction	2,355,727	14-Apr-20	On schedule.
St Marks Primary School Nursery Class	New Build - Replace Existing	1,776,908	2019/20	Under Construction	2,313,079	1-Jun-20	On schedule.
Craigentinny Primary School Nursery Class	New Build - Replace Existing	2,205,634	2019/20	Under Construction	2,610,577	1-Jun-20	On schedule.
St John Vianny Primary School Nursery Class	New Build - Replace Existing	2,043,275	2019/20	Under Construction	2,306,537	1-Jun-20	On schedule.
Echline Primary School Nursery Class	New Build - Replace Existing	1,547,007	2019/20	CANCELLED	-	-	Cancelled due to new provision at Builyeon Road Primary; increased capacity at Queensferry EYC; Forest School proposal and high cost compared to places provided.
Hope Cottage Nursery School	Refurbishment Works	95,000	2019/20	CANCELLED		-	No requirement.
St Leonards Nursery School	Refurbishment Works	100,000	2019/20	CANCELLED	-	-	No requirement.
St Peters Primary School Nursery Class	Refurbishment Works	90,000	2019/20	CANCELLED	-	-	No requirement.
Stanwell Nursery School	Refurbishment Works	175,000	2019/20	Commissioning	175,000	15-Aug-20	Scope of works to be confirmed.
Canal View Primary School Nursery Class	Refurbishment Works	145,000	2019/20	CANCELLED	-	-	No requirement.
Clovenstone Primary School Nursery Class	Refurbishment Works	120,000	2019/20	Commissioning	40,000	15-Aug-20	Minor works to allow 1140 delivery.
Mortonhall Forest School	Forest School	50,000	2020/21	CANCELLED	-	-	Site not appropriate.
Hermitage Forest School	Forest School	50,000	2020/21	In Development	70,000	9-Jan-20	Shelter, storage and wc provision being developed.
Meadow Field Forest School	Forest School	50,000	2020/21	In Development	70,000	9-Jan-20	Shelter, storage and wc provision being developed.
Craiglockhart Forest School	Forest School	50,000	2020/21	In Development	70,000	9-Jan-20	Shelter, storage and wc provision being developed.
Craigmount HS Cluster	New Build	1,352,620	2020/21	CANCELLED	-	1-Aug-22	No appropriate site identified; alternative delivery being introduced at cluster nurseries.
Gracemount HS Cluster (St Catherine's)	New Build	1,279,246	2020/21	ON HOLD	1,279,246	1-Aug-22	Additional capacity to be built as part of new St Catherine's RC Primary replacement following conclusion of Service Design.
Gilmerton PS Nursery Class	New Build - Extend Existing	1,013,979	2020/21	In Development	1,751,636	1-Aug-21	Progressing with design work.
Kirkliston NS	New Build - Extend Existing	1,706,303	2020/21	In Development	2,526,997	1-Aug-21	Progressing with design work.
New South Edinburgh PS Nursery Class	New Build - part of new PS	1,352,620	2021/22	In Development	1,352,620	15-Aug-20	Delivery as part of new school.
New Broomhills PS Nursery Class	New Build - part of new PS	1,279,246	2020/21	Under Construction	1,279,246	15-Aug-20	Delivery as part of new school.
New Victoria Primary School	New Build - part of new school	1,333,479	2020/21	In Development	1,333,479	15-Aug-21	Delivery as part of new school.
Ratho Primary School Nursery Class	New Build - Replace Existing	1,352,620	2020/21	In Development	2,519,475	15-Aug-20	Progressing with design work. Cost includes Rising Rolls - 3 new classrooms at Ratho PS.
Broughton Primary School Nursery Class (Powderhall)	New Build - Replace Existing	2,296,901	2020/21	In Development	2,296,901	29-Jul-21	Part of Powderhall Housing development - progressing with design work and consultation.
Carrick Knowe Primary School Nursery Class	New Build - Replace Existing	1,611,021	2020/21	In Development	1,446,375	1-Aug-21	Progressing with design work.
Royal High Primary School Nursery Class	New Build - Replace Existing	1,528,627	2020/21	CANCELLED	-	-	No appropriate site identified; alternative delivery being introduced at cluster nurseries.
Sighthill Primary School Nursery Class	New Build	2,296,901	2020/21	ON HOLD	2,322,344	1-Aug-22	Temporary Nursery expansion until Service Design in Wester Hailes complete.
Leith Academy Cluster	New Build	2,296,901	2021/22	ON HOLD	2,322,344	1-Aug-22	No appropriate site identified - high priorty area.
Craigroyston HS Cluster (Pennywell)	New Build - Pennywell Housing Development	2,630,162	2021/22	In Development	3,272,227	1-Aug-21	Part of Housing redevelopment of Pennywell - progressing with design work.
Calderglen NS	New Build - Replace Existing	2,127,824	2021/22	ON HOLD	2,322,344	1-Aug-22	On hold until Service Design in Wester Hailes complete.
New Projects							
Hawkhill Forest School	Forest School	-	-	In Development	70,000	9-Jan-20	Site appraisal under way - shelter, storage and wc provision being developed.
Bonaly Forest School	Forest School	-	-	In Development	70,000	9-Jan-20	Development of existing facilities at Bonaly Scout Camp.
Heriot Watt Forest School	Forest School	-	-	In Development	70,000	9-Jan-20	Site appraisal under way - shelter, storage and wc provision being developed.
Newbattle Forest School	Forest School	-	-	In Development	25,000	9-Jan-20	Site appraisal under way - shelter, storage and wc provision being developed.
Corstorphine Hill Forest School	Forest School	-	-	In Development	70,000	9-Jan-20	Site appraisal under way - shelter, storage and wc provision being developed.
Craigmillar Forest School	Forest School	-	-	In Development	70,000	9-Jan-20	Site appraisal under way - shelter, storage and wc provision being developed.
Queensferry Forest School	Forest School	-	-	In Development	70,000	1-Oct-19	Site appraisal under way - shelter, storage and wc provision being developed.
Sighthill Primary School Nursery Class (TU)	Temporary Unit	-	-	Under Construction	400,000	1-Oct-19	Awaiting necessary permissions to proceed.
St Cuthbert's RC Primary Nursery Class (TU)	Temporary Unit	-	-	Under Construction	350,000	12-Aug-19	Complete with exception of landscaping.

			Cost Estimate Subtotal	40,445,652	
Attributable to Rising Rolls Budget	1,100,000	
Grant Allocation	**39,386,635**	**Total EY1140 Infrastructure Cost Estimate**	**39,345,652**	
		Diff	40,983	

Education, Children and Families Committee

10.00am, Tuesday, 8 October 2019

Education Improvement Plan

Executive/routine
Wards
Council Commitments

1.   Recommendations

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

1.1.1   approve the updated Education Improvement Plan

Alistair Gaw

Executive Director for Communities and Families

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

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

Report

Education Improvement Plan

2.   Executive Summary

2.1   The Education Authority Improvement Plan sets out the actions at authority and school level to meet local and national improvement objectives, including those for the National Improvement Framework. It is the third of a three-year plan. Most actions are now at the 'embedding' stage.

3.   Background

3.1   The Standards in Scotland's Schools (2000) Act places a duty on local authorities to produce a plan and report on the delivery of education, particularly with regard to raising attainment. The Education Act (2016) further details the content of the plan, which includes steps to reduce inequalities of income and address the four national improvement priorities

3.2   The overall strategy to Raise Attainment is called Edinburgh Learns. It contains seven Frameworks. These are listed within the Education Improvement Plan and provide guidance for schools and officers to ensure that attainment is raised.

3.2   Progress across each theme is reported in the relevant Edinburgh Learns Annual Report. An additional We Said We Would Report shows examples of progress.

4.   Main report

4.1   The Education Improvement Plan details the objective and actions required to meet National Improvement Framework and clarifies actions for officers and schools.

4.2   While actions within the Education Improvement Plan are directed to address the priorities of the national improvement framework, they are also reflective of the City of Edinburgh context and articulate with the other planning frameworks, such as the Children's Partnership Plan and the Council Commitments.

4.3   In keeping with the vision for the city, the Education Improvement Plan has been written to be ambitious while also improving outcomes for those suffering poverty and barriers to wellbeing.

4.4   A 'basket of measures' reflective of those which are reported nationally and as part of our Council Commitments are included at the end of the Plan.

4.5   Each Edinburgh Learns Framework is overseen by a Board of officers and Headteachers who ensure progress is maintained. Their outputs and summary are provided in separate annual reports.

5.   Next Steps

5.1   Officers and Headteachers will work together to ensure that the actions are progressed.

6.   Financial impact

6.1   There are no financial implications as this is a high level plan detailing work which is core.

7.   Stakeholder/Community Impact

7.1   Each Edinburgh Learns Board consults directly or uses feedback gained from other processes. These are detailed in each annual report and are circulated separately.

8.   Background

None

9.   Appendices

9.1 Appendix 1 Education Improvement Plan

THE CITY OF EDINBURGH
Education Improvement Plan 2019-2020

Our goal is that every learner experiences the best teaching and learning in all of our ELC settings and schools

Section 1:   Reducing inequalities

1. Steps taken by the authority to reduce inequalities of outcome for pupils who experience them as a result of socio-economic disadvantage or experience them for other reasons.

High level improvements	Improve attainment for children and young people living in poverty and who are Looked After
	Improve skills for learning, life and work for young people living in poverty and who are Looked After
	Poverty proof the school day, with actions in place to ensure that children and young people living in poverty and who are Looked After fully develop their potential
	Increase opportunities for wider achievement, particularly for children and young people who are living in poverty and who are Looked After
	Improve learning and career pathways for young people living in poverty and who are Looked After

Outcomes	Strategic actions
• Attendance is improved for learners from Equity Cohorts • Attainment is improved for learners from Equity Cohorts • Eligible 2 year olds and all 3 and 4 year olds receive 1140 hours of quality Early Learning and Childcare by 2020. • Needs of refugees and asylum seekers are identified, supported and met.	• Implement Edinburgh Learns Attendance Project • Embed the Lifelong Learning Equity Framework for Schools • Develop Early Years Edinburgh Learns Equity Framework. • Implement Care Experienced Fund Projects • Extend the increase in hours to 1140 and developing provision for eligible two-year olds • Implement Edinburgh Learns: Learning Together (Parental Engagement & Involvement) Framework • Implement Edinburgh Learns: Inclusion Framework

CEC Education Improvement Plan Year 3 2019-20

- More children in SIMD quintile 1 reach their developmental milestones
- Parents are better able to support their children's learning
- Children and young people are increasingly confident in identifying their interests, strengths and skills
- Learners, regardless of their socio-economic situation, access all opportunities in school.
- Children requiring targeted interventions are effectively assessed and supported at the earliest opportunity

- Develop Early Years Edinburgh Learns: Learning Together Framework
- Develop Early years Edinburgh Learns: Inclusion Framework
- Implement Edinburgh Learns: Pathways Framework
- Provide early intervention support for pre-school children with additional needs and their families
- Provide inter-agency support, including professional learning and resources, to meet the needs of refugees and asylum seekers.
- Improve participation in learning experiences in school and in the wider community that build confidence and develop skills, taking particular account of those pupils who are affected by poverty, are looked after, have protected characteristics or any other additional support need

Section 2:   National Improvement Framework: National Priorities

2.1 Improvement in attainment, particularly in literacy and numeracy

High level improvements	Improve CfE levels of reading, writing talking and listening, and numeracy attainment at P1, P4, P7 and S3 Improve average complementary tariff score for school leavers Lowest attaining 20%, middle attaining 60% and highest attaining 20% Increase the percentage of schools self-evaluated as 'good' or better for QI 3.2 Raising Attainment and Achievement Increase the percentage of centres self-evaluated as 'good or better for QI 3.2 Securing children's progress Increase the percentage of schools evaluated as 'good' or better for QI 1.3 Leadership of change Improve number of schools delivering Language 2 progressively N1-S3

School Leadership   **School Improvement**   **Teacher Professionalism**   **Parental Engagement**   **Assessment of Children's Progress**   **Performance Information**

Outcomes	Authority/School/Centre Actions
2.1.1 **A culture of self-evaluation and improvement exists in all schools and centres**	• Embed **Improving Quality in Learning Framework** • Support schools and centres to strengthen practices in self-evaluation using How Good is our School? 4, How Good is our Early Learning and Childcare? and Building the Ambition
2.1.2 **Improve monitoring and tracking of Early Years and the BGE**	• Implement electronic tracking system for schools • Work in partnership with Health Visiting service to share data on new developmental assessments • Develop approaches to analysis of data • Provide support to senior staff and teachers in schools in using tracking and monitoring tools including Insight
2.1.3 **Raise attainment in Literacy and English**	• Implement Raising Attainment in Writing Strategy • Implement actions to raise attainment for young migrants • Continue to improve targeted intervention for learners with Literacy difficulties and Dyslexia • Continue to develop partnerships with libraries • Implement Early years Literacy pathways

CEC Education Improvement Plan Year 3 2019-20

	• Develop the role of 20 SEYIO for targeted support in identified settings

2.1.4
Raise attainment in Numeracy and Maths
	• Implement Numeracy Strategy focussing on improved learning and teaching strategies
	    o Devise guidance/framework to raise attainment in maths and numeracy
	    o Complete local authority VSE 0-15
	• Implement STEM strategy (see 2.4.3)
	• Develop and implement numeracy pathways:
	  update EY numeracy guidance
	Develop the role of 20 SEYIO for targeted support in identified settings

2.1.5 **Improve approaches to assessment and moderation**	• Implement and embed revised Assessment and Moderation Policy • Implement 3-15 cluster moderation activities for numeracy and literacy • Embed use of SNSAs to support professional judgement of progress through CfE • Embed benchmarks across all curricular areas
2.1.6 **Improve numbers of schools offering Language 2 progressively**	• Implement One Plus Two Languages Plan
2.1.7 **Improve Leadership**	Embed EL Leadership Strategic Framework Develop clear pathways to leadership at all levels: • Teacher Leadership – embed Practitioner Enquiry model through EL Teaching and Learning Team Lesson Study approach • Middle Leadership – increase number of PTs and DHTs completing the following courses: • Thinking Critically: introduce pilot course for one cohort of PTs • Aspiring Leaders: from 10 – 25 PTs/DHTs across all three sectors • Middle Leadership: from 18 – 25 EYOs/SEYOs/PTs/DHTs across all three sectors • Into Headship: increase number of Primary School participants from five to eight • Into Headship: ensure sufficient supports in place for all participants to complete course • In Headship: increase number of participants from one to five

- Excellence in Headship: increase number of participants from one to six

Creative Conversations

Ensure PRD procedures are in place

Create Early Years Edinburgh Learns: Leadership Framework

Enhance leadership funding to include Level 8, 9 and BA for middle leaders

Implement workforce plan for EY settings; Nursery teacher, EYA, EYO, SEYO, Head of Centre and Head Teacher.

2.2 Closing the attainment gap between the most and least disadvantaged learners

High Level improvements

Ensure an inclusive and nurturing ethos of high expectations and achievement in every school and centre

Increase the number of schools evaluated as good or better in QI 2.3

Improve attainment of disadvantaged children and young people

Improve Participation Rates (16-19 year olds) for Looked after young people

Develop higher levels of parental engagement in children's learning and in the life of the school

Deliver an increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities

Reduce exclusions and improve attendance rates in our schools, especially for looked after children

Develop flexible learning pathways to reduce number of pupils on part-time timetables

Reduce the number of children and young people reporting they experience bullying and/or hate crime

Ensure an improvement in the percentage of young children reaching their expected developmental outcomes at 27 – 30 months

School Leadership	School Improvement	Teacher Professionalism	Parental Engagement	Assessment of Children's Progress	Performance Information

Outcomes	Authority/School/Centre Actions

2.2.1
 	
The attainment gap for Looked After learners is reduced
	• Implement Care Experienced Plan
	   ○ Attendance Project
	   ○ Edinburgh Learns Teaching and Learning Team
	   ○ Forest Schools
	   ○ Secondary Wellbeing Bases
	   ○ MCR Pathways
	   ○ Multi-Systemic Therapy & Family Group Decision Making
	   ○ Maximise
	   ○ Entitlements

2.2.2 **The attainment gap for children in poverty is reduced**	• Attendance Project • Embed Edinburgh Learns Equity Framework • Use Pupil Equity Fund to resource approaches to raise attainment for Equity Cohorts

2.2.3
 	
An inclusive ethos of aspiration and achievement exists in every school
	• Implement Edinburgh Learns Inclusion
	   ○ Present (Attendance Project)
	   ○ Participating (Pathways Guidance)
	   ○ Achieving (Teaching and Learning Guidance)
	   ○ Supported (ASL Guidance)
	• Implement revised Anti-Bullying guidance
	• Implement Rights Based Learning (Rights Respecting Schools)
	• Embed CIRCLE resource – secondary schools
	• Ensure support staff are trained in supporting Literacy, Numeracy and HWB

2.2.4 **Parental Engagement is high**	• Implement Edinburgh Learns Learning Together Framework • Develop approaches for Family Learning across city • Continue to provide Parenting Programmes (Peep, RCWC, IY, Triple P, RTWC, Teen Triple P, Incredible Years)

	• Continue to provide literacy and numeracy family learning for adult learners, and ESOL classes for new and settled adult migrants and refugees citywide
2.2.5 **Exclusions are reduced**	• Implement Included Engaged Involved Part 1 Guidance (Revised)
2.2.6 **Eligible 2, 3 and 4 year olds access high quality, extended hours of early learning and childcare**	• Continue roll-out of 1140 hours in targeted settings with capacity and high intake of SIMD 1 and 2

2.3 Improvements in children and young people's health and wellbeing

High Level improvements	Support schools to develop a curriculum which enables all children, young people and adults to be successful, confident, responsible and effective in the local community and beyond Develop approaches to support and improve mental health and wellbeing Schools evaluate children's progress in HWB as evidenced by SHANARI indicators from N1-S6 Establish cultures based on Getting It Right for Every Child Develop learners' experiences which support them to develop their personalities, talents, mental, spiritual and physical abilities to their full potential Develop partnership arrangements which ensure that all pupils experience a smooth transition across all stages, sectors and establishments to a positive and sustained destination Develop practices and experiences which ensure that the needs of children, young people and adults are identified and addressed Increase the provision of nurture across schools increase the percentage of schools evaluated as 'good' or better for QI 3.1 inclusion equity and wellbeing

School Leadership	School Improvement	Teacher Professionalism	Assessment of Children's Progress	Parental Engagement	Performance Information

Outcomes	Authority/School/Centre Actions
2.3.1 **All children and young people have best possible health and wellbeing**	• Implement Edinburgh Learns Health and Wellbeing Framework • Implement Edinburgh Learns Inclusion Framework • Embed HWB Progression Pathways • Implement mental health and wellbeing interventions in schools (Building Resilience, Cool Calm and Connected)
2.3.2 **All schools and centres are compliant with Equality Act 2010**	• Implementation of Anti-bullying policy, including Equality Act training; Develop processes to ensure monitoring of Equality Act • Provide training: Mentors in Violence Prevention (MVP) training, and support staff and pupils to develop and use the skills to safely intervene

2.3.3 There is an increase in uptake of physical activity in all sectors	• Embed use of Benchmarks for HWB • Increase access to outdoor spaces • Implement Active Schools Plan • All children benefit from 2 hours quality PE • Implement Space to Grow
2.3.4 There is an increase in uptake of musical, arts and creativity activity	• Embed Benchmarks in Expressive Arts • Embed Creativity Skills Progression Framework • Support schools to identify and access opportunities for pupils to improve wellbeing through participation in music, the arts and creative learning
2.3.5 There is an increase in the levels of pupil participation and leaner voice	• Extend numbers of schools delivering Rights Respecting Schools • Embed Young People's 'How Good is Our School' • Implement Learner Participation (Empowerment Board) • Learner voice in planning: implement and embed consistently
2.3.6 All children are supported to be safe	• Support continued implementation of aspects of Child Protection Levels 1-4 • Update current guidance on Keeping Myself Safe
2.3.7 Our children are well nourished	• Continue to support Better Eating Better Learning guidelines • Incorporate actions for breakfast clubs and family learning • Implement Food for Thought Action Plan (Looked after children) • Implement criteria 10 (Food) of National standard in all EY establishments
2.3.8 Culture of Getting it Right is in place in every setting	• Continue to support staff to embed the principles of Getting It Right for Every Child (GIRFEC) in all schools and ELCs • Develop partnership working with EY and HV services to implement new procedures. • Provide up-to-date guidance on creating accessible school environments • Ensure compliance with regulations on Information Sharing

CEC Education Improvement Plan Year 3 2019-20

2.3.9 **Our learners enjoy high quality learning experiences**	• Increase opportunities to develop outdoor literacy and numeracy • Implement new playgrounds guidance for all settings • Special Schools and provisions engage in Social Communication, Emotional Regulation and Transaction Supports (SCERTS) programme • Improve quality of play and pedagogy at Early Level • Review and adapt environments for learners with sensory needs and Additional Support Need • Increase numbers of young people is SIMD deciles 1-4 gaining national awards in music • Increase participation in Youth Music Initiative
2.3.10 **Learners who speak Gaelic enjoy the highest quality learning experiences**	• Develop and implement Gaelic Education Improvement Plan • Provide guidance and support to schools in the delivery of Gaelic Learning Education

2.4 Improvements in employability skills and sustained, positive destinations for all young people

High level improvements	Schools develop pathways to ensure skilled and competent workforce for City Deal aims Schools develop skills based curricula relevant to their context Increase opportunities for young people to develop into active, responsible citizens of Edinburgh Increase number of learners experiencing STEM subjects Increase in the number of leavers entering positive sustained destinations

School Leadership	School Improvement	Teacher Professionalism	Assessment of Children's Progress	Parental Engagement	Performance Information

Outcomes	Authority/School/Centre Actions
2.4.1 **Improve learning and teaching, and pedagogy at early level**	• Embed Teaching and Learning Framework
2.4.2 Our learners make the best use of technology to support their learning	• Develop and implement Digital Learning Strategy
2.4.3 Our learners develop high quality skills in science, technology, engineering and maths	• Implement STEM Strategy • Implement Raising Attainment in Numeracy and Maths Strategy

2.4.4
Flexible pathways are in place for all learners
	• Implement Edinburgh Learns Pathways Framework
	  o Implement guidance on enhanced support for young people within Equity Cohorts to access appropriate pathways.
	  o Embed Career Education and Workplace Standard
	  o Support looked after learners to stay on at school

2.4.5 Learners access appropriate vocational learning	• Support and promote foundation and modern apprenticeships • Improve use of Labour Market Intelligence • Increase numbers of paid work experience/internships for young people, targeting those from Equity Cohorts • Support Scottish Government targeted recruitment of S3-S6 into ELCC career pathways
2.4.6 Learners participate in a range of wider achievement opportunities	• Increase participation and improve completion rates in Duke of Edinburgh's Awards (and JASS) for young people in SIMD Quintile 1 • Increase the number of pupils who gain a range of wider achievement and youth leader awards in and out of school

Indicator	Strategic Aim(s)	Frequency	Reference	Education Improvement Plan	Corporate Leadership Team	Commitment	Children's Services Plan
Percentage of learners in Equity Cohorts (SIMD Q1 & Looked After) with levels of attendance good or higher				2.2.1 2.2.2			Y
Percentage of learners achieveing CfE at 2nd level in literacy by end P7				2.1.3 2.1.4 2.1.5			
Percentage of all leavers achieving Literacy and Numeracy Level 5				2.1.3 2.1.4 2.1.5	Y		
Percentage of all leavers from deprived areas achieving 1 or more awards at SCQF Level 5 or higher				2.2.2	Y		Y
Percentage of all leavers from deprived areas achieving 5 or more awards at SCQF Level 5 or higher	A City of Opportunity	Annual		2.2.2	C&F007		
Percentage of all leavers achieving 1 or more awards at SCQF Level 6 or higher				2.1.4			
Percentage of all leavers achieving 5 or more awards at SCQF Level 6 or higher	A City of Opportunity	Annual		2.1.4	C&F008		
Percentage of Looked After school leavers in positive initial destination				2.2.1			Y
Percentage of all school leavers in positive initial destination	A City of Opportunity	Annual		2.4.4	C&F006		
% of Primary Schools delivering Language 2 progressively	A City of Opportunity	Annual	-	2.1.6		29	
% of schools engaging with the RAiSE programme	A City of Opportunity	Annual	-	2.4.3		29	
Percentage of children achieving expected CfE level for numeracy by Primary 7	A City of Opportunity	Annual	-	2.1.4		29	
Number of pupil support assistants trained in wellbeing and attainment	A City of Opportunity	Annual	-	2.2.3		30	
Number of senior phase age pupils studying vocational qualifications delivered by Edinburgh college	A City of Opportunity	Annual	-	2.4.5		31	Y
Number of pupils on the rolls of Primary and Secondary Gaelic Medium Education		Annual		2.3.10		36	
Number of staff trained to deliver Gaelic Learner Education				2.3.10		36	
Percentage of schools evaluated as good or better in 2.3				2.2.3			
Percentage of schools evaluated as good or better in 3.1				2.2.3			

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Education, Children and Families Committee

10.00am, Tuesday, 8 October 2019

Standards and Quality Reports: Edinburgh Learns

Executive/routine
Wards
Council Commitments

1. Recommendations

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

1.1.1 note the substantial work undertaken across schools and Early Learning & Childcare settings, detailed in each Edinburgh Learns annual report

1.1.2 note the specific examples contained within the We Said We Would magazine

1.1.3 approve the strengths and areas for development contained in each report

1.1.4 continue to support and promote the empowered work which is driving improvement

Alistair Gaw

Executive Director for Communities and Families

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

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

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Report

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Standards and Quality Reports: Edinburgh Learns

2.   Executive Summary

2.1   As Edinburgh Learns matures, each theme, overseen by a strategic Board, has produced an annual report detailing progress and next steps: these reports comprise the authority Standards and Quality report. The Edinburgh Learns Annual Reports all feature examples of stakeholder engagement as well as analysis of data, including external scrutiny from HMI. Our overall performance, taking all National Improvement Framework objectives and drivers into consideration, is assessed as good, with a strong level of confidence. Our key priorities continue to be closing the poverty-related attainment gap, building on the strengths which are emerging in the broad general education.

3.   Background

3.1   The Standards in Scotland's Schools (2000) Act places a duty on local authorities to produce a plan and report on the delivery of education, particularly with regard to raising attainment. The Education Act (2016) further details the content of the plan, which includes steps to reduce inequalities of income and address the four national improvement priorities

3.2   The overall strategy to Raise Attainment is called Edinburgh Learns. It contains seven Frameworks. These are listed within the Education Improvement Plan and provide guidance for schools and officers to ensure that attainment is raised.

3.3   Progress across each theme is reported in the relevant Edinburgh Learns Annual Report. An additional We Said We Would Report shows examples of progress.

4.   Main report

4.1   Each Edinburgh Learns Framework is overseen by a Board of officers and Headteachers who ensure progress is maintained. Their outputs and summary are provided in annual reports.

4.2   Two of the annual reports were presented to ECF Committee in May 2019. These are Equity and Health and Wellbeing.

4.3   The Broad General Education and Senior Phase Attainment Reports were approved at committee on 9 October, 2018 and 21 May, 2019, respectively.

4.4   The remaining reports: Teaching and Learning, Leadership, Learning Together, Inclusion and Pathways are all attached to this report.

4.5   All reports analyse data, self-evaluation, stakeholder feedback, current research (as appropriate) and national, external scrutiny information. They all identify strengths and next steps.

4.6   In summary, in almost all cases the quality of the delivery of education is seen as good with a good level of confidence. The level of confidence is strong because of the triangulation of evidence from various sources. The development of progress is good because of the key strengths identified which more than outweigh the areas of weakness.

4.7   Our capacity to further improve is also strong, due to the solid foundations built to date and our clarity of vision and leadership. This is also constructed in an empowered, collaborative system where officers support Headteachers and where teaching and learning is seen as our most important driver for improvement.

4.8   Through this approach we have already begun to demonstrate significant improvements in positive sustained destinations and attainment in the BGE. Our Leadership is also assessed as very good, based on analysis of scrutiny and self-evaluation.

5.   Next Steps

5.1   We need to continue to position high quality teaching and learning at the heart of our improvement agenda, with a particular focus on those learners in areas of deprivation and those who have experienced care.

6.   Financial impact

6.1   There are no financial implications.

7.   Stakeholder/Community Impact

7.1   Each Edinburgh Learns Board consults directly or uses feedback gained from other processes. These are detailed in each annual report and are circulated separately.

8.   Background Reading

None

9.   Appendices

9.1 Appendix 1 Teaching and Learning

9.2 Appendix 2 Leadership

9.3 Appendix 3 Learning Together

9.4 Appendix 4 Inclusion

9.5 Appendix 5 Pathways

9.6 Appendix 6 We Said We Would Magazine

Note that the Health and Wellbeing, Equity, Attainment (BGE and Senior Phase) annual reports were previously circulated and approved

EDINBURGH LEARNS

Teaching and Learning 2018/19

Executive Summary

Our Goal is that every learner experiences the best teaching and learning in all of our schools and early years settings

In October 2018 the Education, Children and Families Committee approved the Edinburgh Learns Framework for Teaching and Learning. This gave a firm mandate for the Quality Improvement and Curriculum Service to prioritise teachers' skills as the main driver to raise attainment for all.   The recent Integrated Children's Services Inspection (June 2019) gave further support to this with a call to improve attainment for vulnerable children.

Since the new Framework was launched, a team of expert practitioners, the Edinburgh Learns Teaching and Learning Team, has been recruited and their work with schools has already shown dividends. Headteachers have worked in Leadership Learning Partnerships, presenting their evaluations of learning and teaching to peers and officers, and more schools have taken part in Supported Self-Evaluations during which their assessments of learning and teaching were validated.

Analysis shows that the quality of teaching is good, and that most strengths lie in Formative Assessment for Learning approaches. We must now ensure that more teachers can effectively differentiate in their teaching (providing appropriate pace and challenge), have greater confidence in their judgements of progress, and that all schools develop greater consistency of approach. Further, we must be unremitting in our focus to improve outcomes for vulnerable leaners by improving our use of tracking, monitoring and forecasting performance, and by continuing to develop teachers' skills.

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Fox Covert Primary School

What does good learning look like?

A group of senior pupils shared with the Strategic Board what good learning and teaching looks like in their school and what makes a difference to their learning:

The key areas they identified are:

- Motivating learning opportunities, with high quality explanations, lead to higher levels of learner engagement & participation.
- Formative Assessment for Learning approaches, including a clear understanding of **what** they are learning and **how** learning can be successful, lead to effective engagement in learning.
- Teacher feedback is essential in supporting progress in learning.
- Opportunities for pupils to engage in self, and peer, assessment help learners to "know themselves as learners."
- Opportunities to lead learning ensure learning is personalised and responds to pupils' interests and individual abilities.

Boroughmuir High School

Outdoor learning

A group of S1 pupils shared with the Strategic Board their evaluations of their outdoor learning experience at the Hermitage of Braid. They described how the experience provided them with:

- Opportunities to link learning across a range of areas of the curriculum.
- Active outdoor learning experiences.
- Opportunities to develop a range of skills including teamwork and negotiating with others.
- Learning experiences which are relevant and fun.

Kirkliston Primary School

How does assessment improve our learning?

A group of pupils from P5 & 6 shared their views about assessment. Pupils were asked about what would make things the best they could be during engagement in an assessment. They identified the key areas as:-

- The need for a quiet environment when engaging in assessment.
- Having access to support if they encountered challenges. This included support from adults and resources.
- Thinking time to be built into the assessment experience.
- The ability to look back at previous learning.
- Assessments should be creative and fun.

Pupils' views have been included in the Assessment & Moderation Framework.

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How good is our Teaching and Learning?

Overall, the quality of teaching and learning in our schools is good, with a good level of confidence. This is derived from the following information:

HMI Scrutiny of Quality Indicator 2.3

During session 18/19, 10 primary schools and 2 special schools were inspected using either the full or short model. To date 5 primary reports and 1 special school report have been published. One school was graded at satisfactory and the other 5 at good.

Supported Self Evaluation

This session SSEs took place in 8 Primary Schools, 2 Secondary Schools, 2 Special Schools. The Service has also undertaken follow-through/continuing engagement visits in 6 Primary Schools, 2 Secondary Schools and 2 Special Schools. The review teams validated most schools' grades as good or better.

Leadership Learning Partnerships

Peer evaluations of the quality of learning and teaching supported the moderation of the final grades submitted in schools in Standard and Quality reports shown below.

Quality Improvement (Indicator 2.3)

Following analysis of School Standard and Quality Reports, most schools self-evaluate quality of provision as Good for Quality Indicator 2.3).

Primary Schools

Grade	1	2	3	4	5	6	Average
No of schools			20	60	8		3.86

Secondary Schools

Grade	1	2	3	4	5	6	Average
No. of schools			6	13	4		3.9

Special Schools

Grade	1	2	3	4	5	6	Average
No. of schools		2	4	4	1		3.4

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Key Strategic Components
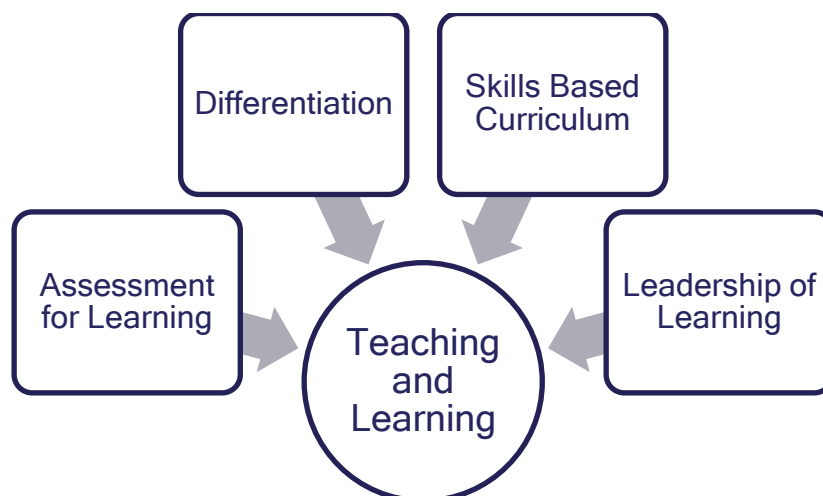
Assessment for Learning

Strengths

- All schools engage in a range of assessment activities (formative, summative and holistic) to inform teachers' judgements about pupils' progress. In the best cases, assessment is integral to the planning of learning and teaching and is used to ensure further progress in learning.
- Most schools share the purposes of learning with pupils, including schools beginning to involve pupils in the co-creation of success criteria. Feedback delivered, in the best cases, is firmly focused on learning intentions, and success criteria.
- In the best cases, pupils are able to evaluate their own learning and provide feedback on the learning of peers. This would include setting personal learning targets.
- All schools consider a range of evidence which is used to report on the progress of pupils.
- In all schools, practitioners have engaged with the Education Scotland Benchmarks, to develop a shared understanding of expectations of standards to be achieved.
- Most schools have developed processes which monitor and evaluate pupils' progress, particularly in Literacy, Numeracy, Health & Wellbeing.
- There are 20 Primary, and 5 Special Schools, participating in the EdICT (electronic tracking system) pilot, including consultation regarding the system features. A number of schools have fully implemented the system, which has provided valid, reliable data about pupils' progress.
- Schools are required to plan moderation activity in either Literacy or Numeracy each session. They make this decision based on Cluster self-evaluation data. In some clusters this has been successful, particularly within the area of Writing.
- Some schools engage in additional moderation activity within their own settings.
- The Authority has provided a model to support Moderation at Cluster level, based on feedback and the identification of good practice in other local authorities. This is beginning to show improved emphasis and to deepen understanding
- Practitioners engage in professional learning offered to support a range of aspects of SNSAs. The LA has delivered a consistent message that data should be used diagnostically, as part of a wide range of evidence, with schools making their own decisions about when pupils engage in the assessments.

Areas for Development

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- The Assessment & Moderation Framework (launched June, 2019) provides guidance for schools regarding effective practice as part of the school's Assessment & Moderation Strategy.
- The Quality Improvement & Curriculum Service will continue to support and challenge schools in developing AFL practice as part of Support and Challenge visits and participation in Sharing Classroom experience.
- Edinburgh Learns Teaching and Learning team will provide professional learning focusing on aspects of AFL, including those which enables teachers to develop greater confidence in reporting on pupils' progress. There will also be a strong focus on increased engagement in the Education Scotland benchmarks with four professional learning sessions delivered in each Locality. This will also help teachers understand and share effectively the purpose of learning, how to help children to be aware of how they can be successful and how to use quality feedback to inform next steps.
- The Strategic Lead Officer will deliver three professional learning sessions providing a model for Cluster Moderation activity, focusing on Numeracy & Mathematics. The focus will be on moderation of teaching and learning approaches at P7/S1 stages to support consistency, continuity and progression in learning together with developing teachers' confidence in making judgements about pupils' progress.
- The Lead Officer for Assessment & Moderation/QIEOs will ensure engagement with, and gather evaluations of, planned Moderation activity at school and Cluster level.
- The EdICT electronic tracking system to be rolled out across all schools throughout next session.

Differentiation

Strengths

- The majority of schools plan, and deliver, learning experiences which meet the needs of individuals and groups of pupils.
- There is a stronger focus on placing learners at the centre of planning of learning experiences, where their views are reflected in what, and how, they learn.
- Schools are implementing approaches which differentiate learning environments in order to meet the needs of all learners, taking account of relevant research.
- In schools, and nurseries, where planning and the learning provision is responsive, and strongly reflects children's ideas and interests, there are high levels of pupil engagement.

Areas for Development

- QICS Service will continue to support and challenge schools in developing approaches which differentiate learning effectively for all pupils.
- The Edinburgh Learns Teaching and Learning Team will deliver professional learning sessions focusing on Differentiation. These will provide practical strategies to improve teachers' skills in this key area of practice. Teachers will examine the four modifications for differentiation and look at practical ways to ensure pace and challenge, including assessment of prior learning and effective and adaptive questioning.

Skills

Strengths

- Many schools are developing progressive skills frameworks, within their curriculum design, which contribute to pupils' employability, including enterprise and creativity.
- In the best examples, teachers make explicit reference to the relevant skills at the beginning of every lesson and display them alongside the Learning Intentions and Success Criteria. They ensure that children and young people self-evaluate their progress in terms of learning, and of skills development.

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- The majority of schools engage in activities linked to the World of Work, making use of partnerships with parents/carers, community and business partnerships.
- Many schools are engaging with the Career Education Standard (3-18) and Developing the Young Workforce - Scotland's Youth Employment Strategy, when reviewing curriculum frameworks to ensure entitlements are met.

Areas for Development

- QICS service will continue to support schools in designing curriculum frameworks which ensure all young people are supported in developing skills which maximise employability. This will include links with Business partners, local employers, Further and Higher Education Establishments.
- The Edinburgh Learns Teaching and Learning Team Professional will deliver professional learning sessions which will focus on skills for learning, life and work. Teachers will learn about practical approaches including higher order thinking skills, creativity and metacognition to support learners' development of skills and their ability to talk about the skills they are developing.

Leadership of Learning

Strengths

- In the best examples, pedagogical approaches in schools promote children's autonomy, creativity, inquiry and curiosity, leading to high levels of engagement and participation.
- The majority of schools involve learners well in the planning, and evaluation of learning, to inform next steps in teaching and learning.
- There is a strong focus on Pupil Participation strategies, which schools are engaging in.
- Rights Respecting Schools Approaches ensure that pupils' views are sought and acted upon, including about aspects of school improvement. (see HWB Annual Report)
- There are examples of schools who have developed Pupil Leadership Teams (P1-7) to lead aspects of school, and community, improvements.

Areas for Development

- QICS Service will deliver professional learning to schools, promoting strategies to enhance Pupil Participation focused on leadership of learning and school improvement.
- Edinburgh Learns professional learning sessionswillo provide guidance about how to empower learners to lead their learning by making meaningful decisions about what they want to learn and how they want to learn it. Sessions run for secondary middle leaders will explore how to work as a team to improve the quality and consistency of teaching and learning across a faculty. The Inspiring Teacher Enquiry programme will offer teachers the opportunity to develop teacher leadership through research, enquiry and reflection.

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Edinburgh Learns Teaching and Learning Team

The Edinburgh Learns Teaching and Learning Team is our most important driver to raise attainment for all by improving the universal offer available in all schools. The specialist team offer a range of professional learning to schools and clusters on different aspects of the teaching and learning framework. To date, the team has worked with 8 schools on in-service days (from January 2019), engaging with 135 teachers.

The team uses two common short-term measures of impact to collect evaluative data:

Impact Measure	Percentage of teachers who agree (or strongly agree)
The session has improved my understanding, knowledge and skills	99%
I will use what I have learnt in my practice	100%

The Teaching and Learning Team offer for session 2019/20 is based on feedback from teachers and senior leaders in schools, ensuring that it meets their needs. Teachers can choose from a range of models for professional learning:

- a one off TeachMeet to share good practice
- a 2-session course on a key theme of the framework
- a 6-session course to develop their skills to lead learning in their establishment.

For targeted groups, particularly learners who are care experienced, the Edinburgh Learns Teaching and Learning Team are supporting the establishment and delivery of Curiosity Clubs in some schools across the city. These clubs give children exciting, hands-on learning opportunities in STEM and problem solving. The aim of these clubs is to improve attendance and engagement for our most vulnerable learners.

Next steps

Continue to improve teaching standards in The City of Edinburgh schools by
- extending the numbers of professionals engaged in collaborative enquiry, through Lesson Study.
- delivering bespoke inputs on teaching and learning, and on relationship and team development through Strengths Deployment Inventory (SDI).
- delivering the Education Scotland endorsed Middle Leadership Training: Inspiring Teacher Enquiry

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Progress in Digital Learning

The City of Edinburgh Digital Learning Strategy identifies four key objectives:

- To develop the skills and confidence of educators in the appropriate and effective use of digital 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.

The Digital Learning Strategic Board has been set up to support schools in ensuring progress in digital learning. The following actions have been taken:

- All schools have been encouraged to complete the Digital Schools Award Scotland self-evaluation to further inform next steps in improvement planning.
- The City of Edinburgh's Digital Learning Team is working in collaboration with the Edinburgh Learns Teaching and Learning Team to ensure that professional learning opportunities around digital learning are aligned with the Teaching and Learning Framework, meeting the needs of teachers.
- A network of Digital Leaders (teachers) is being set up to ensure professional learning opportunities, and further opportunities for sharing good practice, are fully accessible. This will help ensure that digital technology is a central consideration in all areas of curriculum and assessment delivery.
- Links with the South East Improvement Collaborative (SEIC) are already established with our Digital Learning Team regularly meeting with colleagues from across the collaborative, and beyond, to discuss, and learn from, local and national practice.
- The Digital Learning Board will ensure that the City of Edinburgh Council fulfils its obligation to ensure equity and excellence for all learners in, and through, digital learning.
- A review of technical support is being carried out to ensure that all schools and establishments can deliver a digitally-enhanced curriculum across all stages and subject areas.
- Work is underway to ensure that all practitioners and learners have easy access to Glow.
- The Digital Learning Board will continue to meet in schools and early learning and childcare settings to gather the views of young people about digital learning experiences. The Board met in Kirkliston Primary School in May 2019 and heard from their group of senior pupil digital leaders on how they use digital technologies to enhance their learning including the support of other students and staff in the school.

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Conclusion

Analysis of all evidence identifies three key aspects which should be priorities for improvement across many, or all, of our schools.

Areas for Improvement

- **Improving practice in each of the key components detailed in the Edinburgh Learning Teaching Framework: Assessment for Learning, Differentiation, Skills, Leadership of Learning.**

- QICS/Edinburgh Learns Teaching and Learning team will work collaboratively to support and challenge schools in all aspects of learning, teaching and assessment. This will include the delivery of the Edinburgh Learns Professional Learning offer, which will be fully evaluated. QIEOs will ensure that School improvement plans include a firm focus on improving teaching and learning year-on-year, with regular evaluation of impact on pupils' learning. These key components will form the basis for support and challenge dialogue sessions to ensure schools retain this focus in considering approaches to improve teaching and learning. These key components will be evaluated during Supported Self Evaluation & Follow-through visits, Leadership Learning Partnership meetings, Sharing Classroom Experiences and the Thematic Review of Numeracy & Mathematics. Practitioner enquiry will be embedded as a core improvement methodology, with the lesson study approach implemented to develop a collaborative enquiry. Clear messages will be delivered to Senior Leaders regularly, from LA Officers, to ensure teaching and learning is placed at the centre of their journey of improvement. QICS service will continue to support schools in designing curriculum frameworks which ensure all young people are supported in developing skills which maximise employability, supported by relevant community partners. They will also support schools in continuing to develop strategies for Pupil Participation.

- **Improving arrangements for Assessment, Moderation & Tracking activity, including deepening a shared understanding of standards within Curriculum for Excellence levels to ensure teacher confidence in making judgements about pupils' progress.**

  QICS Service/Edinburgh Learns Teaching and Learning Team will continue to support and challenge schools in developing AFL practice through delivery of professional learning and as part of Support and Challenge sessions. They will ensure that schools develop an Assessment & Moderation strategy which specifies the roles and responsibilities of Senior leaders and teachers in ensuring planned opportunities for formative, holistic and summative (including SNSAs) assessment. This will be evaluated during Supported Self Evaluation & Follow-through visits, Leadership Learning Partnership meetings, Sharing Classroom Experiences.

  Edinburgh Learns Teaching and Learning team will provide professional learning focusing on aspects of AFL, including those which enables teachers to develop greater confidence in reporting on pupils' progress.

  The Strategic Lead Officer will deliver professional learning sessions providing a model for Cluster Moderation activity, focusing on Numeracy & Mathematics. The focus will be on moderation of teaching and learning approaches at P7/S1 stages to support consistency, continuity and progression in learning together with developing teachers' confidence in

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making judgements about pupils' progress. This will be evaluated, with impact on ACELs as a key impact measure.

The Lead Officer for Assessment & Moderation/QIEOs will ensure engagement with, and gather evaluations, of planned moderation activity at school and cluster level in line with Cluster Improvement Plans. QIEOs will ensure that all schools engage in self-evaluation activity, to track pupils' progress, at regular points throughout the session. This will include recording information about expected pupils' progress.

The LA will collect forecasts in November and March, from all schools, about expected levels of pupil attainment at P1, 4 & 7 & S3 in Reading, Writing, Listening & Talking, Numeracy & Mathematics. The EdICT electronic tracking system will be rolled out across all schools throughout next session to ensure a consistent authority approach to tracking of pupils' progress.

- **Improving approaches to the use of Digital Technologies to enhance teaching and learning experiences.**

The Digital Technologies QIEO will review the Digital Schools Award Scotland self-evaluation data to further inform next steps in improvement planning. The Digital Learning Team/Edinburgh Learns Teaching and Learning Team will ensure that professional learning opportunities are aligned with the key components of the Teaching and Learning Framework and that they meet the needs of teachers.

The Digital Technologies QIEO will support the Digital Leaders network, (teachers) in providing professional learning, and sharing practice, across the teaching community. This will extend to the RIC. QICS will support schools in ensuring that Digital Technologies are used in all schools to enrich, and support, teaching and learning.

The Digital Learning Strategic Board will ensure that the City of Edinburgh Council fulfils its obligation to ensure equity and excellence for all learners in, and through, digital learning. This will include undertaking a review of technical support to ensure that all schools and establishments can deliver a digitally-enhanced curriculum across all stages and subject areas. The Digital Learning Team will ensure that all practitioners and learners will be able to access GLOW support materials and resources.

The Digital Learning Board will continue to meet in schools and early learning and childcare settings to gather the views of young people about digital learning experiences.

Officers within our Quality Improvement Service, and Edinburgh Learns Teaching and Learning Team, will continue to support our schools through a proportionate model considering the level of support negotiated with Head Teachers, as detailed in our Capacity and Risk Register. This support, and challenge, is firmly premised on a model of collaboration to ensure a comprehensive service. Key approaches, to build on the good capacity for continuous improvement, will be coaching and practitioner enquiry. The team will support schools in improving practice consistently in the key components and in fulfilling their core roles, remits and responsibilities. The impact of these will continue to be evaluated through the aforementioned activities. Regular progress updates will be provided to the Learning and Teaching Strategic Board, to inform ongoing improvement activity, and to the Quality Improvement Strategic Board.

EDINBURGH LEARNS

Leadership

EDINBVRGH
THE CITY OF EDINBURGH COUNCIL

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Executive Summary

"Our goal is to ensure that every learner experiences the best teaching and learning in all of our early years settings and schools."

The Edinburgh Children's Partnership has the highest aspirations for all Edinburgh's children and young people. Empowering leadership at all levels is key to improving outcomes for children and young people, and underpins the Edinburgh Learns Frameworks for Learning.

The overarching principle underpinning all educational leadership actions is the delivery of quality education. To do this we need to maintain a flexible, sustainable community of values-based leaders of learning who have the necessary skills, experience and professional learning to provide the most effective leadership in our early years settings and schools. Through developing and nurturing high-performing, values-based leaders, our educational establishments will be equipped to tackle the significant task of leading and managing in challenging and changing times.

Our educational establishments work within the relevant professional frameworks to develop leadership capacity within the authority, building collaborative leadership pathways throughout our learning communities and across the South-East Improvement Collaborative (SEIC). We do this by focusing on:

- Systems Leadership
- School/Establishment Leadership
- Middle Leadership
- Educator[1] Leadership
- Learner Leadership

It is clear that leadership is developing across the system, with leaders at all levels accessing professional learning and development opportunities to enhance their practice. There are particular strengths in the quality of professional learning in leadership of change, through the PRAISE framework training and Learning Leadership Partnerships, as well as professional learning in Middle Leadership. More work needs to take place to develop teacher enquiry and pupil leadership. We also need to review our pathways to leadership to ensure that we have sufficient opportunities to identify and nurture future school leaders.

Overall the level of Leadership of Change in evaluated as good, with a very good level of confidence. This report details how this grading was agreed and what processes underpin it.

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[1] Educator includes all early years and school staff involved in direct contact with children and young people

School Leadership

School Leadership is recognised as a key driver in the achievement of the National Improvement Priorities, within which there is a focus on the development of clear educational leadership pathways as reflected in both the City of Edinburgh Council Education Improvement Plan and the South-East Improvement Collaborative Improvement Plan. The Scottish Government recognises the crucial role of school leadership as a driver of excellence, as demonstrated in its commitment, set out in *Education Governance – next steps* (June 2017), to develop the capacity of school leaders through an enhanced leadership support package.

The Edinburgh Learns Leadership Strategy supports the implementation of stronger leadership for school improvement, providing strategic direction and a clear approach to the development of leadership at all levels. The Leadership Strategy is aligned with the Edinburgh Learns Teaching and Learning Strategy, with a focus on improvements in leadership of learning.

Measures of success of the Leadership strategy include:

- Uptake of Professional Learning in Leadership
- Number of HMIE inspection evaluations of QI 1.3 as 'Good' or better
- Number of City of Edinburgh Council Supported Self-Evaluation evaluations of QI 1.3 as 'Good' or better
- Number of school Standards and Quality self-evaluations of QI 1.3 as 'Good' or better

The next section outlines progress in each of these areas over session 2018-19.

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Leadership in Edinburgh

1. Professional Learning in Leadership - SCEL Programmes

a. Into Headship

The Into Headship programme for aspirant headteachers was introduced in 2015. Since this time, 36 Depute Headteachers and 1 QIEO in Edinburgh have undertaken the programme, with 9 Depute Headteachers beginning the programme in June 2019 as part of Cohort 5. 10% of our current school leaders have achieved the Standard for Headship through the Into Headship programme.

INTO HEADSHIP GRADUATES COHORTS 1-4 BY SECTOR
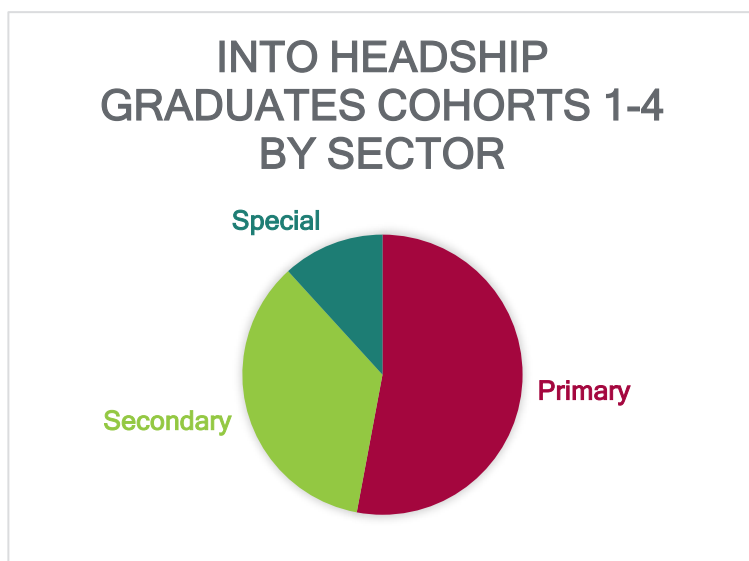
The picture in Edinburgh reflects national trends, with a larger number of primary than secondary school graduates. However, there are fewer primary graduates in Edinburgh than the national average, and a greater number of projected primary school Headteacher vacancies over the next five years. This indicates that while we will have sufficient Into Headship graduates in the secondary sector to cover anticipated vacancies, there are insufficient numbers of graduates in the primary sector. This could be linked to current school management structures in the primary and special school sectors in Edinburgh, where fewer management posts are available, impacting on leadership progression routes. To address this, the QICS team is currently working to identify and actively recruit more Into Headship participants from the primary and special school sectors, including individuals who have completed CEC Leadership programmes, along with middle leaders who are actively engaging in strategic leadership initiatives at school, cluster and authority level.

The table below indicates numbers of Into Headship graduates and progression rates for each sector:

Cohort	Mainstream Primary School participants	Mainstream Secondary School participants	Special School participants	Primary School participants progressing into Headship posts	Secondary School participants progressing into Headship posts	Special School participants progressing into Headship posts
Cohort 1 2015-16	5	6 (2 DHTS at RC schools)	0	4	0	n/a
Cohort 2 2016-17	7 (1 DHT at RC school)	1	1	3 – CEC (1 RC)	0	1 – Perth and Kinross Council

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				2 – EL Council		
Cohort 3 2017-18	3	2	2	2	1 – QIEO post (CEC)	1 – QIM post (CEC) 1 – Independent Special School
Cohort 4 2018-19	6 (1 DHT at GME school)	3 (1 DHT at RC school, 1 QIEO)	1	1 – (Acting) CEC	2 – CEC	n/a
Cohort 5 2019-20	6	3	0	-	-	-

b. In Headship

In Headship is a postgraduate programme which was introduced in 2017. The programme supports new headteachers to develop the necessary knowledge, skills and understandings required of headteachers.

Cohort	Mainstream Primary School participants	Mainstream Secondary School participants	Special School participants
Cohort 1 2017	2	0	0
Cohort 2 2018	0	4	0
Cohort 3 2019	1	0	0

To date, a greater number of secondary school Headteachers have completed the programme compared to primary school Headteachers. No special school Headteachers have undertaken the programme. An identified next step is a focused evaluate exercise to measure the impact of the In Headship programme on course participants, and identify supports required to increase uptake.

c. Excellence in Headship

Excellence in Headship supports Headteachers who have been in post for two years or more to strengthen and enhance their school leadership skills. The programme focuses on school improvement to deliver excellence and equity and improve outcomes for all learners.

Cohort	Mainstream Primary School participants	Mainstream Secondary School participants	Special School participants
Cohort 1 2017	5	0	2
Cohort 2 2018	3	1	0
Cohort 3 2019	2	5	0

Uptake of this course has been strongest in the primary school sector. Qualitative feedback indicates that the course has provided a valuable professional learning opportunity in itself and has also supported participants to consider their contribution to systems-level leadership. To achieve this, an identified next step is for Excellence in Headship graduates to develop and deliver the Aspiring Headteachers programme with a focus on supporting future school leaders to evaluate their current practice against the GTCS Standards for Leadership and Management and identify next steps for professional learning.

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2. Professional Learning in Leadership – City of Edinburgh Council Middle Leadership Programmes

a. CEC Middle Leaders Programme

This 6-session programme has been developed by six Senior Leaders from schools across Edinburgh to support the development of leadership practice for aspiring Senior Leaders. The course has a focus on critical thinking and reflection.

Cohort	Mainstream Primary School participants	Mainstream Secondary School participants	Special School participants
Cohort 1 2017-18	20	6	0
Cohort 2 2018-19	33	0	0

An identified next step is for GTCS Accreditation to be obtained for this course, in recognition of its impact on participants as leaders of and for learning.

b. Secondary Schools Middle Leadership Training – 2018-19

This training is aimed at middle leaders in secondary schools to support their professional learning in leadership and empower Curriculum Leaders and Depute Headteachers to fulfil their roles as leaders of learning. The initial programme was developed by a City of Edinburgh Headteacher and shared with all secondary Headteachers as part of a Leadership Development professional learning event. To date, bespoke Middle Leadership CLPL programmes have been delivered in eleven secondary schools, with three schools planning to deliver Middle Leadership training over session 2019-20. The City of Edinburgh Council Middle Leadership programme has also been shared with SEIC colleagues to support the development of the SEIC Excellence in Depute Headship programme.

3. Professional Learning in Leadership – City of Edinburgh Council Professional Learning Opportunities

a. PRAISE Framework Training

This collaborative training between CEC officers and HMIE provides an opportunity for school Senior Leadership Teams and Council Officers to engage in themed training for school improvement as a joint capacity building exercise. The training supports an increase in levels of understanding and confidence to enable school leaders to be more effective in their role within quality assurance through enhanced skill and confidence in the application of the HGIOS? 4 evaluation framework in practice. Themes are agreed through analysis of Local Authority capacity, in discussion with HMIE. Through the cluster-based cross-sector approach, school leaders are supported to develop collective leadership capacity to drive improvement across the authority.

To date, PRAISE Framework Training has been delivered in the following clusters:

Currie cluster – January 2018
Broughton cluster – October 2018
Forrester cluster – November 2018

Qualitative feedback gathered indicates that the programme has increased participants' skill and confidence in effective self-evaluation practice including the use of evaluative as against descriptive language. Further training is being developed next session as part of the SEIC Associate programme.

b. Learning Leadership Partnerships and Early Learning Improvement Partnerships

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These partnerships are coordinated by the QICS team across each sector. Headteachers meet in trios at planned intervals over the course of the academic session to self-evaluate against the four evaluated Quality Indicators. These meetings focus on:

- Validation and moderation of school self-evaluation
- Triangulation of evidence
- Providing critical feedback for improvement
- Professional learning for Headteachers

Formal evaluation of the impact of Learning Leadership Partnerships will be undertaken as part of QICS team Quality Assurance activity over session 2019-20, with a focus on measuring the impact of the partnerships on Headteacher confidence and accuracy in self-evaluation using the HGIOS?4 Framework.

4. Children and Young People's Improvement Collaborative Scottish Coaching and Leading for Improvement Programme (SCLIP)

This national programme is aimed at professionals working with children, young people and families across sectors, with a focus on coaching methods to support the achievement of organisational improvement. Upon completion of the course, participants will have an enhanced understanding of improvement methodology and the application of these theories to effectively lead change. These skills underpin the Edinburgh Learns Quality Improvement Strategy. To date, eight participants from Edinburgh have completed this programme, enhancing leadership capacity within these schools.

SCLIP Graduates	
Cohort	Participants
Cohort 1	2
Cohort 2	3
Cohort 3	3

An identified next step is for graduates to contribute to the development of colleagues across the authority through local improvement team coaching and facilitation. This will support the delivery of our strategic objectives in leadership and in turn build leadership capacity across the system.

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Quality Assurance and Inspection

Education Scotland Inspections – Quality Improvement (Indicator 1.3) National Data

Data obtained from HM Inspections focuses on the approaches and impact of collaborative leadership at all levels, the pace of change to ensure it is having a positive impact for children and young people and the approach taken to ensure that the vision and values are clearly linked to the context of the establishment and its community.

National data obtained for session 2016-17, the most recent data published, is as follows:

- **87%** of the 120 schools across primary, secondary and special provision inspected as part of the sample for the National Improvement Framework between August 2016 and June 2017 were evaluated as **satisfactory or better** on ' **leadership of change**'.

- **52%** of the 120 schools across primary, secondary and special provision inspected as part of the sample for the National Improvement Framework between August 2016 and June 2017 were evaluated as **good, very good or excellent** on ' **leadership of change**'.

HMIE Inspection Quality Improvement (Indicator 1.3) City of Edinburgh Council Data

During session 18/19, three primary schools and one special school were inspected using the full model, which includes evaluation of the Leadership of Change Quality Indicator 1.3. To date, reports have been published for two primary schools and one special school. **Each of the schools was evaluated at 'Good' for QI 1.3 'Leadership of Change'.** Therefore, although the numbers are too small to draw a firm comparison, coupled with our other data, we can see that leadership of change is strong across the authority

Analysis of comments relating to Leadership of Change include the following key strengths and areas for improvement:

Strengths
- 'Staff are responding well to the new opportunities available to undertake leadership roles. They feel more empowered and involved in the process of school improvement this session.'

- 'The headteacher has judged the pace of change well and has ensured the school's vision accurately reflects its growing diversity and multi-cultural context.'

- 'The Headteacher and Depute Headteacher are committed in their roles and ensure improvement priorities are well led. Together, they place high value on children taking leadership roles and ensuring their voices are heard.'

- 'Since taking up post, the headteacher has worked with staff, children and families to establish the vision and values of the school. Children can discuss the simply articulated values and they are often referred to in class and assemblies.'

- 'There is a clear approach to planning for improvement which involves all stakeholders in identifying priorities.'

Areas for improvement

- 'As recognised by the school, further work is needed to improve pupil participation across the school.'

- 'The Headteacher should now include partners in evaluating new initiatives such as those supported through Pupil Equity Funding and measure how these are leading to improved attainment.'

- 'We would encourage them to continue to develop professional enquiry and monitor the impact change has in improving outcomes for all learners.'

- 'A number of staff are involved in leading a teacher learning community to develop approaches to promoting positive behaviour and growth mindset across the school. We ask staff to continue to build on this and increase their leadership roles across the school.'

- 'There is considerable scope to increase children's leadership roles across the school, and to provide opportunities for them to lead their learning.'

City of Edinburgh Council Quality Improvement (Indicator 1.3) Local Authority Data

The progress of schools and Early Years settings in Quality Indicator 1.3 is evaluated by the local authority through the following measures:

- Inspection Reports
- Supported Self-Evaluation
- Validated Self-Evaluation
- Thematic Reviews
- SQIP self-evaluations
- Care Inspectorate Reports
- Support and Challenge visits
- Participation in PRAISE Framework training
- Uptake of Leadership CLPL across schools
- Uptake of SEIC Leadership CLPL across schools
- Self-evaluation against HGIOELCC/HGIOS4 Quality Indicators
- Staff evaluations
- Parent, learner and partner surveys
- Professional Update, reviewed as part of PRD process

School Self-Evaluations

Analysis of Standards and Quality report evaluations for QI 1.3 'Leadership of Change' for session 2018-19 was undertaken in July 2019.

Early Years Establishments

…% of early years establishments evaluated themselves as 'Good' or better for QI 1.3 'Leadership of Change'.

…% of early years establishments evaluated themselves as 'Very Good' or better for QI 1.3 'Leadership of Change'.

Grade	1	2	3	4	5	6
No of establishments						

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Schools

- **83%** of schools evaluated themselves as 'Good' or better for QI 1.3 'Leadership of Change'.

- **22%** of schools evaluated themselves as 'Very Good' or better for QI 1.3 'Leadership of Change'.

Special Schools

Grade	1	2	3	4	5	6	Average
No of schools		1	3	7			3.45

Primary Schools

Grade	1	2	3	4	5	6	Average
No of schools			15	52	21		4.06

Secondary Schools

Grade	1	2	3	4	5	6	Average
No. of schools			2	15	6		4.17

All Schools

Grade	1	2	3	4	5	6	Average
No. of schools		1	20	74	27		4.04

QI 1.3 'Leadership of Change' is evaluated as strongest in the secondary school sector, and less strong in the special school sector. It is likely that this is connected to the number of new special school headteachers over session 2018-19, in which four of the eleven schools had a new Headteacher. This could also be connected to management structures in the special school sector and to a lesser extent in the primary school sector, where there are fewer opportunities for progression into leadership posts. To address this, a programme of DHT exchanges will be explored over session 2019-20 as part of the review of leadership and management structures, to support capacity building across the city.

There has been a small improvement over the last school session in evaluations of 'Good' and a slight decrease in the number of schools evaluating themselves as 'Very Good' or better for QI 1.3 'Leadership of Change' compared to 2017-18, in which evaluations were as follows:

Early Years Settings

- **78%** of early years establishments evaluated themselves as 'Good' or better for QI 1.3 'Leadership of Change'.
- **49%** of early years establishments evaluated themselves as 'Very Good' or better for QI 1.3 'Leadership of Change'.

Schools

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- **81%** of schools evaluated themselves as 'Good' or better for QI 1.3 'Leadership of Change'.
- **23%** of schools evaluated themselves as 'Very Good' or better for QI 1.3 'Leadership of Change'.

Leadership of Learning

Qualitative feedback on Leadership of Learning has been obtained through HMIE inspection along with local authority scrutiny.

Strengths

- In the best examples, pedagogical approaches in schools promote children's autonomy, creativity, inquiry and curiosity, leading to high levels of engagement and participation.
- The majority of schools involve learners well in the planning, and evaluation of learning, to inform next steps in teaching and learning.
- There is a strong focus on Pupil Participation strategies, which schools are engaging in.
- Rights Respecting Schools Approaches ensure that pupils' views are sought and acted upon, including about aspects of school improvement. (see HWB Annual Report)
- There are examples of schools who have developed Pupil Leadership Teams (P1-7) to lead aspects of school, and community, improvements.

Areas for Development

- QICS Service will deliver professional learning to schools, promoting strategies to enhance Pupil Participation focused on leadership of learning and school improvement.
- Edinburgh Learns professional learning sessions will provide guidance about how to empower learners to lead their learning by making meaningful decisions about what they want to learn and how they want to learn it. Sessions run for secondary middle leaders will explore how to work as a team to improve the quality and consistency of teaching and learning across a faculty. The Inspiring Teacher Enquiry programme will offer teachers the opportunity to develop teacher leadership through research, enquiry and reflection.

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Leadership Strategic Board Activity

The Leadership Strategic Board has met on three occasions. The first meeting was used to agree the terms of Terms of Reference for the group. Key messages from inspections and initial priorities for the group were agreed and the draft Edinburgh Learns Leadership Framework was shared for feedback. At the second meeting, leadership development priorities within each sector were discussed, and integrated into the Edinburgh Learns Leadership Framework which was subsequently finalised along with the accompanying A5 booklet. The Edinburgh Learns Leadership Framework was launched in May 2019. The four themes of Headteacher empowerment, Improvement, Curriculum, Staffing and Funding, have been incorporated into this Framework, as they have been into each of the Edinburgh Learns strategic frameworks. Feedback from schools is that the Edinburgh Learns Leadership Strategy provides clarity around Leadership pathways, supporting the professional learning of leaders at all levels. It was recognised that values have to be overtly discussed as part of the strategy.

The third meeting of the Strategic Board focused on reviewing the effectiveness of existing supports and networks to develop and nurture school leaders, and ways in which these could be improved. Initial feedback suggests that a number of school leaders feel further work is required to streamline Leadership networking events to ensure that these offer the most effective use of school leaders' time. There is also a recognition that further work needs to be done to nurture school leaders, by the establishment of robust systems of support. This will be the focus of the first meeting of the Leadership Strategic board next session.

Leadership development opportunities offered this session as part of the Quality Improvement and Curriculum Service approach to supporting school improvement, including Learning Leadership Partnerships, PRAISE Framework Training and Supported Self-Evaluation visits, will continue over the course of the session. These will be complemented by the planned SEIC Associate training. Further Edinburgh Learns Leadership Activity planned for next session is detailed below.

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Conclusion

The Edinburgh Learns Leadership Framework was launched in May 2019, providing increased clarity around Leadership pathways within the City of Edinburgh Council, across the SEIC and through the SCEL Framework. The board will continue to review these leadership pathways as part of the wider review activity detailed in the Leadership Framework.

Next steps

- To continue to provide high quality professional learning responsive to professional learning needs, including a clear training framework for support staff, linked to local and national priorities;
- To review pathways to leadership and school management structures to ensure there are appropriate routes to develop leadership across the system;
- Work with Headteacher Executive to review range and effectiveness of Leadership Networking and development events, to ensure effective and proportionate approach to leadership development;
- Review health and wellbeing supports for school leaders, with a focus on empowering and enabling Headteachers;
- To continue to review supports in place for participants in the Into Headship programme, to support their progression into Headteacher posts;
- To undertake a focused evaluate exercise to measure the impact of the In Headship programme on course participants, and identify supports required to increase uptake;
- To collaborate with Excellence in Headship Graduates to develop Professional Learning in Leadership opportunities for Aspiring Leaders;
- Develop opportunities for participants in the Children and Young People's Improvement Collaborative Scottish Coaching and Leading for Improvement Programme to disseminate this learning more widely across the authority;
- Facilitate sharing of practice in the use of How Good is OUR School to support the development of learners as leaders;
- To collaborate with the SEIC in the development of the Excellence in Depute Headship programme.

Officers, head teachers, staff and partners will continue to work together to ensure the aims of the Edinburgh Learns Leadership framework are achieved.

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EDINBURGH LEARNS

Learning Together: Parental

Involvement and Engagement

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Executive Summary

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

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

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

- **Parenting**: promote and foster parenting skills to develop home environments that support children as learners

- **Communicating**: establish regular and meaningful two-way communication between home and school

- **Volunteering**: welcome, value and recruit parental support and assistance in school activities

- **Learning at home**: support families/parents to play an integral role in assisting student learning

- **School decision-making**: include parents in school decisions and develop parent leaders and representatives

- **Collaborating with the community**: identify and use community resources and services to strengthen schools, families and student learning and development

This report provides a summary of the work of the Quality Improvement & Curriculum Service, primary, secondary and special schools to support parental involvement and engagement across the City of Edinburgh.   It shows strengths across all sectors in parenting, communicating and learning at home, but also concludes that more work is required to develop school decision making processes which genuinely and meaningfully include parents.

What the Parents Said

There is evidence in Standards and Quality Reports that schools are regularly inviting the views of parents and are taking action in response. Some examples feature below:

In Craiglockhart PS, a survey was undertaken asking specific questions about what good family learning might look like and asking parents about their priorities. Feedback from the survey will be collated for next session.

In Dalmeny PS, a parent focus group reported that the leaflets about Rights Respecting Schools and information in home learning letters allowed families to participate with the programme easily and all parents in the group said that their children were able to talk openly about their feelings using the information shared by school as a prompt.

In Dean Park PS, 40 parents have agreed to participate in the Homework Working Group.

In Craigentinny, 100% of referred families attended summer holiday outings organised by the homelink worker who modelled positive interactions (for parents' benefit) and suggested fun, free places for families to visit on their own. Feedback from parents and children from these outings was positive.

At Craigmount, the work of the parent communications group on engagement has also helped the school to redesign communications in a way that best meets the needs of the school community. Feedback has been very positive.

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Evaluating progress in parental involvement and engagement

The Scottish Government is piloting a Parental Involvement and Engagement Questionnaire. This was issued to all local authorities in June 2019. An analysis of findings has yet to be completed and shared with local authorities.

Currently schools evaluate progress through a range of measures.
- Biannual Parent Survey, last completed and reported on in June 2018.
- Self-evaluation through school questionnaires and focus groups of parents.
- Parental feedback drawn from attendance at and evaluations of events.
- Scottish Attainment Challenge (SAC) reports.

Parent Survey

These are completed by parents every two years. The data from the next questionnaire will be available to schools and the authority in April 2020.

Questionnaires and focus groups of parents

Consultation with families regarding Literacy, Numeracy and Health and Wellbeing has taken place in almost all schools through questionnaires and focus groups linked to the Improvement Plan for next session.

Attendance and evaluations of events

Schools are working hard to engage the wider parent body in school events. Examples of note are as follows:

Forrester High School reported an increase in attendance at parents' nights: up on average 20-30% per year group.

At St Augustine's High School, at all parent events, application forms for free school meals and assistance with school uniform in both English and Polish are available and assistance in completing these forms is offered. Free refreshments and play activities for younger children are provided at parents' evening. Free transport has also been provided when appropriate.

At Dalry Primary School, the number of parents attending family learning events through work with the Scottish Book Trust has increased by 50%. This has allowed more pupils and their parents to have high quality family and home learning opportunities together.

Scottish Attainment Challenge Schools

The impact of the Scottish Attainment Challenge (SAC) on developing parental involvement and engagement in the eight primary and four secondary schools involved continues to be significant.

Almost all of these schools have appointed a dedicated family link worker or development officer with the specific remit of engaging targeted families. Their focus has been to improve the wellbeing of children and their readiness to learn. The families have been offered additional support for literacy and/or numeracy, and health and wellbeing, particularly mental health support. In one school (Sighthill PS),116 families have received support or engaged successfully with the programme, many voluntarily. In this school, 80% of the parents reported that their child's confidence in learning had increased. The secondary schools (especially Castlebrae and WHEC) have focused mainly on family learning events to develop literacy. One school reported a 12% increase at level 3 and a 4% increase at level 2 in reading. Two secondary schools (Craigroyston and Castlebrae) have worked

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in partnership with Columba 1400 to encourage parents to develop their own leadership potential for the benefit of the school community.

The majority of SAC schools have created a designated family engagement room which serves as a venue for support sessions in literacy and numeracy, focus and discussion groups, and a lending library of educational and general interest books. At one school (HRHS), the use of this room has been systematically monitored. Results show that it is used regularly by approximately 25% of the targeted families who welcome the less formal space to meet with staff and other parents.

All SAC schools have recorded improved attendance with targeted pupils. This is particularly notable in schools with breakfast clubs. (Canal View). SAC primary schools have reported an increase in parents attending family learning events, for example family cooking events and Dads' nights (Clovenstone, Niddrie Mill).

Headteachers in SAC schools have identified next steps which include engaging better with parents whose first language is not English, providing more time for identified families to build resilience, improving digital communication, and targeting families for holiday activities such as *Discover*. They have commented positively on the support received from the Education Scotland Attainment Advisor.

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Quality Assurance and Inspection

Quality Improvement (Indicator 2.7)

An analysis of School Standard and Quality Reports 2018-2019 has been undertaken. Although schools are not systematically required to provide an annual self-evaluation for this indicator, almost all schools have commented on their progress with parental involvement and engagement.

Primary Schools

Almost all primary schools have made progress in engaging with parents and providing a range of ways for them to be involved in their children's learning. The number of parents engaging positively with schools is increasing. Parents' nights, workshops and joint learning events are well attended. A number of parent volunteers support the life and work of their child's school through helping in classes, reading to small groups of children and attending visits. It is acknowledged that the range and diversity of parents involved in these activities needs to be extended.

Almost all schools have an active Parent Council who regularly engage with projects to improve the experiences offered to children and families. Senior leadership teams have put additional opportunities in place for parents to communicate with the school including electronic sharing of letters, weekly e-newsletter, open events, use of Twitter and Facebook.

Schools with homelink workers have demonstrated that their role is crucial in encouraging parental involvement and engagement. They are able to build up their knowledge and links with families and this leads to strong bonds of trust between home and school for many families. An excellent example (Forthview) details the high-quality universal and targeted support that enables families to access learning activities which meet their needs. All families meet the family support teacher and everyone is given her contact number as well as the school contact number. This information is repeated in every monthly newsletter.

Secondary Schools

The level of parental involvement and engagement has increased in almost all schools. Parents are more actively involved in reviewing and evaluating provision, although all headteachers acknowledge that work still needs to be done to extend this opportunity to the wider parent body.

All schools have an active Parent Council which contributes valuably to the life of the school. Parents in the majority of schools are involved in delivering careers and skills for work events, extra-curricular clubs and, in all schools, they are involved in the recruitment of staff to promoted posts. Increasing numbers of parents are attending curricular support and study skills events, Raising Teens with Confidence workshops and Poverty Proofing advice sessions. All schools have consulted with parents when reviewing their vision, values and aims.

An increasing number of schools (15 – Gracemount, Forrester, Liberton, QHS, St Augustine's, Tynecastle, Broughton, RHS, Craigmount, Liberton, Tynecastle, HRHS, Craigroyston, Castlebrae, WHEC) have used PEF money to appoint a dedicated Parental Engagement Officer or family link worker whose focus is to improve links between home and school. In other schools, this role has been taken on by an existing member of staff as a leadership opportunity.

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School Inspections

Almost all parents who responded to pre-inspection questionnaires in the ten primary schools and one special school inspected in 2018-19 (ie reports published) were positive about the information they received on their child's progress in learning and felt that they were encouraged to contribute to the life and work of the school.

In all of the inspected schools, the Parent Council is active in supporting the school such as through fundraising activities and is now taking a greater interest in school improvement priorities. However, there is scope to increase the number of parents involved in these activities. A few parents in some of the schools were involved in school improvement groups (SIGs) but this good practice could be extended to involve more participants.

Inspectors found that schools were working hard to include and involve all parents using a variety of methods including social media, newsletters, and noticeboards to share information about events and opportunities. Staff value the views of families and encourage them to contribute to the learning experience, for example, through sharing cultural experiences or skills relating to the world of work.

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Learning Together Board: Analysis of Progress

The Board has met on two occasions. The first meeting was used to finalise the Learning Together Framework and ensure that it meets the Aims and Goals of the Scottish Government's Action Plan *Learning Together*.

Following feedback from the Education, Children and Families Committee, at the second meeting, the Edinburgh Learns A5 booklet for parents and teachers was discussed and amended to be more user-friendly. This will be translated into a number of languages in order to be accessible to the wider parent body. A parent representative on the Board produced materials which outline the consultation structure for parents within Edinburgh

- the Parent Forum
- the Parent Council
- Locality Groups
- the Consultative Committee with Parents
- the Education Children and Families Committee, and
- the National Parent Groups.

These materials have been distributed to all Parent Council Chairs.

The first meeting of session 2019-2020 will be used to evaluate progress against the action points outlined in the Edinburgh Learns Framework.

Parent representatives on the Board and from localities joined teaching staff and officers at a very successful conference on Parental Involvement and Engagement at Murrayfield in November 2018. The conference attracted over 200 participants. The keynote speakers, Janet Goodall and Morag Treanor, were followed by a series of workshops led by practitioners from the five authorities in the South East Improvement Collaborative (SEIC). Evaluations were all very positive and feedback was comprehensive. Staff commented on what they had learned: the importance of using research; realising that not all staff are confident in approaching parents; parental engagement is more than parents being in the building. They identified their future needs: how to support parents in their own learning; how to engage with time- poor parents; how to learn about good practice elsewhere. Parent representatives commented on their better understanding of the importance of current research and practice and the need to continue to engage and involve a greater number and diversity of parents at local and national level.

Conclusion

Illustrations of all six aspects of parental involvement and engagement are evident across the school estate: communication, volunteering, decision making, family and home learning, community engagement, and parenting skills. Specific examples include a very successful "Bring Your Parent to School Day" which attracted 60 parents (Boroughmuir) and will be repeated in a number of schools next session; a parental engagement wellbeing event which was co-delivered by staff and parents (Craigmount); Growth Mindset sessions which attracted an increased number and diversity of parents due to innovative practice and targeting individual families (Firrhill); an Inclusion evening which involved collaboration between community members and school in offering a well-received event for parents, many of whom struggle to engage (Queensferry).

In session 2019-2020, schools are planning a range of ways to increase parental engagement: each faculty will lead at least one family learning event (Castlebrae); increased parental engagement will be piloted at P7/S1 transition (Balerno cluster); a Parent Information Hub will be developed (Broughton); work will take place with parents to create resources to support learners with Maths learning at home (Fox Covert).

Next steps

The authority will:

- Conduct a bi-annual survey of parents/carers and report on the findings.
- Evaluate the impact of the CEC Parental Involvement and Engagement Strategy: Learning Together.
- Report to the Education Children and Families Committee on the work of the Edinburgh Learns Strategy Board.
- Continue to work in partnership with representatives from the Scottish Government and with Connect.
- Continue to work in partnership with colleagues in the South East Improvement Collaborative to promote and support the development of Parental Involvement and Engagement.

Schools will:

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

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Edinburgh Learns Inclusion Annual Report 2018-19

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Executive Summary

"In Edinburgh every child or young person irrespective of identity background or ability is part of a resilient and positive learning community where they feel:
We belong
We contribute
We learn
We are supported and we help others"

This report provides a summary of the work carried out during the course of the 2018 to 2019 academic session to build on our strengths and further develop our local approach to inclusion. It uses a range of evidence from HMI school inspections, self-evaluation by schools and management information which is gathered centrally.

Overall we conclude that inclusion in The City of Edinburgh schools is good with a good level of confidence and very good capacity for continued development. Our analysis identifies that inclusive practice is strong in most schools, ably supported by educational psychologists, Additional Support for Learning staff and third sector partners. We are pleased to see a reduction in exclusions but recognize that more needs to be done to secure better outcomes for children who are looked after or who live in deprivation. In particular, we need to encourage higher levels of attendance, and more appropriate pathways for these groups. This will be our focus for next session.

What Our Children Said

As part of the Edinburgh Learns Inclusion Framework the board conducted a consultation on the draft vision for Inclusion with Children and Young People. We asked a group of pupils in one of our primary schools and a group of young people in one of our secondary schools what they thought of our draft vision statement.

They told us they liked the emphasis on belonging and contributing;

'I like, "I contribute". When you are in a school, you feel you are part of something – there are people to talk to. In P3, I wrote a story and I was sent to show it to the Head Teacher. The teachers are always positive and help me to feel successful.'

They suggested thinking about 'We' instead of 'I';

'Maybe some of it could be everyone – "We", because our school gives space for everybody, it's a really good school.'

Their views resulted in the following recommendations from the board which were incorporated into the final vision statement found on page 2 of this report;

- The wording in the statement should be changed from 'I' to 'We'
- Successful is dropped as a focus within the statement
- Respected is not added as it is included within the 4 Rs core principles for practice eg. Relationships, Rights Respecting, Restorative and Resilience Building
- The 4 remaining words will also then map well onto the Scottish Government measures of Inclusion[1] - present (We belong), participating (We Contribute), achieving (We learn), supported (We are supported and we help others) which will strengthen links to national guidance within the two key documents (Included, Engaged and Involved in Edinburgh policy and Edinburgh Learns Inclusion Framework)
- Suggestion to include Faith and Sexuality in the opening section would result in a long list. Rather than looking to list everything change statement to the broader descriptors of identity, background or ability.

The views of children and young people were also gathered to inform the work of the Children's Partnership What Kind of Edinburgh and are gathered annually through the Wellbeing Questionnaire. This is analysed and reported in the Health and Wellbeing Annual Report.

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[1] Guidance on the Presumption to Provide Education in a Mainstream Setting (2019) https://www.gov.scot/publications/guidance-presumption-provide-education-mainstream-setting/

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Evaluating our Progress in Inclusion

Scottish Government describes inclusion as being:

Present   Participating   Achieving   Supported

There are several sources of local authority data that are indicators of our inclusive practice;

Exclusions 2018-19

Year	2016-2017	2017-2018	2018-2019
Total Exclusions	977	869	837
Days lost through exclusion	2925	2587	2520
Number of children effected by exclusion	642	572	552

This is the first year exclusions for care experienced pupils have been monitored. 83 care experienced children were excluded this session (45 were currently Looked After and 38 were previously Looked After). Reducing care experienced exclusions is a local authority priority.

Attendance

Reducing the numbers of pupils who have less than 85% attendance is currently a target in our strategy to improve overall pupil attendance. As part of this system of monitoring, our primary schools are grouped as less than 5%, 5 to 10% and greater than 10% (of pupils with less than 85%). Our secondary schools are grouped as less than 9%, 9 to 19% and greater than 19% (of pupils with less than 85%).

In January as an indicative midpoint in the 2018-2019 school session attendance across the authority was;

	Less than 5%	5% to 10%	Greater than 10%
No. of Primary Schools	35	24	29
	Less than 9%	9% to 19%	Greater than 19%
No. of Secondary Schools	7	6	10

This is an area of work which will continue to be a focus in ensuring all our learners are present, participating, achieving and supported.

Requests for specialist provision

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Requests for specialist (pathway 4) placements are reviewed at the end of each academic year. All requests from Edinburgh schools are made in the context of our Getting it Right for Every Child In Edinburgh Child Planning process. In 2017-2018 there were a number of positive findings;

Secondary

Year	Secondary Requests for provision total	Provision Offered	S1 to S6	Provision Offered	P7 to S1 Requests total	Provision Offered
2015-2016	124	92 (74%)	74	No data	50	No data
2016 - 2017	145	114 (79%)	64	40 (63%)	81	74 (91%)
2017-2018	116	102 (88%)	51	42 (82%)	65	60 (92%)

For early years 2017-2018 was the first year of data collation;

Total Requests	Specialist Nursery	Agreed	Retained Year	Agreed	Looked After Out of Authority	Agreed
24	14	8 (57%)	7	6 (86%)	3	3 (100%)

For primary 2017-2018 was the first year of data collation;

Total Requests	Agreed	Nursery to P1 Requests	P1 to P6 Requests
149	111 (79%)	51	98

- All CEC LAC out of authority requests were agreed

Flexible Timetables

The new Flexible and Alternative Timetable procedure was launched in March 2019. Schools will be supported to implement this in 2019-2020. This will allow city wide tracking of the number and duration of flexible (reduced) timetables over subsequent years.

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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	

Special Schools

Grade	1	2	3	4	5	6
No. of schools			4	5	2	

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.

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Inclusion Strategic Group Analysis of Progress

Finalising the Edinburgh Learns Document
There has been a consultation process on the main document carried out at primary and secondary headteacher National Improvement Framework (NIF) days. This resulted in a number of amendments. The final version was then further edited to ensure it was as succinct and clear as possible. The final version was presented at a meeting of the strategic board in May 2019. Some further minor amendments were agreed and finalised at that meeting.

Board Membership
The strategic group (now Board) will meet 4 times annually. Secondary school representation will be reviewed to maximise attendance and ensure views from all sectors are represented within the group.

The Board has discussed the role that key partners and voluntary organisations play in contributing to the action plan for inclusion. Alongside schools and early years there is therefore also representation from social work and voluntary organisations as well as community learning and development, additional support for learning service and psychological services.

Action Plan for Inclusion
The strategic board will update and progress an annual action plan. Actions completed in 2018 to 2019 include;
- Included, Engaged and Involved in Edinburgh Policy – working draft agreed by committee in November 2018
- Policy and procedures mapped out alongside the inclusion framework and other key local authority and national drivers (appendix 2)
- Improving Outcomes for Learners at Risk of Exclusion – finalised in December 2018
- Flexible and Alternative Timetables – finalised in March 2019
- Managing and Reducing Risk - finalised in March 2019
- Relationships, Learning and Behaviour – finalised July 2019
- Consultation on Mental Health informing tops tips for children, schools and carers
- Inclusion statement from the Director of Education disseminated to all schools
- Review of the model of audit allocation completed
- Ongoing evaluation and extension of Wellbeing Academy Project
- Ongoing evaluation and extension of nurture approaches
- Inclusion survey completed by all schools

Conclusion

Over the course of 2018-2019 the Edinburgh Learns Inclusion Framework board has been established and the framework document with accompanying A5 guide has been finalised. Alongside this a number of actions in relation to our strategy for inclusion have been progressed. These have been outlined above.

Our analysis of School Standard and Quality Reports shows most schools self-evaluate quality of provision as good for Quality Indicator 3.1 which relates directly to inclusion.

Our citywide data shows there continues to be a positive overall trend in reducing exclusions and we are now beginning to look at this in relation to target groups such as our care experienced learners.

We recognise that for many learners attendance is an area that would improve their ability to be present, participating, achieving and supported. We now have a focus on reducing the numbers of learners with less than 85% attendance rather than focussing on overall school attendance across stages. This change in focus will better enable us to shine a light on those most vulnerable and implement targeted strategies and supports.

At the end of 2017 to 2018 annual data across early years, primary and secondary showed that most requests for specialist provision were appropriate and resulted in the offer of a placement. The implementation of annual reporting for early years and primary requests at the end of 2017-2018 will now also allow us to look at year on year tracking of special placement requests and placements across all sectors.

Next steps

- Support the implementation and embedding of the key policy and procedures disseminated during 2018-2019
- As part of the process of implementation ensure accurate recording of flexible timetables, physical harm or weapons in school and physical intervention to prevent harm (as outlined in the procedures) to allow citywide tracking and monitoring
- Continue citywide tracking and monitoring of exclusion including a specific focus on reducing exclusion for care experienced learners
- Continue to implement approaches to capacity building in mainstream including the development of secondary Wellbeing in Education bases
- Continue to draw on the views of children and young people through participation forums such as Youth Talk, My Kind of Edinburgh and themed topics such as Mental Health
- Continue local capacity building in evidence based approaches such as nurture, the Wellbeing Academy and Seasons for Growth
- Continue to work with key partners and voluntary organisations to provide the right support at the right time to children and families who are at risk of not being 'Included, Engaged and Involved'
- Ensure appropriate training is available to staff with a focus on Relationships, Learning and Behaviour
- Continue to explore, pilot and evaluate approaches to increase attendance for vulnerable learners

Appendix 2: Examples of Associated Policies, Procedures and Strategic plans

Policy - Included, Engaged, Involved in Edinburgh

National Drivers

- **Included, Engaged and Involved Part 2 2017**
- **Developing a whole school positive ethos and culture: Relationships, Learning and Behaviour 2018**
- **National Improvement Framework**
- **GIRFEC**
- **Children and Young People (Scotland) Act 2014**
- **Additional Support for Learning Act**
- **Respect for All**

Included

Procedures

- Improving Outcomes for Learners at Risk of Exclusion
- Preventing and responding to bullying and prejudice among children and Young People

Procedure Templates

- SEEMIS letters
- Roll removal

Engaged

Procedures

- Flexible and Alternative timetables
- Relationships, Learning and Behaviour

Procedure Templates

- Tracking flexible and alternative timetables
- Behaviour Analysis
- Debriefing

Involved

Procedures

- Attendance
- Managing and Reducing Risk
  - Violence and Weapons

Procedure Templates

- Exceptional Leave
- Risk Management template

Local Strategic Plans

- **Edinburgh Children's Partnership, Children's Services Plan**
- **NIF Plan**
- **Children's Emotional and Mental Health Plan**
- **Parenting Framework**
- **Locality Plans**
- **Cluster Plans**
- **School Improvement Plan**
- **Edinburgh Learns**

HGIOS 4 – Self Evaluation

EDINBURGH LEARNS

Pathways Annual Report

EDINBVRGH
THE CITY OF EDINBURGH COUNCIL

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"Edinburgh Learns
Our Goal: To ensure that every learner experiences the best teaching and
learning in all of our schools."

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

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

It is the aim of every teacher and early years practitioner to deliver high quality teaching and learning. It is the single most important feature of the reflective practitioner and the aspect that is kept under constant review as staff strive to improve skills.

Edinburgh Learns, the Council Strategy to Raise Attainment for All, comprises key frameworks informed by data, research and strategies known to be successful in pursuit of the overarching aim of raising attainment for all our children and young people.
The Edinburgh Learns Framework - Pathways to develop our young workforce – exists to ensure:

"*all learners are on the right route to the right job, through the right course via the right*
information"
15-24 Learner Journey Review (2018)

We need Scottish education to deliver both excellence in terms of ensuring children and young people, from 3-18, 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 from 3-18 is at the heart of everything we do.

Ensuring all our learners can feel supported to make suitable, realistic and informed choices and follow progressive curriculum pathways that are tailored to their skills, strengths and interests is central to our inclusive economic growth and social justice ambitions.

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By Pathway we mean:

"the totality of all that is planned for children and young people throughout their education"

(Scottish Government 2008)

This report provides a summary of the work of the Quality Improvement & Curriculum Service, in collaboration with our schools and partners, to support the improvement of Pathways to develop our young workforce across the city.

EL Pathways Strategic Board

The Pathways Strategic Board commenced in November 2018.
It consists of the following representatives:

- Senior Education Manager – Chair
- Quality Improvement Education Officer – DYW (Secondary)
- Quality Improvement Education Officer – DYW (Primary)
- Quality Improvement and Education Officer – (Early Years)
- Senior Leaders from each educational sector (3-18)
- Depute Principal Educational Psychologist
- Partners
    - SDS Regional Manager
    - DYW Regional Board
    - Edinburgh College
- Professional Association Representation

The *EL Framework Pathways to develop our young workforce* has been informed by research led by Young Scot and cited within the *15-24 Learner Journey Review* (2018) into young peoples' experiences of the education and skills system. Views expressed by young people include:

- The highest value learner journey is one that is specific to meet the needs for each individual young person
- Many young people make choices about their learning based on short-term, annual options rather than considering longer pathway planning toward particular careers and advanced level knowledge and skills
- Some young people felt the focus on attainment and qualifications within schools was not giving them the skills required to succeed in life, learning and work. As a result, some felt ill-prepared for life after school and this had a negative impact on their learner journeys
- When young peoples' learner journeys falter, this is often the result of personal, social and health issues
- Access to the right support at the right time was identified as being key to minimising the potential negative impact that these issues can have on young peoples' learner journeys.
- Young people felt there was a lack of parity of esteem between vocational and academic career pathways.
- Many young people from all backgrounds report negative early experiences of the world of work. Lack of relevant and beneficial work experience was cited as a key barrier to young people getting certain jobs

As the Edinburgh Learns Pathways Board seeks to implement the Pathways Framework across all educational settings, the role of children and young people will be critical in shaping our action plan and evaluating impact. Our *My World of Work* Ambassadors have expressed how important their leadership role is, in championing DYW with peers in schools. Over 200 young people, across 15 schools, volunteer as Ambassadors because they are committed to encouraging other pupils to create an online *MWOW* learner profile and be empowered to shape their own learning pathway. The EL Pathways Board will seek to establish effective partnership-working with the *MWOW* Ambassadors going forward.

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Key Strategic Actions

Leadership

Strengths

- Strong systems leadership is being delivered through the Pathways Strategic Board, Regional DYW Board and School-College partnership. These forums bring together stakeholders from education, including senior leaders from 3-18 settings, Edinburgh College, Skills Development Scotland, DYW Board and employers to improve outcomes for our learners and develop the young workforce.

- We have a shared vision focused on supporting all young people into positive and sustained leaver destinations. Ensuring that the Youth Employment strategy milestones are achieved is a key focus and this is helping to drive DYW.

- Our starting point has been to understand why the system needs to change to be better for the learner and then action plan to implement the conditions for this to be realised.

- Early Years and School senior leaders are empowered to design and implement their own curriculum model and narrative, based on national guidance, to best fit the learning needs of the children and young people within their unique educational setting.

- In June 2019 Councillor Alison Dickie celebrated the role of 71 young people who lead as Ambassadors championing the *My World of Work* website. There are over 200 Ambassadors

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in 15 Edinburgh schools who promote the range of MWOW resources with other pupils, parents/carers and staff. They support young people to register and create an online MWOW learner profile, empowering them to lead their own learning pathway.

Leadership

Next Steps

- Continue to liaise with partners, including Education Scotland, the DYW Regional Board, Skills Development Scotland and the South East Improvement Collaborative (S.E.I.C.) to ensure that the quality of the curriculum and learning pathways for all children and young people, is continually improved through effective collaboration.
- Embed a culture based on parity of esteem for all learning pathways and promote the curriculum offer using the Scottish Credit and Qualifications Framework (SCQF) to develop language of progression and attainment at Levels of qualification.

Career information, advice and support

Strengths

- All schools engage in a range of assessment activities (formative, summative and holistic) to inform teachers' judgements about pupils' progress. Within best practice, assessment is integral to the planning of learning and teaching and is used to inform future progress in learning (EL Assessment and Moderation Annual Report).
- A range of reliable assessment evidence, alongside benchmarks and data is being used by teachers to plan more appropriate learning pathways for children and young people at key transition points. GIRFEC principles and practice underpin this.
- Most schools have developed processes which monitor and evaluate pupils' progress, particularly in Literacy, Numeracy, Health & Wellbeing
- Cluster Improvement Plans include priority to continue developing robust assessment and moderation processes to track and monitor learners' progress to ensure pace, challenge and continuous progress in learning resulting in improved outcomes for all learners.
- Children and young people's entitlements to personal support are being fulfilled in most schools, enabling learners to review their own learning with a key adult who knows them well, helps them to plan next steps and prepare for changes and choices. Systems to support Key Adult time vary across schools and impact needs to be evaluated to ensure best practice.
- Almost all High Schools are supporting young people to register with *My World of Work* (M.W.O.W.). *My World of Work* provides an online learner account that enables young people to access a profiling tool and record their attributes, skills, achievements and successes to help them plan their learner journey into work
- Through our collaboration with SDS an action plan to implement *My World of Work* across the Primary sector is being developed to support delivery of the Career Education Standard and improve P7 transition using the online profiling tool.

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- Gender imbalances across the curriculum and prejudice-based choices about future careers are being actively challenged through a range of platforms and supported by our STEM strategy:
    - *Unconscious Bias* - professional learning delivered at Duddingston PS
    - *P2 Future Nurse Pilot* – NHS and DYW partnership project
    - Foundation Apprenticeship Children and Young People – actively encouraging more men working within Early Years settings
- There is improved partnership working with the regional DYW Board and SDS, facilitated through the DHT 16+/DYW Network:
    - Presentations on current labour-market intelligence has resulted in more relevant career information and advice being provided at times of choice and change eg. Liberton HS Choice Booklet. This best practice is being shared to improve consistency across all schools.
    - Professional learning delivered by SDS on the 16+ Data Hub has improved data input on Anticipated Leave Dates, Preferred Occupation and Preferred Routes.
    - Guidance on the 16+ Meeting, including remit responsibilities for each partner, and a 16+ Quality Assurance timeline, outlining key tasks and transition points throughout the school year, have been co-produced to improve consistency of practice across all schools. Best practice is based on GIRFEC principles and involves early identification, a planned progression pathway with the necessary support in place and devised in partnership with either the third sector, colleges or an employer.
    - SDS have developed the transition team to bridge in-school and post-school provision, placing relationships with young people at the centre. By having more cohesion and coordination we hope that our young people in Edinburgh will be better supported into the right path at the right time.
    - Locality DYW hubs connecting schools with local employers have been established. These hubs enable us to more effectively fulfil the aims of the Career Education Standard and Work Placement Standard: building ambition and better preparing children and young people for positive sustained leaver destinations through progressive learning that connects them more directly to employment e.g. Delivery of *Veolia Circular Economy* challenge to 200 Primary 6 pupils across the Leith cluster. There has also been an increase in the number of employers pledging to engage with schools eg. *Balerno High School Business Briefing* resulted in 45 pledges for delivery next session
    - The Edinburgh DYW Board reports the following progress:
        - *Marketplace* (provides work-based learning opportunities): in last 3 months 864 places have been booked by 25 out of 35 schools (Edinburgh, Mid & East Lothians). Currie High School has highest number of bookings in Edinburgh
        - *Founders 4 Schools*: 103 business leaders have volunteered 667 hours of their time to visit classrooms or to host work experience placements in Edinburgh,

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Midlothian and East Lothian. Over the last 3 months 5 High Schools have had 9 events delivered and 5 events are already in the pipeline for the next academic year. 4 Primary schools have used the system to deliver 8 events.

- Delivery of Regional Conference - 240 delegates, 5 workshops, 12 exhibitors, research on Work Readiness presented and campaign launched, over 100 pledges made.

Career information, advice and support

Next Steps

- We must continue to build the confidence of our children and young people that they are making the right decisions about their learning pathways in line with their aspirations and abilities.

- We achieve this by ensuring that learners are supported to make the best choice in the first place through embedded universal and targeted support.

- We will promote *My World of Work* as the preferred digital platform to implement the S3 Learning Profile more effectively across all schools. This tool enables young people to track their own learning journey; understand strengths and areas for improvement; identify future goals and pathways. It includes a focus on what they feel are their latest and best successes.

- Apt professional learning for practitioners will support the implementation of *My World of Work* from P5 upwards. This will enable children and young people to reflect on their skills development and support the P7 and S3 learning profile.

- We will continue to promote Skills Development Scotland www.skillsdevelopmentscotland.org.uk with young people, parents and carers, and staff as the "one-stop shop" to better signpost all qualifications, pathways and support for learners in Scotland.

- Edinburgh Learns Team will deliver CLPL focusing on aspects of AFL, including that which enables teachers to develop greater confidence in reporting on pupils' progress, with a focus on engagement in Education Scotland benchmarks.

- EDICT tracking system to be rolled out across all schools throughout next session.

- The ability to track employer engagements across 3-18, as part of the Work Placement Standard, is an aspect for further development.

Provision

Strengths

- Senior leaders are empowered to shape the curriculum rationale and narrative based on the shared values and unique features of their educational setting and local community; national guidance; and Curriculum for Excellence (CfE) design principles, taking account of learners' entitlements and the four capacities.

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- Edinburgh Learns and relevant frameworks promote best practice and continuous improvement in skills development for literacy, numeracy, health and wellbeing, digital literacy, creativity and employability across all curriculum areas and contexts of learning.

- In the best examples, teachers make explicit reference to the relevant skills at the beginning of every lesson and incorporate within Learning Intentions and Success Criteria. They ensure that children and young people self-evaluate their progress in terms of learning, and of skills development.

- Schools are increasingly engaging with the Career Education Standard (3-18) and the Work Placement Standard when reviewing curriculum frameworks to ensure learners' entitlements are met.

- Employer engagement with schools has improved with the development of DYW Locality partnerships. Events such as the DYW Regional Conference and Jobs Roadshow ensure that young people across Edinburgh are having greater opportunities to explore vocational pathways.

- Recognition of parity alongside traditional academic routes is better and has been helped by the SDS media campaign and partner events, however we need to continue upskilling all those who provide advice to young people on the learner journey.

- SDS Careers Advisers are building stronger relationships with schools as part of the Service Level Agreement.

- JET review (Appendix – G. Brady)

- Our post-15 provision in schools is enhanced by the School-College partnership delivering additional vocational pathways at Edinburgh College campuses throughout the city. This includes Foundation Apprenticeships, alongside other Level 5 and 6 qualifications, such as National Progression Awards.

- The City of Edinburgh Council is now offering the Foundation Apprenticeship Children and Young People at the Hub schools of WHEC and Liberton. This provides a viable pathway to the Modern Apprenticeship and ensures a skilled workforce for our expanded early years provision.

- The City of Edinburgh Council is represented on the Scottish Government's 15-24 Learner Journey Review workstream and this will ensure cohesion with local priorities.

- Support for statutory leavers, looked after/care experienced young people and those at risk of disengagement is improving. A key driver has been enhanced understanding of the 16plus Data Hub's role in improving outcomes for young people. Across most Edinburgh schools, data entry is more rigorous, therefore our tracking of anticipated leave date, preferred occupation and preferred route is much better. The few schools needing to improve data hub management have received joint follow-up support. We can better identify leavers and those at risk of a negative destination. This enables us to coordinate resources more effectively across the estate and support young people with the right guidance at the appropriate time – e.g. Edinburgh Guarantee/SDS Careers Event for Winter Leavers

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Provision

Next Steps

- Schools will continue to review curriculum structures to develop additional flexibility and more appropriate learning pathways based on SCQF Levels to meet the needs of all young people.

- QICS service will continue to support schools in building curriculum frameworks which ensure all children and young people are supported in developing skills which maximise employability, including links with Business partners, local employers, Further and Higher Education Establishments.

- A sub-group of the EL Pathways Strategic Board is developing an online regional senior phase prospectus to improve equity and expand the vocational and academic pathways on offer to all of Edinburgh's young people – increasing routes from schools into employment, further education closely linked to employment or higher education.

- With the appointment of a Foundation Apprenticeship Coordinator we will improve marketing of vocational pathways and increase uptake across the FA frameworks.

- Through co-production and co-delivery, schools, SDS, DYW and Edinburgh College will engage meaningfully with children, young people, teachers, parents, partners and employers to promote understanding of different types of qualifications at each SCQF Level.

- Edinburgh Learns Professional learning will focus on skills for learning, life and work. Teachers will learn about practical approaches including higher order thinking skills, creativity and metacognition to support learners' development of skills and their ability to talk about the skills they are developing.

Performance – self-evaluation

Strengths

- Rigorous approaches to self-evaluation build our capacity to improve outcomes for children and young people (Edinburgh Learns Quality Improvement). These are based on our core principles of:
    - Collaborative
    - Proportionate
    - Supportive
    - Comprehensive

- Improved data intelligence is resulting in a more robust analysis of a range of evidence and data to monitor and track progress for all learners.

- Practitioners engage in professional learning offered to support a range of aspects of SNSAs. The LA has delivered a consistent message that data should be used diagnostically, as part of a wide range of evidence, with schools making their own decisions about when pupils engage in the assessments.

- The performance of our partnership approach to improving outcomes for learners can be assessed through our local authority Participation Measures and School Leaver Destination

Results. The participation measure shows the proportion of young people aged 16-19 years participating in education, training or employment. We need to narrow the gap between the proportion of those in the most deprived areas participating in education, training and employment compared with young people in the least deprived areas   School measures of attendance, attainment, engagement and inclusion will also demonstrate how well the learning needs of our young people are being met through an improved curriculum offer

Progress Indicator: % of 16-19 years old participating in education, training or employment
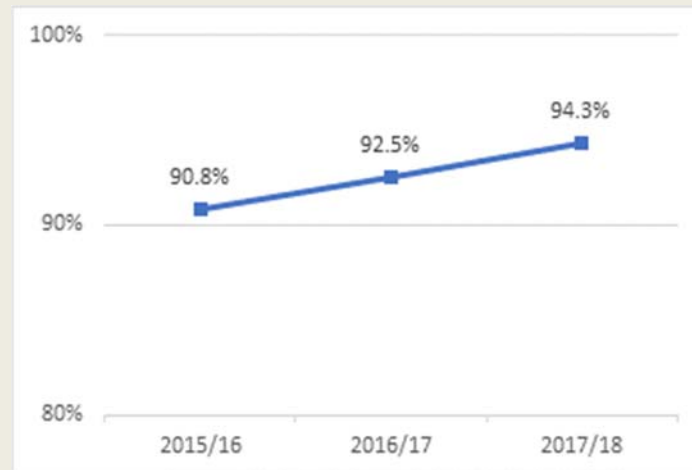
n

- The 2017/18 City of Edinburgh Participation Measure is now 94.3% with a national average of 94.4%. This is a marked improvement on last year as the figure for 2016/17 in Edinburgh was 92.5%. Progress has been achieved through improved collaboration at a strategic level between The City of Edinburgh Council and critical partners.
- Joint follow-up to the 2017/18 Initial School Leaver data resulted in more robust and comprehensive data on young people's destinations being gathered.
- The overall figure of 93.6% for sustained positive leaver destinations 2017/18 (see Appendix) is a 0.9 percentage increase compared to the previous session and is above the national figure. The City of Edinburgh is now ranked 14 out of 31 local authorities, whereas last year, it was 23 out of 31.
- The upward trend in PSLD at Currie High School can be attributed to number of factors:
  - Relentless whole-school and cluster focus on DYW
  - Implementation of Skills Framework has embedded skills within the school vocabulary and across all curriculum areas
  - Robust 16+ systems to support planned learning pathways for those at risk of disengaging

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Performance – self-evaluation

Next steps

- We need to improve the number of young people sustaining college as a first destination. A review of our PSLD data indicated that some of the decreases in sustained destination data, compared to initial, could be attributed to young people withdrawing from Edinburgh College during Year 1. All partners need to work more closely with Edinburgh College around this and ensure that young people are being supported into the most appropriate pathway. SDS, The City of Edinburgh and Edinburgh College have committed to reviewing attainment outcomes for young people engaged in the SCP offer, to ensure equity and excellence is being upheld.

- There are logistical obstacles, such as travel, transport, timings, that can inhibit young people from fully engaging with the school-college offer. We will continue to review delivery models to overcome these.   To improve transition to further education and build relationships with young people and parents/carers at an earlier stage, a number of pilot events at schools and Edinburgh College have been delivered.

- 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. Educational settings are empowered to develop approaches to self-evaluation which best suit their context and provide robust data about what is working well in improving outcomes for our children and young people.

- Effective self-evaluation is a rigorous process which provides a unique and valuable picture of what is having most and least impact on learners in a single class, at a stage, within a school or across a cluster or local authority. Self-evaluation involves all stakeholders in the learning community considering 'How good can we be?' Once the quality of the impact on learners has been evaluated, then plans for improvement can be drawn up.

The City of Edinburgh Council systems to support the design and development of the Senior Phase:	
Edinburgh Learns	Council strategy to Raise Attainment for All and comprises a range of frameworks at various stages of implementation: Equity, Health and Wellbeing, Learning Together (Parental Engagement), Teaching and Learning, Pathways (to Develop our Young Workforce), Inclusion and Quality Improvement. Each of these frameworks is informed by data, research and strategies known to be successful in pursuit of the overarching aim of raising attainment.
EL Framework - Pathways to develop our young workforce	Developed to ensure: "*all learners are on the right route to the right job, through the right course via the right information*" 15-24 Learner Journey Review (May 2018) By curriculum pathway we mean: "*the totality of all that is planned for children and young people throughout their education*" (Scottish Government 2008) **The Framework upholds the principle of Headteacher empowerment to design the school's Senior Phase offer**. Rigorous self-evaluation means the Headteacher is best placed to understand the unique features of the school context and local community and develop an appropriate curriculum rationale and

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	narrative to best meet the needs of all learners. Schools advised to implement curriculum based on national guidance and Curriculum for Excellence (CfE) design principles, taking account of learners' entitlements and the four capacities. The Framework will support Headteachers to design their senior phase curriculum offer by outlining: • National and local context • Current educational policy and guidance • Roles & Responsibilities • Key Strategic Actions
Quality Improvement and Curriculum Service	QIEO supports continuous improvement of schools within assigned locality – serve needs of school as determined by Headteacher Upholds quality assurance processes to support continuous improvement
Headteacher Meetings	Led by Schools and Lifelong Learning Manager and Quality Improvement Manager Facilitate collaboration across Edinburgh schools to promote continuous improvement in all aspects of school leadership and management
DHT Network Curriculum/Timetable	Facilitated by Quality Improvement Education Officer to improve and expand the senior phase offer across all Edinburgh schools Column E identified as "Travel Column" – Tuesday and Thursday afternoons Opportunity for learners across Edinburgh to access broader offer through consortia arrangement between schools and the School-College partnership Supports range of learning pathways Promotes academic and vocational options with parity of esteem Local authority funds curricular travel
DHT Network 16+	Facilitated by Quality Improvement Education Officer to improve outcomes for all young people, such as positive and sustained destinations Focuses on post-15 Careers advice, information and personal support Promotes best practice and consistency

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	Collaboration with partners, such as SDS, regional DYW Board, and Edinburgh College, to ensure young people being supported into most appropriate learning pathway
Curriculum Networks	Facilitated by Quality Improvement Education Officer to support collaboration within curriculum/faculty areas across schools in Edinburgh Lead Teachers appointed to each curriculum area to coordinate networks across the authority
School – College Partnership	Collaboration between The City of Edinburgh Council and Edinburgh College to improve and expand senior phase offer, including NPAs and Foundation Apprenticeships
Local Authority delivery of FA Framework	Established hub schools for delivery of FA Children and Young People
Partnership working	JET (Jobs Education Training) Team – provides targeted support for young people in senior phase at risk of not attaining JET Plus – targeted support for Winter Leavers
Leadership Learning Partnerships	Opportunity for schools in all sectors to work in partnerships, with support from officers, to: • validate and moderate schools' self-evaluation • provide critical feedback for improvement • provide valuable professional learning for staff

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Supported Self-Evaluation	Work in partnership with schools in all sectors to: • validate and moderate schools' self-evaluation • provide critical feedback for improvement • gather information on the capacity of schools to improve • provide valuable professional learning for staff Each SSE team provides support and challenge in the following: • leadership of change • learning, teaching and assessment • wellbeing and inclusion • school's own choice. In addition, an evaluative statement is provided for the: • curriculum • learning pathways • progress to reduce the attainment gap for children living in poverty • progress to meet the needs of looked after children.

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Conclusion

The *Edinburgh Learns Framework Pathways to Develop our Young Workforce* will be launched in August 2019. The guidance is one of the frameworks of the Edinburgh Learns Strategy to Raise Attainment for all learners. It provides schools with information about key strategic actions which should be at the heart of professional practice to ensure improved outcomes for all learners.

Officers within our Quality Improvement Service, and Edinburgh Learns Pathways Team, will continue to support our schools through a proportionate model. Collaboration with senior leaders across all settings will build consistency in the delivery of the strategic actions to improve positive and sustained destinations for all our young people. High quality professional learning focused on better knowledge and understanding of the Career Education Standard, Labour Market intelligence and SCQF learning pathways will build the capacity of all staff to improve learners' outcomes. Our partnerships will help us to expand our provision of progressive learning pathways. Monitoring our performance across key measures will enable us to evaluate impact. Regular progress updates will be provided to the Pathways Strategic Board and to the Childrens's Service Plan Strategic Outcome 2 Board.

Next steps

- Implementation & evaluation of *Edinburgh Learns Framework Pathways to Develop our Young Workforce*
- Delivery of Edinburgh Learns CLPL offer to ensure high quality career information, advice and personal support
- Undertake Thematic review of Part-time Timetables

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Appendices

Appendix 1

Positive and sustained Leaver Destinations – 4-year pattern									
	Initial PDs				Sustained PDs				
School	**2015**	**2016**	**2017**	**2018**	**2015**	**2016**	**2017**	**2018**	
Balerno CHS	96.0	93.8	97.4	95.5	97.1	97.3	97.4	93.2	
Boroughmuir HS	95.0	95.5	94.4	98.5	93.6	93.4	94.4	96.0	
Broughton HS	90.0	93.5	89.3	93.0	86.3	89.9	86.0	92.5	
Castlebrae CHS	94.0	89.3	73.1	84.2	92.5	89.3	76.9	95.0	
Craigmount HS	94.0	97.8	95.3	95.6	93.6	95.5	95.3	96.7	
Craigroyston CHS	88.0	87.2	87.1	89.5	86.9	91.9	83.5	82.9	
Currie CHS	98.0	95.7	95.3	99.2	98.0	95.7	96.9	97.5	
Drummond CHS	88.0	81.4	88.3	92.8	91.9	87.1	87.0	91.3	
Firrhill HS	93.0	96.6	94.9	94.2	95.7	94.3	96.4	94.1	
Forrester HS	91.0	96.5	89.5	96.4	88.3	90.1	93.5	89.9	
Gracemount HS	91.0	91.8	91.1	91.3	88.3	90.7	91.1	86.4	
Holy Rood RC HS	86.0	90.3	90.3	89.9	86.6	90.3	88.7	94.7	
James Gillespie's HS	93.0	93.5	95.8	97.3	91.7	92.9	96.9	95.9	
Leith Academy	91.0	92.4	88.8	91.5	88.7	91.8	91.1		
Liberton HS	87.0	87.6	90.9	93.1	90.2	89.9	89.1	88.7	
Portobello HS	93.0	92.9	89.8	92.6	93.0	95.1	92.1	94.0	
Queensferry CHS	94.0	95.7	94.0	95.2	95.5	95.7	88.8	94.4	
St Augustine's RC HS	98.0	96.6	96.1	96.7	93.8	93.0	92.2	92.6	
St Thomas of Aquin's RC HS	87.0	96.8	97.7	96.4	87.9	94.4	98.4	96.4	
The Royal High School	98.0	96.9	95.4	94.6	97.6	97.3	93.7	95.6	
Trinity Academy	95.0	94.0	90.6	92.6	96.1	90.2	92.6	97.3	
Tynecastle HS	90.0	93.2	91.7	94.4	89.3	88.0	94.0	92.2	
Wester Hailes EC	86.0	89.5	87.8	90.5	78.3	78.9	73.5	82.5	
City of Edinburgh	93.0	94.0	92.5	94.3	**92.0**	**92.7**	**92.1**	**93.6**	
	Red if 2018 lower than 2017 figure				Red if 2018 lower than 2017 figure				
Shading:		indicates figure significantly above Virtual Comparator							
		indicates figure significantly below Virtual Comparator							

	(shading only available for initial PDs)								

Appendix 2

School	Sustained PDs				Trend	
	2015	2016	2017	2018		
Balerno CHS	97.1	97.3	97.4	93.2		
Boroughmuir HS	93.6	93.4	94.4	96.0		
Broughton HS	86.3	89.9	86.0	92.5		
Castlebrae CHS	92.5	89.3	76.9	95.0		
Craigmount HS	93.6	95.5	95.3	96.7		
Craigroyston CHS	86.9	91.9	83.5	82.9		
Currie CHS	98.0	95.7	96.9	97.5		
Drummond CHS	91.9	87.1	87.0	91.3		
Firrhill HS	95.7	94.3	96.4	94.1		
Forrester HS	88.3	90.1	93.5	89.9		
Gracemount HS	88.3	90.7	91.1	86.4		
Holy Rood RC HS	86.6	90.3	88.7	94.7		
James Gillespie's HS	91.7	92.9	96.9	95.9		
Leith Academy	88.7	91.8	91.1	93.9		
Liberton HS	90.2	89.9	89.1	88.7		
Portobello HS	93.0	95.1	92.1	94.0		
Queensferry CHS	95.5	95.7	88.8	94.4		
St Augustine's RC HS	93.8	93.0	92.2	92.6		
St Thomas of Aquin's RC HS	87.9	94.4	98.4	96.4		
The Royal High School	97.6	97.3	93.7	95.6		
Trinity Academy	96.1	90.2	92.6	97.3		
Tynecastle HS	89.3	88.0	94.0	92.2		
Wester Hailes EC	78.3	78.9	73.5	82.5		
City of Edinburgh	**92.0**	**92.7**	**92.1**	**93.6**		
	Red if 2018 lower than 2017 figure					

Appendix 3

2018-19 Annual Report of Progress – JET

Garret Brady

Background:

JET (Job Education Training) provides extended work placements to pupils in the Senior Phase. The programme aims to equip statutory leavers with critical employability skills and support them into a destination on leaving school.

Outcomes:

A high percentage of the JET cohort experience barriers to education. Please see attached case study for a working example.

Barriers JET pupils experience:

39 pupils are Looked After/Care Experienced

6 Gorgie Mills Pupils

14 Young Carers

12 ASD diagnosis

24 Mental Health (engaging with Educational Psychologists, CAMHS or other 1 to 1 supports)

Table A: Destinations JET

JET Destination	Number	Percentage
Activity Agreement	3	2%
Apprenticeship	3	2%
Employability Fund	3	2%
Employed	7	4%
FE	32	19%
JET+	8	5%
Modern Apprenticeship	5	3%
Other Training	1	1%
Return to School	99	58%
Unemployed	4	2%
Unknown	5	3%
	170	**100%**

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Barriers JET + S5 Winter Leaver Programme

16 of the 30 JET + pupils on the 2018/2019 programme were identified by Skills Development Scotland as having a "Maximum level of need". Criteria for being identified as maximum include - care experienced, young carer, those with ASN, young offenders and young people at risk to themselves and others. JET + is very successful at supporting this cohort into a destination and offers aftercare to encourage sustained engagement.

Table B: Destinations JET + (S5 Winter Leaver Programme)

Destination	Number	Percentage
Activity Agreement	3	8%
Employability Fund Stage 2	1	3%
Employability Fund Stage 3	5	13%
Employment	6	16%
Further Education	6	16%
MA	6	16%
Moved Outwith Scotland	1	3%
Other Formal training	3	8%
School	3	8%
Unavailable Ill Health	1	3%
Unemployed	3	8%
	38	100%

Strengths

Placement:

Aim of JET is to provide young people who face barriers to education with a positive experience with an employer and support with the transition from school. Young people who are referred to the programme often excel in a work environment, for many this practical experience is a lightbulb moment and a connection is made between learning and work.

Partnership working:

JET has strong working partnerships with schools, SDS, Edinburgh college, employers at youth employability provision. These partnerships allow us to respond to need and provide a personalised programme. 34 % of JET pupils leave school to a destination which involves learning – either through an MA, or college itself.

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To ensure the programme prepares young people for their next steps we have built a strong partnership with Edinburgh College and they now offer courses for JET pupils in:

- Introduction to Childhood Practice
- Health and Social Care
- Introduction to Built Environment
- Future Pathways (Winter Leaver Course)

The sectors above have been selected as they are all growth sectors in Edinburgh. We are working with the college to expand this offer.

Next Steps

- Track and monitor all young people engaged in JET rigorously, providing early intervention to reduce dropout rate
- Increase numbers of ASN pupils who access JET and improve employer offer
- Improve targeting of young people for JET – liaise closely with schools to ensure referral process robust. Interrogate Data Hub to identify potential JET candidates
- Map out learning pathways and progression routes to and from JET
- In 2020 we are piloting an S3 JET junior programme to provide earlier intervention through employer engagement
- Appoint an additional project officer to increase offer to ASN and care experienced pupils
- In SE and West localities provide young people in *Youth 180* groups and disengaged pupils with placements and employability input
- Place College at the heart of JET by providing all pupils with a college experience and planned learning pathway
- Work with college, schools and other partners to roll out S3 JET programme to all schools

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EDINBURGH LEARNS

We said we would...

Introduction

We said we would…

…support schools to improve leaver destinations

99% of school leavers from Currie High School in 2018 entered a positive destination – this was one of the highest figures in Scotland and well above the national average of 94%.

Pupils' aspirations of having a good future are valued at Currie and support is provided to allow young people to pursue their interests and identify their skills. This journey starts in the Currie cluster primary schools, where learning about the world of work takes place, and continues from S1-S6 with employer "road trips" which allow pupils to visit workplaces, leadership training, use of Skills Development Scotland's My World of Work system, and tailored work placements.

Currie High is working as an SCQF Ambassador School, raising awareness of different levels of qualifications and how they can influence an individual student's learning journey.

We said we would... improve the quality of learners' experiences

We developed a Curiosity Club model to provide teachers with skills and resources to run exciting, practical STEM-based problem-solving sessions to develop science capital amongst learners, increase pupil participation and raise engagement. Curiosity Clubs can be used to develop skills in learners with a keen interest in STEM, or to provide a stimulating context for identified learners who may have barriers to engagement and attendance. Club members enjoy collaborating to solve problems, including code cracking, hands-on experimentation and investigations.

We said we would… improve teaching and learning
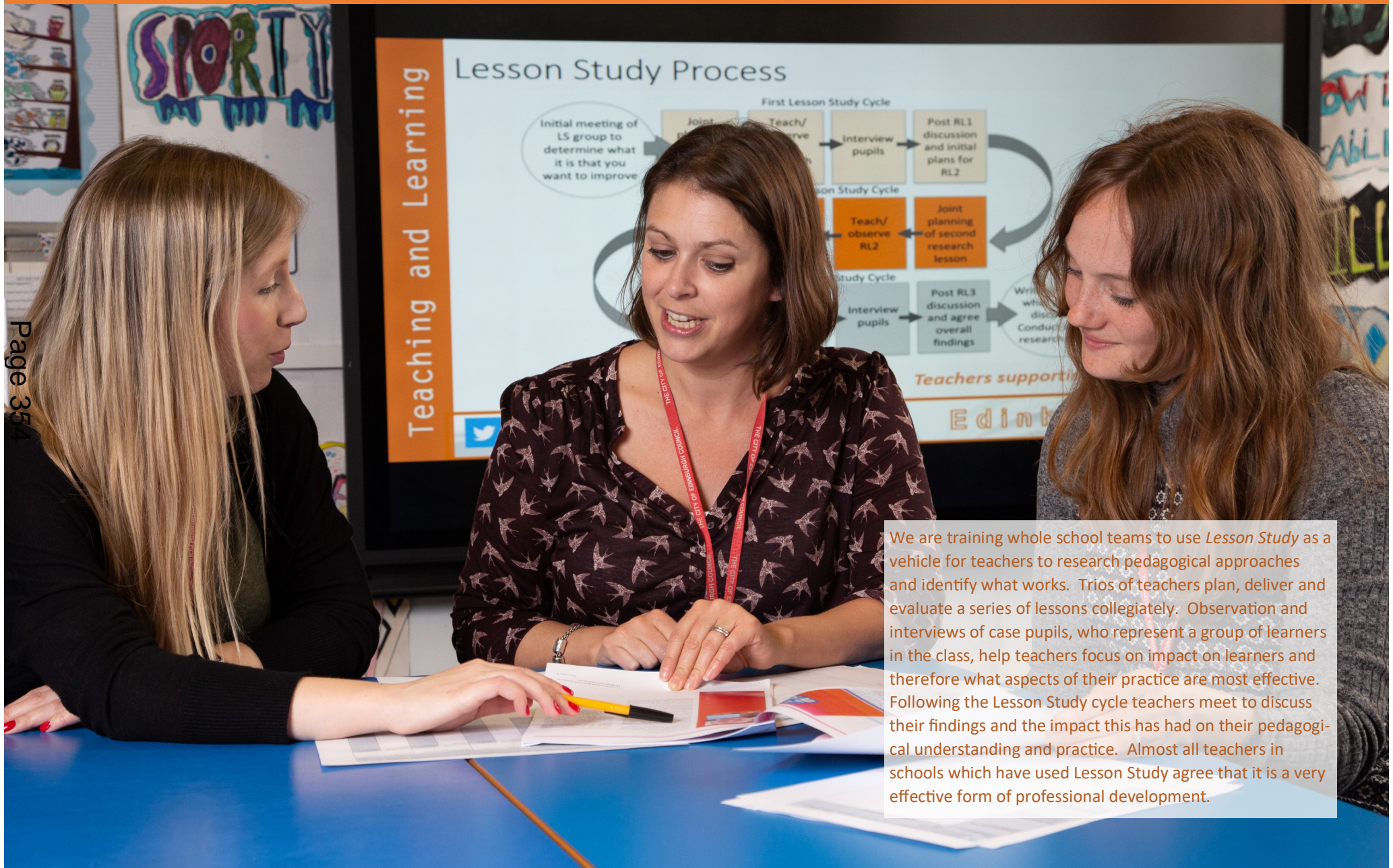
We are training whole school teams to use *Lesson Study* as a vehicle for teachers to research pedagogical approaches and identify what works. Trios of teachers plan, deliver and evaluate a series of lessons collegiately. Observation and interviews of case pupils, who represent a group of learners in the class, help teachers focus on impact on learners and therefore what aspects of their practice are most effective. Following the Lesson Study cycle teachers meet to discuss their findings and the impact this has had on their pedagogical understanding and practice. Almost all teachers in schools which have used Lesson Study agree that it is a very effective form of professional development.

We said

we would...

... improve attainment in writing

Craigour Park Primary School took part in our Raising Attainment in Writing Pilot 2018-19. Staff in the pilot schools were trained in ten research-based strategies and then supported throughout the year.

In P4, 80% of learners at Craigour Park achieved First Level in 2019 (an increase of 13 percentage points) and in P7, 60% of learners achieved Second Level (an increase of 7 percentage points). Most pilot schools are showing similar gains.

At Liberton High School, mathematics teachers used improvement science to investigate different approaches to teaching mathematics. In session 2017-18, S4 pupils were able to choose between National 5 Mathematics and National 5 Applications of Mathematics. As a result of widening curricular pathways and improving the quality of teaching, the percentage of pupils achieving an award in mathematics at National 5 level in S4 rose to 49% - an increase of over 20 percentage points in one session. The Curriculum Leader of Mathematics has shared this good practice with a number of our schools.

68% of City of Edinburgh school leavers in 2018 achieved SCQF Level 5 Numeracy, an increase of 7 percentage points since 2015.

We said we would... improve attainment in numeracy and mathematics

We said we would…

… develop higher levels of parental engagement

Parents in all schools have been involved in community events, from coffee mornings to conferences, from health and wellbeing events to holiday activities, from fundraising to film nights.

The majority of primary and secondary schools have appointed dedicated family link workers to support parents of their pupils with parenting skills.

Parents volunteer in different ways in all our schools. At Wardie Primary School, parents contributed to French Week and bilingual parents led classroom activities in French to enhance the 1 + 2 Languages programme.

We said
we would…

… support health and wellbeing

Our draft health and wellbeing frameworks for early and second level have been used this year by a number of primary schools. Feedback from our Health and Wellbeing Network has shown that staff have found them helpful in planning learning and improving the learning experience for our children.

This year, we have worked with colleagues from across the authority, different education sectors and partners to provide a streamlined approach to teaching all aspects of the HWB curriculum and help staff make links with other curricular areas to provide meaningful and relevant learning.

We said we would...

... pilot the increase in Early Learning and Childcare hours and develop our provision for eligible two-year olds

We gave priority to the implementation of 1140 hours of Early Learning and Childcare before August 2020 to areas of the highest deprivation. 23/40 settings within SIMD quintile 1 are now delivering 1140 hours.

1076 children aged 3- 4 years old and 190 eligible 2's from settings within SIMD quintile 1 have early access to the increased early learning and childcare hours. 72% of 3-4 year olds and 86% of eligible 2 year olds accessing the 1140 hours early are from settings within SIMD quintile 1.

Staff report improved outcomes in children's development and learning. Positive impact on children's communication and language skills through targeted interventions.

All settings will deliver 1140 hours from August 2020.

Forest Kindergarten has continued to expand following the pilot supported by the Scottish government in 2017. From August 2019, 220 nursery children across six forest kindergarten sites will attend a quality forest kindergarten experience, providing 1140 hours of blended Early Learning and Childcare.

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Education, Children and Families Committee

10am, Tuesday, 8 October 2019

Educational Attainment in the BGE, 2018-19

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 educational attainment in Edinburgh schools within the Broad General Education.

1.1.2 note the wide range of strategies that are deployed to raise attainment and the proposed additional strategies for session 2019-20.

1.1.3 agree to receive further annual reports on attainment/improvements in performance.

1.1.4 note the continued hard work of pupils, staff and parents to support the successful delivery of the Broad General Education as part of the Curriculum for Excellence.

Alistair Gaw

Executive Director of Communities and Families

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

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

Report

Educational Attainment in the BGE, 2018-19

2. Executive Summary

2.1 This report provides a summary of the analysis of attainment in the Broad General Education (BGE) - (ages 3-15) for City of Edinburgh's schools for the year 2018-19. The measures of attainment are based on the Achievement of Curriculum for Excellence Levels (ACEL) from early to fourth level for literacy (reading, writing, listening & talking) and numeracy

3. Background

3.1 This report is the first of two which we will bring to committee concerning attainment in our schools during session 2018-19. Whilst this report covers education from P1 to S3, the companion report *Educational Attainment in the Senior Phase, 2018-19* will deal with the attainment of school leavers, based on national comparison data. This data becomes available in March 2020 and so we will bring the report to committee in May 2020.

3.2 The focus on attainment and accountability continues to be well embedded in the authority and head teachers are fully engaged in improving performance at school level and working together with other schools, CEC officers and other partners to achieve this. Overall evaluative statements made in this report are arrived at using a range of school self-evaluation approaches. As the information provided in this report is focussed on attainment/improvements in performance for one academic session only, the resulting findings are indicative rather than conclusive.

3.3 In 2014-15 schools reported on progress through ACEL using the terms developing, consolidating and secure. From session 2015-16 onwards schools reported on progress through ACEL using the language 'achieving a level'. This is in line with the terminology used nationally by Education. This report uses these levels 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: BGE Attainment, 2018-19* provides a detailed breakdown of improvements, as well as areas for development, in the attainment of children and young people from P1 to S3. There is an improving picture in most areas, as well as evidence of closing the poverty-related attainment gap, but there are also clear areas of concern where further improvements are necessary.

4.2 **Improving attainment in literacy and numeracy – Primary Schools: Early to Second Level** (see pp4-6)
Improvements – attainment levels have increased for all measures at P7. Attainment levels have increased for Listening & Talking at all stages in primary.
Areas of concern – P1 levels for reading, writing and numeracy have remained level. Reading levels in P4 have also remained level.

4.3 **Improving attainment in literacy and numeracy – Secondary Schools: Third and Fourth Levels** (see pp7&8)
Improvements - attainment levels have increased for all measures at S3.
Areas of concern – there is a need to improve attainment levels in all areas at Fourth Level for S3.

4.4 **Closing the gap: attainment versus deprivation** (see pp9&10)
When comparing the attainment of pupils from the most-deprived areas with those from the last-deprived, the following is noted in relation to figures for 2017-18 and 2018-19:
Improvements – the gap in attainment for these two groups has decreased for all measures in P4, P7 and S3 .
Areas of concern - the gap has increased for P1 Reading and remained the same for P1 Writing and Numeracy.

4.5 **Improving attainment for care-experienced children** (see pp11&12)
Improvements – the gap between the attainment of care-experienced children and children living in the most deprived areas is relatively low for P1 and S3, in both literacy and numeracy.
Areas of concern – the gap is considerably wider for P4 and P7.

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).

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

7.1 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

Appendix 1

EDINBURGH LEARNS

Improving quality in learning: BGE Attainment, 2018-19

◆EDINBVRGH◆
THE CITY OF EDINBURGH COUNCIL

Contents

Executive Summary

"Young people's achievement will be improved and the poverty related attainment gap will be reduced."

Children's Partnership Plan 2017-20

This report provides a summary of the analysis of attainment in the Broad General Education (BGE) - (ages 3-15, covering Early Years to S3) for City of Edinburgh's schools for the year 2018-19. The measures of attainment are based on the Achievement of Curriculum for Excellence Levels (ACEL) from early to fourth level for literacy (reading, writing, listening & talking) and numeracy.

Overall, there continues to be an improving trend in attainment in literacy and numeracy: in most areas, there have been year-on-year improvements. There is some evidence of improvements in addressing the gap in attainment between those living in the most deprived areas and those living in areas of low deprivation.

Areas for further improvement are also identified in the report and include:

- To address the relative stagnation of attainment levels in P1 literacy and numeracy
- To continue to improve attainment in writing and numeracy.
- To continue to focus on improving outcomes for the most disadvantaged pupils, in particular Looked After Children (LAC) and Young Carers.

Background to measures used in this report

This report provides the members of the Education, Children and Families Committee with a summary of the key outcomes in relation to attainment/ improvements in performance in the BGE within the City of Edinburgh Council primary and secondary schools and establishments for academic session 2018-19.

The focus on attainment and accountability continues to be well embedded in the authority and head teachers are fully engaged in improving performance at school level and working together with other schools, CEC officers and other partners to achieve this. Overall evaluative statements made in this report are arrived at using a range of school self-evaluation approaches. As the information provided in this report is focussed on attainment/improvements in performance for one academic session only, the resulting findings are indicative rather than conclusive.

Child at the Centre and How good is our school? 4 are the Education Scotland quality frameworks which schools used in 2018-19 to evaluate improvements in performance. They use the national measures of success set out in the Quality Indicator (QI) 3.2, Raising Attainment and Achievement. This QI refers to both the Broad General Education and the Senior Phase and concerns the standard of attainment over time as well as the overall quality of learners' achievements.

The City of Edinburgh Council schools have made use of standardised assessments in P1, P4, P7 and S3 for some time, as have many other local authorities. Previously we have reported on the results of these assessments. In session 2017-18 all local authorities moved to using the new Scottish National Standardised Assessments (SNSAs) which are produced centrally by the Scottish Government. Guidance advises that these assessments should be used as one piece of evidence to help support teachers in identifying areas in which a child may have particular strengths or areas to improve. The assessments should not be given undue prominence. There is no publication of national results planned for the SNSAs; nor will we do so at local level.

In 2014-15 schools reported on progress through CfE levels using the terms developing, consolidating and secure. From session 2015-16 onwards schools reported on progress through CfE levels using the language 'achieving a level'. This is in line with the terminology used nationally by Education Scotland.

The sections in the report have been aligned as closely as possible to reflect the CfE expectations about progression through levels. Details of the levels can be found in Appendix 1.

Evaluative statements in this report are based on the Education Scotland, Inspectorate of Education's six-point scale which can be found in Appendix 2.

Primary schools – Early to Second Level

The graphs below show the percentage of pupils achieving the expected CfE level by end of P1 (Early Level), P4 (First Level) and P7 (Second Level), in literacy (reading; writing; listening and talking) and numeracy, based on teacher judgement:

Figure 1(a): percentage of pupils achieving the expected CfE level in reading
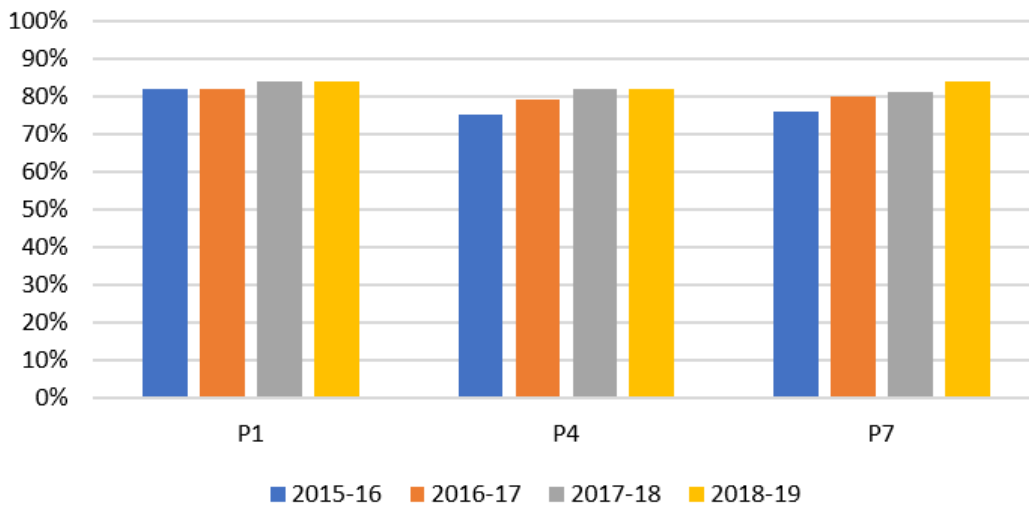
Reading	2015-16	2016-17	2017-18	2018-19
P1	82%	82%	84%	84%
P4	75%	79%	82%	82%
P7	76%	80%	81%	84%

Figure 1(b): percentage of pupils achieving the expected CfE level in writing
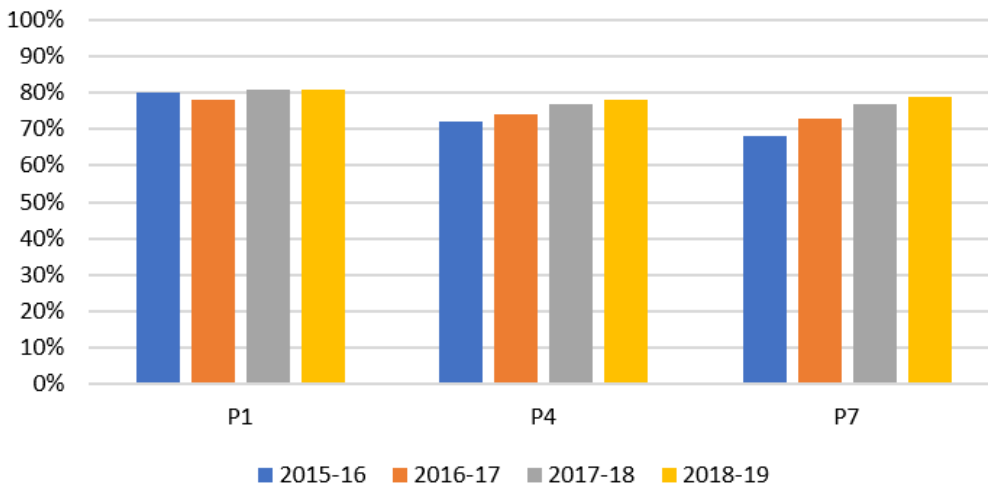
Writing	2015-16	2016-17	2017-18	2018-19
P1	80%	78%	81%	81%
P4	72%	74%	77%	78%
P7	68%	73%	77%	79%

Figure 1(c): percentage of pupils achieving the expected CfE level in listening and talking
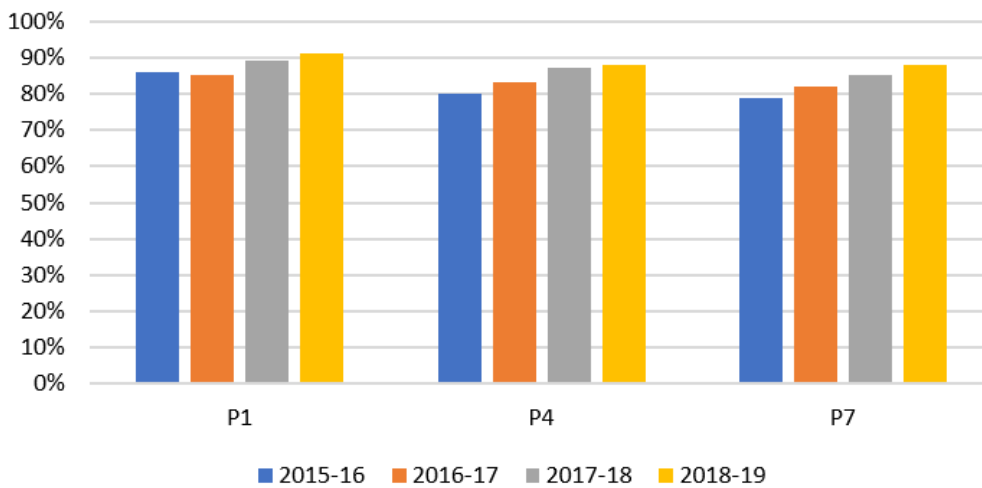
L&T	2015-16	2016-17	2017-18	2018-19
P1	86%	85%	89%	91%
P4	80%	83%	87%	88%
P7	79%	82%	85%	88%

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Figure 2: percentage of pupils achieving the expected CfE level in numeracy
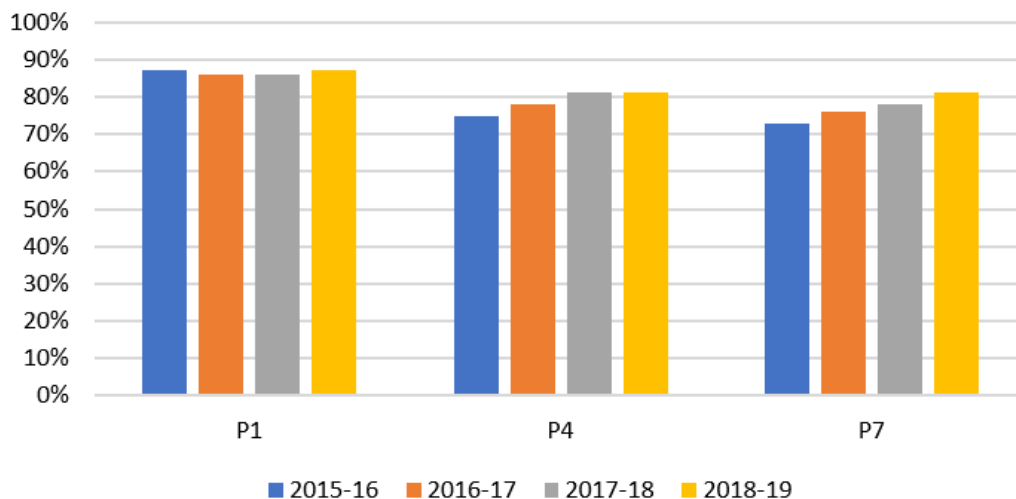
Numeracy	2015-16	2016-17	2017-18	2018-19
P1	87%	86%	86%	87%
P4	75%	78%	81%	81%
P7	73%	76%	78%	81%

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Secondary schools – Third & Fourth Levels (S1-S3)

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The graph below shows the percentage of S3 pupils achieving the expected CfE level (Third level) or better in literacy (reading; writing; listening and talking) and numeracy, based on teacher judgement, for the past four sessions:

Figure 3: percentage of S3 pupils achieving CfE Third level or better
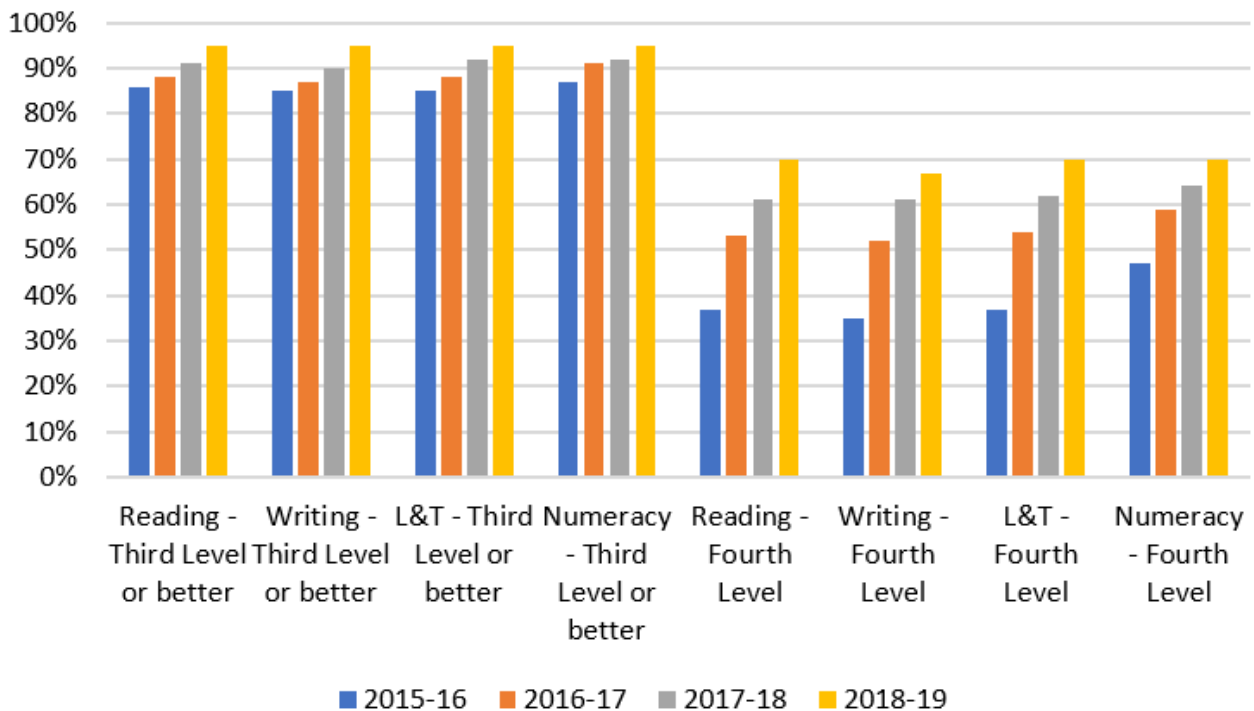
	2015-16	2016-17	2017-18	2018-19
Reading - Third Level or better	86%	88%	91%	95%
Writing - Third Level or better	85%	87%	90%	95%
L&T - Third Level or better	85%	88%	92%	95%
Numeracy - Third Level or better	87%	91%	92%	95%
Reading - Fourth Level	37%	53%	61%	70%
Writing - Fourth Level	35%	52%	61%	67%
L&T - Fourth Level	37%	54%	62%	70%
Numeracy - Fourth Level	47%	59%	64%	70%

(Note that Fourth Level data was not collected prior to session 2015-16.)

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Key strengths and areas for development

Key strengths and successes

- Overall, there is a clear improving trend in literacy and numeracy CfE levels over the past three sessions in P4, P7 and S3, according to teacher judgement.
- In order to support teachers to make valid and reliable assessments of progress through CfE levels, we have reviewed our strategy for moderation and assessment to ensure that schools feel more confident in their ability to report on attainment in this area. The strategy will be supported by appropriate professional learning opportunities, targeted both at school leaders and classroom practitioners. In session 2018-19, the focus will be on assessment and moderation in mathematics.
- The council's new Writing Strategy was piloted with a small number of schools in 2018-19, focusing on P5 as part of a three-year programme designed to deliver improvements in P& attainment, thereby addressing relative under-performance in this area.
- The new Edinburgh Learns Team is now supporting staff with numeracy pedagogy, including a focus on improvements at Second Level to address some issues of teacher confidence in this area.
- In session 2018-19 we piloted a new BGE Tracking and Monitoring system (already used by some secondary schools) with a small group of primaries, with positive feedback.

Areas for development

- To review and update the council's Integrated Literacy Strategy (with both universal and targeted provision).
- To extend the new Writing Strategy to all schools following a successful pilot in session 2018-19.
- To undertake a Mathematics Validated Self-Evaluation programme by October 2019 which will include visits to selected schools to identify good practice and areas for development and support.
- Using the findings of this VSE, to develop an Integrated Numeracy Strategy which will deliver coordinated multi-agency support to deliver improvements.
- To investigate and address the relative stagnation of attainment levels in P1.
- To continue to improve literacy levels in reading, writing, talking and listening, and in numeracy, in S1-S3.
- To increase the numbers of young people achieving CfE Fourth Level in numeracy and literacy by the end of S3.
- To ensure effective approaches to assessment and moderation are in place at all levels to enable staff to make reliable, professional judgements of progress through CfE levels and report these confidently to parents.
- To ensure effective arrangements are in place to track and monitor progress through the Broad General Education, including a wider roll-out of our new Tracking and Monitoring system.
- To continue to focus on improving outcomes for the most disadvantaged pupils in particular Looked After Children and Young Carers.

Closing the gap: 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 2017-18 and 2018-19. If the gap is narrower for a measure than the year before, the cell is highlighted in green; likewise, if the gap has increased, this is highlighted in red. Similarly, quintile figures are shaded green where they have increased, and red where they have decreased. If figures have remained the same, they are left in black.

Table 1: the attainment gap in literacy: reading

Reading	2017-18			2018-19		
	Q1	Q5	Gap	Q1	Q5	Gap
P1	71%	92%	20%	72%	94%	22%
P4	67%	92%	24%	68%	90%	22%
P7	65%	91%	26%	71%	93%	22%
S3 (Third Level)	83%	96%	13%	88%	98%	10%
S3 (Fourth Level)	43%	77%	34%	52%	83%	31%

Table 2: the attainment gap in literacy: writing

Writing	2017-18			2018-19		
	Q1	Q5	Gap	Q1	Q5	Gap
P1	66%	91%	25%	67%	92%	25%
P4	62%	87%	26%	62%	86%	24%
P7	58%	88%	30%	65%	89%	24%
S3 (Third Level)	83%	96%	13%	89%	98%	9%
S3 (Fourth Level)	43%	76%	33%	48%	80%	32%

Table 3: the attainment gap in literacy: listening and talking

Listening & Talking	2017-18			2018-19		
	Q1	Q5	Gap	Q1	Q5	Gap
P1	80%	95%	15%	85%	96%	11%
P4	76%	94%	18%	78%	95%	17%
P7	71%	94%	23%	77%	95%	18%
S3 (Third Level)	85%	96%	11%	89%	99%	10%
S3 (Fourth Level)	45%	77%	32%	51%	82%	31%

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Table 4: the attainment gap in numeracy

Numeracy	2017-18			2018-19		
	Q1	Q5	Gap	Q1	Q5	Gap
P1	75%	93%	18%	77%	95%	18%
P4	65%	90%	25%	68%	90%	22%
P7	64%	88%	24%	67%	90%	23%
S3 (Third Level)	84%	97%	13%	89%	99%	10%
S3 (Fourth Level)	39%	85%	46%	45%	86%	41%

Analysis of gap data

- The tables show a narrowing of the gap for all measures in P4, P7 and S3.
- In P1 the gap has widened for Reading and remained the same for Numeracy and Writing.
- The gap for P1 Listening & Talking has narrowed.
- Particular progress is evident in S3 (Fourth Level), with encouragingly large increases for the Quintile 1 figures in all areas. Some of the improvements in S3 may be due to increased teacher confidence in assigning levels.
- The actual gap for Fourth Level remains a concern, however. This is a gateway measure for later success at literacy and numeracy qualifications at SCQF Level 5 in S4 and beyond.
- We note that the P4 figures for Quintile 5 have decreased for Reading and Writing. We will investigate the reasons behind this drop and will take appropriate action.

Actions to support further improvements in addressing the gap

- Schools will continue to make use of "data packs" which give an analysis of BGE attainment by SIMD quintile for their school, alongside "stretch aims" for each school, which were based on the national stretch aims set by the Scottish Government as part of the National Improvement Framework. These aims were 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.
- The gap in writing will be addressed by the new Writing Strategy, with professional learning and support available throughout session 2019-20 following the pilot in 2018-19.
- The Edinburgh Learns Teaching and Learning Team will continue to support CEC schools who are part of the Scottish Attainment Challenge to address their "gap" in numeracy and mathematics. This will involve professional development as well as supporting teacher collaboration an enquiry.
- The Edinburgh Learns Equity Board will continue to support developments and activity in this area.
- The Mathematics Workstream of the South East Improvement Collaborative has supported groups of schools to work together to identify strategies to close the gap in mathematics. This work will continue in session 2018-19.

Improving attainment for care-experienced young people

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 – 40 pupils; P4 – 39 pupils; P7 – 54 pupils; S3 – 67 pupils.

This gives a total of 200 pupils classified as LAC for whom we have available attainment data in terms of CfE levels as reported to the Scottish Government (17 fewer pupils than the previous session). The number of "care experienced" children will of course be higher than is recorded formally here.

Of these LAC primary pupils, 43% lived in areas of the highest deprivation (SIMD quintile 1), and 46% were looked after "at home"
Of these LAC secondary pupils (S3), 46% lived in SIMD quintile 1 and 37% were looked after "at home".

The graphs below compare the attainment of these LAC pupils in City of Edinburgh with the attainment of all pupils in CEC education, and with those pupils living in the 20% most deprived areas according to SIMD, at P1, P4, P7 and S3 (Third Level) stages.

Figure 4: percentage of pupils achieving the expected level in literacy (LAC pupils compared to all pupils and pupils living in SIMD quintile 1)
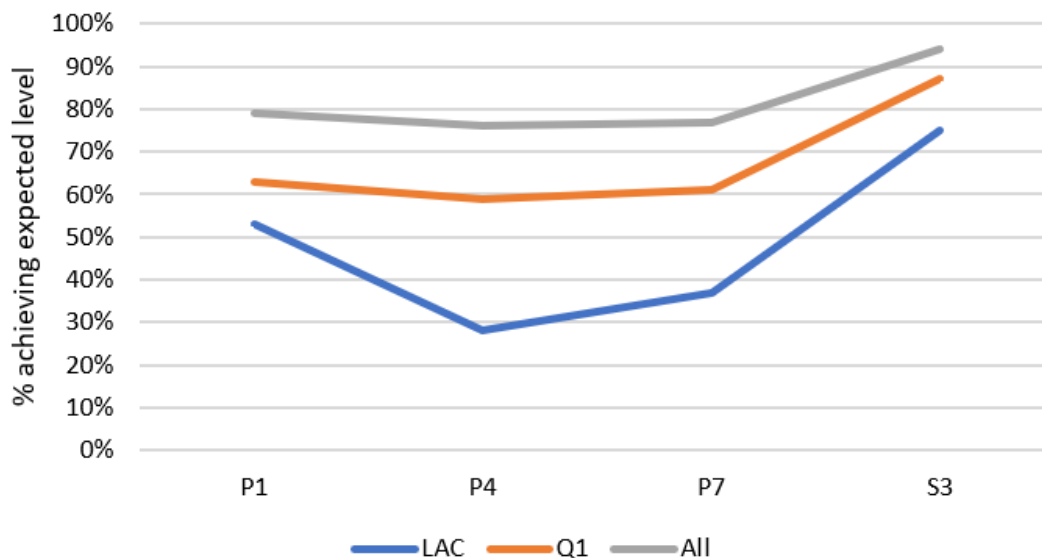
	LAC	Q1	All
P1	53%	63%	79%
P4	28%	59%	76%
P7	37%	61%	77%
S3	75%	87%	94%

Note that in order to be classed as having achieved a level in literacy overall, the pupil must achieve the individual elements reading, writing, and listening and talking at that level.

Figure 5: percentage of pupils achieving the expected level in numeracy (LAC pupils compared to all pupils and pupils living in SIMD quintile 1)
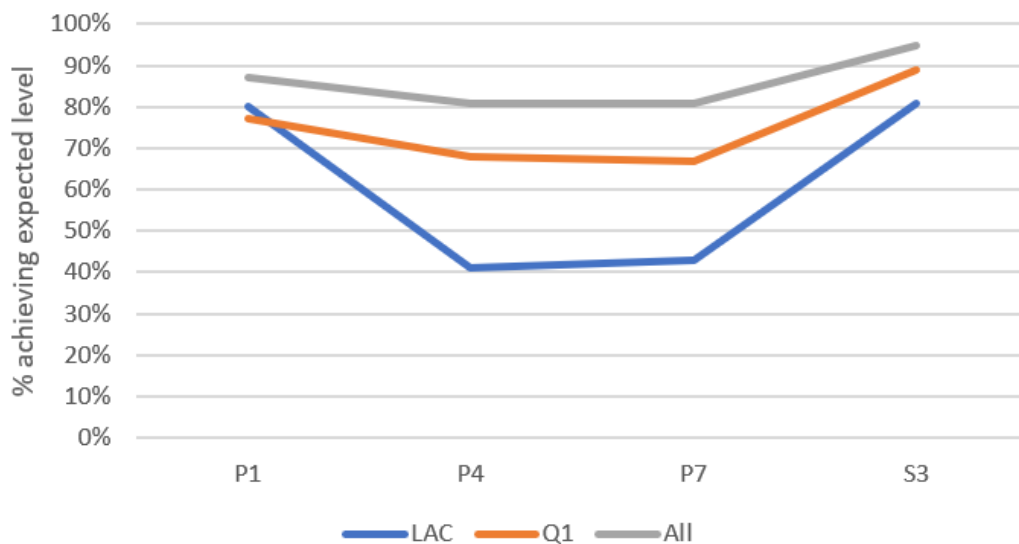
	LAC	Q1	All
P1	80%	77%	87%
P4	41%	68%	81%
P7	43%	67%	81%
S3	81%	89%	95%

It is clear that for most measures the attainment of LAC children is consistently lower than that of those living in the most deprived areas, with particularly wide gaps evident in P4 and P7. Raising attainment for care-experienced learners remains a high priority. The Edinburgh Learns frameworks have been specifically written to ensure Headteachers have key strategic guidance, professional learning and resources to improve outcomes for our most vulnerable children and young people. As well as addressing issues of attainment, we will be supporting schools to ensure that issues of attendance are also addressed for this key group.

Consistent and effective multi-agency approaches will be essential to securing improvements in this area.

This will include improved universal support, improved targeted support such as nurture and mentoring, and improved Learning Together support for families with looked after children and young people.

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Appendix

Progression through Curriculum for Excellence levels.

Curriculum Level	Stage
Early	The pre-school years and S1
First	To the end of P4
Second	To the end of P7.
Third/Fourth	S1 to S3 (Fourth level broadly equates to SCQF level 4)
Senior Phase	S4 to S6, and college or other means of study

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Education, Children and Families Committee

10.00am, Tuesday, 8 October 2019

Internal Audit - Communities and Families Historic Audit Actions- referral from the Governance, Risk and Best Value Committee

Executive/routine
Wards
Council Commitments

1. Recommendations

1.1 To note that The Governance, Risk and Best Value Committee has referred two overdue historic actions to Committee for review and scrutiny.

Alistair Gaw

Executive Director for Communities and Families

Contact: Alistair Gaw, Executive Director for Communities and Families

E-mail: Alistair.gaw@edinburgh.gov.uk | Tel: 0131 469 5725

Report

Internal Audit- Communities and Families Historic and Overdue Audit Actions- referral from the Governance, Risk and Best Value Committee

2. Terms of Referral

2.1 The Governance, Risk and Best Value Committee on 13 August 2019 considered a report by the Chief Internal Auditor, Internal Audit Annual Opinion for the year ended 31 March, which detailed the outcome of the audits carried out as part of the Council's 2018/19 Internal Audit annual plan and the status of open Internal Audit findings as at 31 March 2019.

2.2 The Governance, Risk and Best Value Committee agreed:

2.2.1 To note the Internal Audit opinion for the year ended 31 March 2019.

2.2.2 To request that the Chief Executive, Executive Directors and Chief Officer of the Edinburgh Health and Social Care Partnership, supported by the Chief Internal Auditor, report to the relevant Executive Committee at the earliest opportunity and the subsequent Governance, Risk and Best Value Committee setting out clear plans to ensure the closure of all historic and overdue internal audit management actions to enable an improvement to the overall Internal Audit Opinion for 2019/20.

2.2.3 To refer all audits with a red finding to the next meeting of the appropriate Executive Committee for their consideration and that action plans would be reported back to the Governance, Risk and Best Value Committee.

2.3 This report therefore refers the two audit actions to the Education, Children and Families Committee for consideration.

2.4 The full Internal Audit reports relating to the two historic actions are contained in Appendices 1 and 2.

2

3. Background

3.3   Set out below are the two overdue historic audit actions and the plans to ensure closure:

Internal Audit Open and Overdue Management Actions Detailed Analysis

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Management update and revised date (including rationale)	Dates	Contributor
24	Foster Care Review Foster & Kinship Care Vetting, Approval, and Agreements Alistair Gaw, Executive Director of Communities and Families	Medium	6. Kinship Carer Agreements Started	6.1 Procedures to be reviewed and updated to specify that a Carer Agreement must be signed by the carer and the Council, a copy provided to the carer and the original held on file.6.2 Formal checks will be implemented (prior to placements being offered) to ensure that all foster and kinship carer agreements have been signed by both the carer and the Council, and that a copy of the signed agreement has been	Historically, the task of seeking kinship carer's to sign kinship carer agreements sat with the practice team. This process was changed in November of last year when the screening of new kinship placements transferred to the Kinship team leaders. This requires the submission of the following to Kinship	Estimated Date: 30/09/2018 Revised Date: 29/11/2019 No of Revisions 3	Andy Jeffries Bernadette Oxley Nickey Boyle Russell Sutherland Ruth Currie Sean Bell

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Management update and revised date (including rationale)	Dates	Contributor
				issued to the carer and securely retained by the Council.	Team leaders from practice team social workers: ➢ The change of circumstances form ➢ Kinship Allowance Form ➢ BACS form. ➢ Signed and scanned kinship care agreement (only if the child is LAAC). This process has not been complied with consistently. The prime issue currently is kinship agreements being signed off on a prior version of the form. The new version		

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Management update and revised date (including rationale)	Dates	Contributor
					reflects GDPR requirements. Should the old version be received it is returned with a request for the new one to be signed.

Kinship Team leaders have revised the process to include a timescale and an escalation (to team leader, then PTM,) for submission of the required documentation, including the kinship carer agreement. To address this a further reminder will be issued to the Senior Manager, Children's Practice and Review Team, to share within his service. | | |

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Management update and revised date (including rationale)	Dates	Contributor
					The Team Manager, Family based care will conduct an audit of kinship agreements on a 6 monthly basis to ensure the correct application of the process.		
82	Validation of Management Actions 2018/19 Validation Audit CW1810 reopened finding - CF1513: Use of unsupported technology devices in schools	High	Validation Audit CW1810 - Issue 1.1 CF1513: Guidance for use of non-hosted devices Started	A new protocol has been developed to accompany the Acceptable Use Policy. This will be emailed to all school offices in May ready for the new school year.	**This action has now been closed** and noted as implemented by Internal Audit. The protocol was issued to all schools on the 6 September 2019.	Estimated Date: 31/03/2016 Revised Date: 30/09/2019 No of Revisions 1	Andy Gray Lorna Sweeney Nickey Boyle Richard Burgess

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Management update and revised date (including rationale)	Dates	Contributor
	Alistair Gaw, Executive Director of Communities and Families						
83	Validation of Management Actions 2018/19 Validation Audit CW1810 reopened finding - CF1513: Use of unsupported technology devices in schools Alistair Gaw, Executive Director of	High	Validation Audit CW1810 - Issue 1.2 CF1513: Application of guidance by employees Started	Staff will be asked to read and sign annually that they will adhere to the guidance, particularly the use of passwords and minimum operating requirements.	**This action has now been closed** and noted as implemented by Internal Audit. Annual assurance will be sought through risk matters/the self-assurance framework to ensure the guidance is being adhered to.	Estimated Date: 31/03/2016 Revised Date: 30/09/2019 No of Revisions 1	Andy Gray Lorna Sweeney Nickey Boyle Richard Burgess

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Management update and revised date (including rationale)	Dates	Contributor
	Communities and Families						

4. Appendices

The City of Edinburgh Council
Internal Audit

Foster Care Review

Final Report

11 May 2018

CF1702

Contents

1. Background and Scope

Background

The Looked After and Accommodated Children service is currently developing a new strategy focusing on early and intensive intervention to ensure that fewer children and young people become 'looked after'. The new strategy will consider the increasing child population; the implications of Self Directed Support; Children and Young People (Scotland) Act 2014 requirements; and the increasing number of Unaccompanied Asylum-Seeking Children.

A key element of this strategy is ensuring that where a child requires to be 'looked after', appropriate kinship or foster care arrangements are established with suitable kinship or foster carers directly engaged by the Council, reducing the need to source care arrangements from costly external providers.

Vetting, Approval, and Agreement Processes

Standard processes are applied to ensure that all potential foster and kinship carers are thoroughly vetted; formally approved by Agency Decision Makers (ADMs) following assessor and panel recommendations; and that formal care agreements supporting the arrangements are signed.

Foster and kinship carer vetting is performed by Social Workers with the outcomes recorded in assessment reports. Vetting involves confirmation of identity; completion of relevant protection of vulnerable groups (PVG) disclosure checks; receipt and review of personal references; and completion of local authority, household, and background checks per LAC regulation requirements.

All completed assessment reports and supporting recommendations for foster and kinship arrangements should be signed by the Assessing Social Worker and reviewed and signed by a Family Based Care (FBC) or Kinship Care Team Leader. For foster carers, the report should also be shared with and signed by the applicants prior to panel review and approval.

A formal agreement is signed by both the foster and kinship carer and the Council prior to placement of children, to confirm that both parties fully understand their respective responsibilities.

Payments to Carers and Arrangements for Young People

Foster and kinship carers are paid by the Council as self-employed individuals. The amount paid is based on a standard table of rates. Different rates apply according to the nature of care provided and age bands. Additional ad hoc payments are also made to cover additional costs incurred (for example holidays or travel).

All payments made to carers are authorised by Social Workers and processed by the Carer Payment Team (CPT) who report through Resources. Social Work Practice Teams are also required to review unauthorised payment reports in advance of payment runs to confirm that all placement changes they requested have been completely and accurately processed by the CPT.

Continuing care legislation requires that authorised arrangements for payments in respect of young people over 18 years must be established prior to the young person's 18th birthday.

Social Workers are responsible for ensuring that these arrangements are established on time by completing authorisation requests and supporting questionnaires in Swift. The CPT monitor and ensure that this workflow progresses to Senior Managers for authorisation, and process new payment rates once approved.

Scope

The scope of this review assessed the design and operating effectiveness of the key controls established to support management of foster care provision and carer payments, and mitigate the following risks:

- harm to children in our care and their carers;
- increased use of higher cost service provision;
- failure to manage budgets; and
- non- compliance with applicable legislation.

Testing, where appropriate, was performed for the period October 2016 to January 2018.

The full terms of reference are included at appendix 2.

2. Executive summary

Total number of findings

Critical	0
High	1
Medium	2
Low	1
Advisory	1
Total	**5**

Summary of findings

Significant progress is evident in relation to the implementation of the looked after and accommodated children (LAAC) transformation, with reports to the Education, Children & Families and GRBV committees in August and December 2017 confirming that many of the targets had been achieved or exceeded, with a reduction in the number of children in foster care; an increase in kinship care placements, and a reduction in the use of secure care. However, the service was behind target to reduce the percentage of independent (non-Council) foster care and residential care placements.

As part of the Council balance of care strategy, foster care is proactively promoted with the objective of establishing appropriate foster care arrangements directly with the Council. To support vulnerable, looked after children, (either through kinship or foster care) it is essential that thorough and legislatively compliant vetting and approval processes are established and consistently applied, with clear carer agreements in place that are signed by both carers and the Council. It is also important to ensure that the costs associated with foster and kinship care are effectively managed, including completeness and accuracy of payments to carers.

Our review of the foster and kinship care vetting, approval and agreements process identified some significant control weaknesses that could potentially result in approval of carers who have not been thoroughly vetted; and potential non-compliance with applicable Looked After Children Legislation.

It should be noted however, that effective post carer approval monitoring and review processes have been established, and are consistently applied to ensure that carers are fully supported and continue to meet children's needs. All placement referrals are actively prioritised and monitored at weekly management and panel review meetings until an appropriate solution for the child is identified.

Our review of payment processes also identified some moderate control weaknesses (notably failure by Social Workers to evidence review of weekly and 4 weekly unauthorised payment reports) that could result in unauthorised or inaccurate payments being made. Whilst some control weaknesses have been identified, we noted that there are comprehensive payments process notes in place, and that effective reconciliation controls are applied to confirm that payments recorded in SWIFT are accurately transferred across to the Oracle purchase ledger for final payment. There are also effective controls in place supporting the addition and removal of foster and kinship carers.

Additionally, we identified that financial arrangements for continuing care are not being consistently established and reviewed by Social Workers as required per applicable legislation; and that that the process to recover overpayment of carer payments is not consistently applied.

Consequently, one High; two Medium and one Low rated findings have been raised. An Advisory recommendation has also been included, highlighting best practice improvement opportunities identified. Our detailed findings and recommendations are laid out at Section 3 below.

3. Detailed findings

1. Foster & Kinship Care Vetting, Referral, Approval, and Agreements

Finding

A sample of ten foster care and ten kinship care arrangements were selected and reviewed to confirm that the vetting and assessment and approval processes had been completed as per established processes and applicable Looked After Children regulatory requirements. Care agreements were also reviewed to confirm that these had been completed and signed by both parties.

A sample of ten assessment of need and risk forms were selected and reviewed to confirm that kinship care placements had been considered and discounted prior to a request for foster care placements.

The following Significant control gaps have been identified:

1. **Foster Carer Vetting –** In one instance, the required checks had not been fully completed, despite the carer being granted approval in principle. No placements had yet been approved for this carer due to a post panel disclosure.

   For a further four cases, the assessment reports were incomplete and did not include the outcomes of all checks performed, although evidence was available elsewhere for three of the four cases (e.g. SWIFT and paper files) that satisfactory checks had been completed.

2. **Kinship Carer Vetting –** In one case, a family member disclosure was outstanding and the final decision was subject to acceptable medical checks for another family member. The Referring Social Worker noted that she was not aware that the disclosure should have been progressed by the Practice Team, and this is now being actioned.

   A second assessment report was also incomplete as not all relevant health assessment information had been included, however it was confirmed that this information was passed to the Agency Decision Maker (ADM) with the report.

3. **Foster Carer Assessment and Decisioning –** applicant review and approval of assessment forms was not evident in 60% of the sample reviewed, and there was no evidence of Social Worker and Team Leader sign off for 50% of the sample.

4. **Kinship Carer Assessment and Decisioning –** two assessment reports (20% of the sample) did not include the names of the Social Workers who had performed the assessment or the Team Leader who had performed the review. Names were type signed in word documents for the remaining 8. There was also no evidence of electronic sign off supporting eight ADM decisions; names were also type signed.

5. **Foster Carer Agreements** - Five of ten agreements had been signed by both the Council and the carer, and three had been signed by the carer only. Two agreements were not found. One of these, was not finalised as a post panel disclosure has resulted in no placements being offered, however,

one could not be located as no paper file had been created and a child had been placed with carers without an agreement being in place.

6. **Kinship Carer Agreements** - No evidence was provided to confirm that kinship agreements are routinely completed and signed by both parties. Of the nine Practice Team Social Workers contacted, only three responded, and confirmed that agreements were not in place. Two committed to rectifying the omission, and one signed agreement has subsequently been put in place. In one case, it was noted that the family were not willing to progress with kinship arrangements.

7. **Review of Carer Agreements** – Kinship and foster carer agreements have not been revised since October 2009, when current LAC regulations came into force. LAC guidance requires the content of agreements to be reviewed at intervals by authorities.

    Current agreement templates are between the Children and Families Department and carers, which does not accurately reflect the current Council structure.

8. **Assessment of Need and Risk Forms** - The Practice Team Social Worker (PTSW) is required to tick a box on the referral form to confirm their Line Manager agreement to the referral, however this process does not provide adequate evidence of Line Manager review and approval.

Business Implication	Finding Rating
• Potential foster and kinship carers are not thoroughly vetted; • Incomplete assessment reports are presented to the panel and ADM for approval and decision; • Foster and kinship carers are not fully aware of their own and the Council's responsibilities; • Potential non-compliance with LAC regulations; and • Referrals for foster care placement are submitted without appropriate authority.	**High**

Action plans	
Recommendation	**Responsible Officer**
1. And 2. Existing foster and kinship carer vetting processes should be reviewed, updated, and implemented across all Social Work teams. The processes should specify all necessary checks to be performed and the requirement to record and retain the outcomes. Document retention methods that meet current Data Protection and future General Data Protection Requirements should also be included in the revised process documentation.	Family Based Care Team Manager (Foster Care) - 1, 3, 5 & 7 Family Based Care Team Manager (Kinship Care) – 2, 4, 6 & 7 Senior manager for Children's Practice Teams - 6 & 8
3. And 4. Assessment reports and agency decisions should not be approved until all necessary vetting has been fully completed. A formal review of all assessment reports should be performed by line management prior to submission to panel and ADM to confirm that all vetting outcomes are completely and accurately reflected in the report. Additionally, assessment reports should be signed as evidence of this review.	
5. And 6. A check should be established to confirm (prior to any placements being offered) that foster or kinship care agreements signed by both the carer and the Council are in place, and that a copy of the signed agreement has been issued to the carer and securely retained by the Council.	

7.	Existing foster and kinship care template agreements should be reviewed and refreshed (at least annually) to confirm that their content remains aligned with applicable Looked After Children (LAC) legislation and current Council structure.	
8.	The Line Manager of the PTSW should be copied into the email referral to evidence their agreement and approval of the referral.	

Agreed Management Action	**Estimated Implementation Date**
1. Foster Care Vetting Family Based Care process for checking carers has been updated and revisions included in service End to End procedures. Specific actions include all statutory checks (PVG, Medical and Local Authority) having to be requested immediately at recruitment screening stage and three months prior to Carer Review. This will eliminate checks not being available as evidence for Fostering Panels. FBC Team Leader quality assurance checklists for foster care assessments have been updated to require sight of signed copies of assessment reports prior to Panel submission. Team Leaders will review in supervision that signed copies of all completed assessment reports are held in the Carers paper file.	31 May 2018
2. Kinship Carer Vetting Assessment reports are checked by the Team Leader before forwarding to panel and/or ADM. This will ensure that statutory checks are included as well as being referred to in the assessment. Team leaders will also ensure that all submissions are signed by the assessor and countersigned by themselves. Team leaders will be informed from now that they will sign all assessments. Assessors are, in the main, engaged outwith FBC and commissioned via a fixed fee format for their completed assessments. Some are employees of CEC and others are not. A plan will be developed to enable them to create and use an electronic signature or similar sign off method.	30 September 2018
3. Foster Care Assessment and Decisioning FBC Team Leader quality assurance checklists for foster care assessments have been updated to require sight of signed copies of assessment reports prior to Panel submission. Team Leaders will review in supervision that signed copies of all completed assessment reports are held in the Carers paper file and required in End to End processes. Additional, regular file auditing undertaken internally with this the service will quality assure procedures are being implemented.	31 May 2018
4. Kinship Assessment and Decisioning Kinship assessors will be asked to sign and include their name with all of their assessment submissions. Team Leaders will also be asked to sign and include their name when endorsing the assessment. This will be incorporated into Kinship processes.	30 September 2018
5. Foster Carer Agreements End to End procedures specify that a Carer Agreement must be signed by the carer and CEC, a copy provided to the carer and the original held on file.	30 June 2018

6. **Kinship Carer Agreements** Procedures to be reviewed and updated to specify that a Carer Agreement must be signed by the carer and CEC, a copy provided to the carer and the original held on file.	30 September 2018
6. **5 & 6** Formal checks will be implemented (prior to placements being offered) to ensure that all foster and kinship carer agreements have been signed by both the carer and the Council, and that a copy of the signed agreement has been issued to the carer and securely retained by the Council.	
7. **Review of Carer Agreements** The content of the current Carer Agreement is compliant with requirements of Schedule 6 of the Looked After Children (Scotland) Regulations 2009. The contents of this document will be reviewed alongside the development of revised information to support Continuing Care placements.	31 May 2018
The Kinship carer agreement document will be reviewed separately to this but within the same timescale.	31 May 2018
8. **Assessment of Need and Risk Forms** The process of Line Manager agreement will be reviewed to provide evidence of approval for the referral, Team Leaders will be copied into the email referral to Intake.	30 June 2018

2. Carer Payments

Finding

1. Payments to Carers

A sample of 25 ad hoc payments were selected for review from the monthly business objects reports that detail all additional payments made. Review of the sample established that:

- In one case, Senior Manager authorisation for continued extra weekly payments of £393.74 could not be found and it was noted that authority may have been verbal. A future review date required for this payment had also not been recorded in Swift. This has now been corrected.

- Payment review dates are not consistently provided to the CPT by Social Workers, and confirmation that additional payments should continue is not consistently provided in advance of the specified review or end date.

2. Social Worker Review of Payments

Social Work Practice Teams are required to review unauthorised payment reports in advance of weekly and four weekly payment runs to confirm that all changes they requested have been completely and accurately processed by the CPT.

Evidence of checks performed should be recorded on a tracker and any issues identified raised with the CPT and addressed prior to release of payments. If there are no issues, this should be recorded on the tracker to evidence completion of the review.

Review of four weekly and one four weekly trackers across four Practice Teams and the disability team (25 entries across 5 trackers) confirmed that:

- Team sections within the 5 unauthorised payment reports tested had not been reviewed as required prior to payment in 14 of 25 instances;
- There was no evidence of completion of any checks by one Practice Team; and
- Only one team from the five had checked the four-weekly report selected for review.

Business Implication	Finding Rating
Unauthorised or inaccurate payments are made to carers that may not be recovered.	**Medium**

Action plans	
Recommendation	**Responsible Officer**
1. Authorisation should be provided by FBC and Practice Team Managers in advance of any additional payments being made. Evidence of authorisation should be retained by the CPT. 2. An escalation process should be established and implemented to ensure that updates, and approvals for extensions to additional payments are provided by FBC and Practice Team Managers or Team Leaders to the CPT prior to the review / end date recorded on SWIFT. 3. The requirement for Practice Team Business Support to review unauthorised payment reports and evidence their review via the tracker should be reinforced. Practice Team Managers should also review the trackers prior to payment to ensure that all Social Work team members have performed the necessary review. Any instances where the review has not been performed prior to payment should be addressed via the performance management process.	Neil Kirkpatrick, Business Support Team Manager – 1, 2 & 3
Agreed Management Action	**Estimated Implementation Date**
1. CPT are currently revising their processes. Going forward, all payment updates will be provided by Social Workers on Carer Fee Payment forms rather than via email, and future review dates noted on this form for entry to Swift. This process is still being embedded.	31 May 2018
2. The CPT will run a report with payment review dates on a monthly basis for the month ahead and send it to the appropriate Team Manager and Team Leader highlighting the need for a member of their team to review the service/payment and complete the appropriate paper work as required.	31 May 2018
3. The CF Central Business Support Team Manager has issued an email reminding all Business Support Team Managers that this process is necessary to confirm completeness and accuracy of carer payments and request their team's weekly returns. The weekly returns will be copied to the relevant CPTM when emailing to the CPT. The CPT will track the returns and liaise with the appropriate teams when information is not received.	31 May 2018

3. Arrangements for Young People

Finding
Eight entries were selected from a December 2017 report produced by the CPT detailing costs for all young people 17 and over. Review of this sample established that:

• One 18-year old was incorrectly categorised as a mainstream placement rather than 18+ Foster Care, as an authorisation request and questionnaire provided was not supported by adequate information.

• One questionnaire had been completed and entered into Swift, but had not been set up as a workflow request for authorisation, and had therefore been missed. This has now been escalated for review.

• Two approved 18+ placements had future review dates recorded in Swift, however, this date field is not currently monitored. One of the cases was due for review in the month tested and had not been actioned yet.

In addition to the above testing, it was noted that for 20 placements correctly categorised as 18+ Foster Care on this report, three were not supported by evidence of LAC Manager approval, and seven had expired approvals on SWIFT.

Whilst placements with external providers were not included within our scope, it should be noted that these issues also apply to these arrangements. As at December 2017, we identified four external placements for 18-year olds that were incorrectly categorised as foster care provision rather than 18+ foster care. |

Business Implication	Finding Rating
Appropriate arrangements are not established as per the timeframes specified in continuing care legislation.	**Medium**

Action plans	
Recommendation	**Responsible Officer**
1. Existing processes should be reviewed and refreshed with appropriate management oversight implemented to ensure that future plans for young people are prepared, reviewed and implemented within the required regulatory timeframes. 2. A review of all young people aged 17 and over should be performed to confirm appropriateness of existing arrangements and address any instances of missed reviews based on the dates recorded in SWIFT. 3. Trigger dates based on dates of birth should be recorded in Swift for each placement, and an exception report designed, implemented, and provided to Social Work Practice Teams to ensure that future reviews are completed on time.	Neil Kirkpatrick, Business Support Team Manager – 1 & 3 Looked After Children Service Manager - 2
Agreed Management Action	**Estimated Implementation Date**
1. As of March 2018, the process includes the +18-year authorisation report being sent to CPTMs for them to review any placements without the required authority and action as appropriate.	31 May 2018

2. All placements of 17-year olds to be reviewed and taken to the CPTM meeting to discuss requirement and timescales.	31 July 2018
3. There is an exception report available through Business Objects detailing any +18-year placements recorded on Swift incorrectly as Looked After and Accommodated Children. This report is on the Business Support Team report matrix to be run weekly. The Business Support Relationship Manager has this diarised to run quarterly and liaise with any teams that need placements updated on Swift.	31 May 2018

4. Recovery of Overpayments

Finding

Carer payments are paid weekly or four weekly in advance. Where a foster placement ends and there is a subsequent placement, any overpayment is offset against future payments for the next placement.

For kinship carers where placements are made for specific children, overpayments consistently occur when the placement ends.

A payment booklet issued to all carers notes that overpayments must be repaid within eight weeks.

Where an overpayment requires to be recovered, a letter detailing the amount due is issued to the carer. No timescale is specified for receipt of payment. If no payment is received, a reminder letter is issued noting that a debtor account will be raised in the Council Accounts Receivable system if the debt is not settled in 14 days. Outstanding payments remain on an exception report until settled.

Five overpayments in respect of kinship care totalling £3,567.15 in value were selected from a prepayment run exception report as at 05/10/17. A total of 99 overpayments in respect of 48 foster, kinship and respite carers, and prospective adopters with a value of £53,622.60 were included in this report. The most historic overpayment included in the report that had not been recovered was for £596.34 and dated back to August 2016.

Review of this sample established that appropriate action to offset or recover overpayments was being taken, however:

- In two cases, reminder letters had not been issued as at mid-January 2018 in respect of overpayments to July and October 2017 for £416.83 and £456.36 respectively

- For an overpayment to May 2017 for £822.29, overpayment and reminder letters were issued in June and August 2017, however, an accounts receivable debtor account was not raised until October 2017.

Business Implication	Finding Rating
Overpayments are not effectively monitored to ensure prompt settlement of debt.	**Low**

Action plans

Recommendation	Responsible Officer
1. Existing processes in relation to recovery of overpayments should be reviewed, updated, and implemented. Process changes should include the requirement for enhanced weekly review of exception reports to	Neil Kirkpatrick, Business Support Team Manager - 1,2,3 & 4

ensure that overpayment and reminder letters are issued, and debtor accounts created on a timely basis;

2. A timescale for receipt of payments should be detailed in the first overpayment letter issued, and this due date used to inform the timely issue of a reminder letter if required;

3. The overpayment process outlined in the carer payment booklet should be reviewed. Consideration should be given to reducing the current eight week repayment timescale; and

4. Sample checks should be performed by management monthly to confirm that the overpayments process is being consistently applied.

Agreed Management Action	Estimated Implementation Date
1. The process will be updated to reflect overpayment letters being sent within 2 weeks of the overpayment being realised. A weekly report of overpayments will be run and passed to FBC Team Manager for timescale of payment from the carer.	30 June 2018
2. The initial overpayment letter will be updated to request that payments be received within the timescales set out by FBC Team Managers as detailed below.	30 June 2018
3. Timescales of repayments will be agreed by FBC Team Manager dependent on individual circumstances. The rates booklet will be updated to reflect this change. Any write off is to be authorised by Senior Manager.	30 June 2018
4. The process will be updated with the Business Support Team Manager / Officer conducting a monthly spot check of the overpayment process.	30 June 2018

5. Best Practice Improvement Opportunities

Finding
Use of Electronic Signatures
Given the high volume of documents that require to be signed as part of the foster and kinship vetting; approval; agreement, intake referral; and payment processes, significant benefit would be gained from implementation and use of electronic signatures.

Business Implication	Finding Rating
Processes could be completed without a record being held to evidence that the required level of review and formal sign off has been performed.	**Advisory**

Action plans	
Recommendation	**Responsible Officer**
Implementation of electronic signatures should be considered across FBC and Social Work Practice Teams.	Freeha Ahmed, FBC Business Support Team Manager

	Neil Kirkpatrick, Practice Teams Business Support Team Manager
Agreed Management Action	**Estimated Implementation Date**
A review of all documents requiring approval will be performed to determine the feasibility of implementing electronic signatures for all authorising managers. Where electronic signatures are implemented, the original signature will be retained on the managers H drive to ensure that they cannot be copied and / or used inappropriately.	30 September 2018

Appendix 1 - Basis of our classifications

Finding rating	Assessment rationale
Critical	A finding that could have a: • ***Critical*** impact on operational performance; or • ***Critical*** monetary or financial statement impact; or • ***Critical*** breach in laws and regulations that could result in material fines or consequences*; or* • ***Critical*** impact on the reputation or brand of the organisation which could threaten its future viability.
High	A finding that could have a: • ***Significant*** impact on operational performance; or • ***Significant*** monetary or financial statement impact; or • ***Significant*** breach in laws and regulations resulting in significant fines and consequences*; or* • ***Significant*** impact on the reputation or brand of the organisation.
Medium	A finding that could have a: • ***Moderate*** impact on operational performance; or • ***Moderate*** monetary or financial statement impact; or • ***Moderate*** breach in laws and regulations resulting in fines and consequences; or • ***Moderate*** impact on the reputation or brand of the organisation.
Low	A finding that could have a: • ***Minor*** impact on the organisation's operational performance; or • ***Minor*** monetary or financial statement impact; or • ***Minor*** breach in laws and regulations with limited consequences; or • ***Minor*** impact on the reputation of the organisation.
Advisory	A finding that does not have a risk impact but has been raised to highlight areas of inefficiencies or good practice.

Appendix 2 – Terms of Reference

Communities & Families

Terms of Reference – Foster Care Review

To: Alistair Gaw, Executive Director of C&F

From: Lesley Newdall, Chief Internal Auditor,   Date: 21st September 2017

Cc: Andy Jeffries, Scott Dunbar, Neil Bruce, Russell Sutherland, Sean Bell, Nicola Harvey, Louise McRae, Jane Brown, Brendan O'hara

This review is being undertaken as part of the 2017/18 internal audit plan approved by the Governance, Risk and Best Value Committee in March 2017.

Background

The primary strategic objective for looked after & accommodated children (LAAC) is to shift the balance of the Service from relatively high cost, external providers to high quality local services, and to deliver consistent early and intensive intervention approaches so that fewer children and young people (C&YP) need to be accommodated. Where C&YP do need to be accommodated, to make sure they are accommodated within existing Council (CEC) LAAC services.

A transformation programme to achieve this change commenced in 2013. Regular progress updates are provided to the Education, Children & Families and Governance Risk & Best Value committees.

The latest update reported that many of the targets had been achieved or exceeded, including an overall reduction in the LAAC population; a reduction in the number of children in foster care; an increase in kinship care placements, and a reduction in the use of secure care. However the service was behind target to reduce the percentage of independent foster placements and reduce use of residential care placements.

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

Scope

The scope of this review will be to assess the design and operating effectiveness of the controls in place for the management of foster care provision and payments to carers, to mitigate the risks of:

- harm to children in our care and their carers;
- increased use of higher cost service provision;
- failure to manage budgets; and
- non- compliance with legislation.

These risks are encompassed in a key strategic / operational risk included in the C&F SMT risk register in relation to the balance of care: 'Much of the cost of care of children and young people is demand-led and relies on expensive external providers. If the balance between enabling and commissioning levels of care is not optimal the Council may not be able to sustain adequate levels of service. There has been an increase in unaccompanied asylum seekers which is increasing the need, this includes asylum seeking children. The impact of any imbalance of care could increase violent incidents further'.

Our audit approach is as follows:

- Obtain an understanding of management of foster care provision through discussions with key personnel, review of systems documentation and walkthrough tests;
- Identify the key risks around management of foster care provision;
- Evaluate the design of the controls in place to address the key risks; and
- Test the operating effectiveness of the key controls.

Testing, where appropriate, will be undertaken for the period October 2016 to September 2017.

The sub-processes and related control objectives included in the review are:

Sub-process	Control Objectives
Manage supply	• An appropriate strategy is in place to manage the balance of care for looked after children; • Appropriate vetting processes in place ensure that in-house carers recruited meet required service standards; • Processes are in place to collate and assess all needs and risks in relation to each looked after child; • All identified needs and risks are provided to family based care to ensure that kinship care and foster care placement decisions best meet the needs and welfare of the looked after child; • Emergency placements can be accommodated when required; • Robust processes are in place to re-allocate resources effectively where placements come to an end; and • All relevant sections are notified in a timely manner where a child ceases to be looked after.
Support & Monitor	• Appropriate support is given to in-house foster carers, kinship carers and the looked after children in their care for the duration of placements; and • There are regular reviews of placements and plans in place to ensure that they continue to fulfil the child's needs and welfare.
Management of Welfare Concerns	• Robust child protection processes apply where allegations are made against foster / kinship carers.
Payment	• All allowances and fees paid to in-house and kinship carers are in line with agreed rates in place; • All payments made are subject to review and regular reconciliation; and • Payments are stopped on time when a placement ends.
Governance	• All relevant policies and procedures are up to date and complied with; • Processes are in place to ensure compliance with applicable legislation; and • Key risks identified are subject to ongoing review by the Senior Management Team.

Limitations of Scope

The scope of our review is outlined above and is limited to a review of foster care provided by the Council, and kinship care. Additionally, the following areas are specifically excluded from scope:

- Records management - social work records within Children & Families are currently being audited separately, and
- External foster care providers - this area was subject to audit review in 2016.

Internal Audit Team

Name	Role	Contact Details
Lesley Newdall	Chief Internal Auditor	0131 469 3216
Hugh Thomson	Principal Audit Manager	0131 469 3147
Christine Shaw	Internal Auditor	0131 469 3075

Key Contacts

Name	Title	Role	Contact Details
Andy Jeffries	Interim Head of Children's Services	Review Sponsor	0131 469 3388
Scott Dunbar	Service Manager Looked After Children	Key Contact	0131 469 3123
Neil Bruce	Team Manager, Family Based Care	Key Contact	0131 529 2137
Russell Sutherland	Team Manager, Family Based Care	Key Contact	0131 469 3076
Louise McRae	Business Support Manager, Customer	Key Contact	0131 529 2109
Brendan O'hara	Senior Accountant, C&F	Key Contact	0131 469 3620

Timetable

Fieldwork Start	18th September 2017
Fieldwork Completed	13th October 2017
Draft report to Auditee	27th October 2017
Response from Auditee	10th November 2017
Final Report to Auditee	17th November 2017

Follow Up Process

Where reportable audit findings are identified, the extent to which each recommendation has been implemented will be reviewed in accordance with estimated implementation dates outlined in the final report.

Evidence should be prepared and submitted to Audit in support of action taken to implement recommendations. Actions remain outstanding until suitable evidence is provided to close them down.

Monitoring of outstanding management actions is undertaken via monthly updates to the Directorate and Senior Executive Officer. The Senior Executive Officer liaises with Service Areas to ensure that updates and appropriate evidence are provided when required.

Details of outstanding actions are reported to the Governance, Risk & Best Value (GRBV) Committee on a quarterly basis.

Appendix 1: Information Request

It would be helpful to have the following available prior to our audit or at the latest our first day of field work:

- Any relevant documented processes.

This list is not intended to be exhaustive; we may require additional information during the audit which we will bring to your attention at the earliest opportunity.

The City of Edinburgh Council
Internal Audit

**School IT Systems
Children & Families**

Final

February 2016

CF1513

·EDINBVRGH·
THE CITY OF EDINBURGH COUNCIL

Contents

Although there are a number of specific recommendations included in this report to strengthen internal control, it is management's responsibility to design, implement and maintain an effective control framework, and for the prevention and detection of irregularities and fraud. This is an essential part of the efficient management of the Council. Communication of the issues and weaknesses arising from this audit does not absolve management of this responsibility. High and Critical risk findings will be raised with senior management and elected members as appropriate.

Executive summary

Total number of findings

Critical		0
High		1
Medium		3
Low		1
Advisory		0
Total		**5**

Summary of findings

The following areas of good practice were identified:
- School shared drives can only be accessed using a BT-provided device;
- Office 365 is being rolled out to schools to facilitate remote working. This is a web-based platform which allows remote access to email, cloud storage and shared documents;
- The 'One-to-One' school visited has developed a database to monitor the condition and use of devices allocated to pupils, and checks devices each week; and
- ICT co-ordinators support and manage the use of IT in schools. ICT co-ordinators attend termly training provided by the Digital Learning Team which cover IT and data security and the use of software available to schools.

The following areas for improvement were identified:
- The existing IT policy does not address security required when staff use their own or a school-managed device for work purposes;
- Arrangements for the safe disposal and recycling or reallocation of iPads, laptops and other school-managed devices should be clarified and communicated to schools;
- A more robust process is required to ensure devices are returned when staff and pupils leave the school, and that data is wiped from missing devices;
- Eight of 25 schools reviewed had not registered all iPads purchased on Meraki. Only nine of 25 schools reviewed on Meraki enforced complex passwords on iPads; and
- Six of 16 schools visited did not have an up-to-date asset register.

Our detailed findings and recommendations are laid out within Section 2: *Detailed findings.*

1. Background and scope

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Background

The use of IT as an essential learning and teaching resource is promoted and supported by the Digital Learning Team. The school IT estate consists of hardware acquired centrally by the Council under a BT service contract and hardware purchased directly by schools. Schools are responsible for managing all devices purchased outside the BT service contract using school funds.

School-managed devices are predominantly iPads purchased for classroom use. Models vary from single classroom iPads to 'one-to-one' schools where each pupil is assigned an iPad. The Digital Learning Team encourages schools to use Meraki to manage iPad use. This is mobile device management software which enables schools to monitor the use of devices and enforce passwords and security settings. It also allows access to apps under the volume purchasing agreement.

Access to school servers is restricted to devices purchased under the BT service contract. All other devices, including school-managed computers and tablets, only have web access. Office 365 is being introduced to schools to facilitate remote working. Office 365 is a web-based application which allows secure access to emails and cloud storage, and enables users to share documents securely.

Scope

The scope of this review was to assess the design and operating effectiveness of controls relating to access to applications and data in the school IT estate. The review was focussed on school-managed devices and covered:

- Security requirements for access to applications and data;
- IT policy;
- Tracking of hardware; and
- Reporting of security issues.

For the full terms of reference see Appendix 2.

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2. Detailed findings

1. Use of non-BT devices

Finding
Teaching staff commonly use personal and school-managed computers for work purposes, which may on occasion involve personal and sensitive data. These are not supported by BT and as such may not have full security such as passwords and anti-virus and encryption software installed. We identified one instance where sensitive personnel data was held on an unencrypted memory stick. Office 365 has been introduced to all schools. It enables staff and pupils to work remotely on a secure web-based platform and eliminates the need for data to be stored on hard drives. However, use of Office 365 is still limited in some schools and there is evidence that data is still stored on personal and school-managed hard drives. While staff are required to comply with the corporate Acceptable Use of IT policy, the policy does not specify security required when staff are using their own device for work purposes. We further note that staff at six of 14 schools visited had not completed mandatory training on information governance at time of our audit visits between September and November 2015.

Business Implication	Finding Rating
- Personal and sensitive data may be held on unencrypted devices. This increases the risk of a data security breach if the device is lost or stolen.	**High**

Action plans	
Recommendation	**Responsible Officer**

School staff should be encouraged to use Office 365 exclusively when using a non-BT managed device for work, and ensure that their device is password protected.
 	
Guidance on the use of non-BT managed devices for work should be issued to schools staff, including
 	
   - Secure storage of data on Office 365 or an encrypted device;
   - Anti-virus software;
   - Passwords; and
   - Physical security.
 	
All staff should be required to confirm understanding of and compliance with the guidance.
	Len Timson / Richard Burgess and the Digital Learning Team

Agreed Management Action	**Estimated Implementation Date**
We will prepare concise, easy-to-use guidance on the use of non-BT	31/03/2016

managed devices for work, specifying security requirements. The guidance will be introduced to schools at head teachers' and ICT co-ordinators' forums. The guidance will be circulated to schools. Staff will be asked to sign to confirm that they have read and understood the guidance annually.

2. End of life

Finding

iPads bought as part of the technology in schools pilots are now reaching the end of their useful lives. Schools reported uncertainty about how they should dispose of redundant technology, resulting in:

- Unused iPads and laptops stored in schools pending confirmation of disposal arrangements; and
- Unused iPads sold to school staff with proceeds returned to the school fund.

In each case, ICT technicians confirmed that all data was removed when the device was returned.

Business Implication	Finding Rating
- Increased risk of data loss where devices are not wiped using software certified as compliant with applicable information standards; - Inefficient use of Council resources where unused IT equipment is not reallocated or recycled; and - Inadvertent breach of Waste Electrical and Electronic Equipment regulations should this equipment not be disposed of in an appropriate manner.	**Medium**

Action plans	
Recommendation	**Responsible Officer**
Arrangements for the safe disposal and recycling or reallocation of iPads, laptops and other school-managed devices should be clarified and communicated to schools.	Richard Burgess and the Digital Learning Team. Contract being finalised now.
Agreed Management Action	**Estimated Implementation Date**
A Computer Reselling and Recycling Scheme is being set up for Edinburgh schools. The contract will be finalised by the end of January 2016. The new contract will be introduced as a pilot at one secondary and one primary school before the new arrangements are rolled out to all schools in April 2016.	31 March 2016

3. Missing devices

Finding

We identified one case where an iPad was not returned when the member of staff left the school in August 2015. The teacher's BT user account was kept open until the iPad was returned in November 2015. A BT user account allows access to school shared drives from a BT-managed device and Office 365 from any device.

The school concerned also reported cases where pupils have not returned iPads when they left the school. The pupils' BT user accounts are again kept open until the iPad is retrieved. Four iPads have not yet been retrieved from pupils who left the school in summer 2015.

Business Implication	Finding Rating
- Staff may have access to sensitive data held on shared drives and in personal email accounts after their leaving date; and - Inefficient use of Council resources where IT equipment is not retrieved for reuse or recycling.	**Medium**

Action plans

Recommendation	Responsible Officer
Schools should ensure that the user's BT account is suspended on the day of departure to prevent access to Council systems including email. Procedures should be put in place to ensure that devices are retrieved from staff and students before they leave the school. Data on missing devices should be wiped remotely and the loss reported to the Information Security team.	Len Timson / Richard Burgess and the Digital Learning Team.

Agreed Management Action	Estimated Implementation Date
We will develop a leavers process for school IT co-ordinators to use when a member of staff or a pupil leaves or moves schools. They will be required to confirm they have deleted or suspended the user's network, Office 365, Seemis and any other school-run accounts, and collected any assets held by the leaver. This will be rolled out in conjunction with the asset register (finding 5). The leavers process will introduced at the IT co-ordinators forum and circulated to all schools. Schools will be asked to confirm compliance in their annual assurance statement.	31 March 2016

4. Use of Meraki

Finding
We selected a sample of 25 schools and compared the number of iPads registered on the Meraki mobile device management software to the number of iPads purchased from the preferred supplier and verified the password settings.   - Eight of the 25 schools reviewed had not registered all iPads purchased on Meraki. In one case only 21% of the iPads purchased had been registered on Meraki.   - Only nine of 25 schools reviewed enforce alphanumeric passwords of 6- to 8- characters on iPads registered on Meraki.

Business Implication	Finding Rating
- iPads not logged on Meraki cannot be tracked or remotely wiped by the school if lost or stolen. - Simple passwords can be easily guessed which may allow someone unauthorised access to a device.	**Medium**

Action plans	
Recommendation	**Responsible Officer**
All iPads should be registered on Meraki and protected by a complex password (8-character, alphanumeric).	Head of Schools and Lifelong Learning
Agreed Management Action	**Estimated Implementation Date**
Use of Meraki, or the replacement CGI mobile device management system, will be made mandatory. It may not always be appropriate to use a complex password, for example for classroom iPads. However, complex passwords will be required where an iPad is allocated to an individual: this will be stipulated in the guidance staff are asked to read and agree to annually (see finding 1).	31/03/2016

5. Asset registers

Finding
Six of 16 schools visited did not have an up-to-date register of high value assets, including laptops, desktops and iPads.

Business Implication	Finding Rating
- Schools may not know who devices have been issued to. - Schools may not identify devices which are missing.	**Low**

Action plans	
Recommendation	**Responsible Officer**
Each school should maintain an asset register. As a minimum this should include asset type, make and model, asset ID and location or user. The school business manager or IT co-ordinator should periodically check the location and condition of assets.	Len Timson / Richard Burgess.
Agreed Management Action	**Estimated Implementation Date**
A template asset register will be circulated to schools with a reminder that all high-value assets such as laptops, PCs and iPads should be recorded on the asset register along with the location or user. Schools will be asked to periodically check the location and condition of assets, and confirm compliance through the local assurance statements.	31/03/2016

Appendix 1 - Basis of our classifications

Finding rating	Assessment rationale
Critical	A finding that could have a: • **Critical** impact on operational performance; or • **Critical** monetary or financial statement impact; or • **Critical** breach in laws and regulations that could result in material fines or consequences*; or* • **Critical** impact on the reputation or brand of the organisation which could threaten its future viability.
High	A finding that could have a: • **Significant** impact on operational performance; or • **Significant** monetary or financial statement impact; or • **Significant** breach in laws and regulations resulting in significant fines and consequences*; or* • **Significant** impact on the reputation or brand of the organisation.
Medium	A finding that could have a: • **Moderate** impact on operational performance; or • **Moderate** monetary or financial statement impact; or • **Moderate** breach in laws and regulations resulting in fines and consequences; or • **Moderate** impact on the reputation or brand of the organisation.
Low	A finding that could have a: • **Minor** impact on the organisation's operational performance ; or • **Minor** monetary or financial statement impact; or • **Minor** breach in laws and regulations with limited consequences; or • **Minor** impact on the reputation of the organisation.
Advisory	A finding that does not have a risk impact but has been raised to highlight areas of inefficiencies or good practice.

Appendix 2 – Terms of Reference

Children & Families

Terms of Reference – School IT Systems

To: Gillian Tee
          Director of Children & Families

From: Gemma Dalton   Date: 21 October 2015
         Principal Audit Manager

CC: Key contacts below

This review is being undertaken as part of the 2015/16 internal audit plan approved by the Governance, Risk and Best Value Committee in April 2015.

Background

The school IT estate consists of hardware acquired centrally by the Council under a BT service contract and hardware purchased directly by schools. Staff may also gain limited access via their personal devices. These have differing levels of IT security requirements and access to the Council network, applications and data. Only devices under the BT IT service contract should be able to access the Council network, secure applications and data. All other devices should only have access to the web, which includes learning and teaching core tool Microsoft Office 365. IT devices include desktop computers, laptops, tablets and mobile phones.

Scope

The scope of this review will be to assess the design and operating effectiveness of the Council's controls relating to the access controls for applications and data. The sub-processes and related control objectives included in the review are:

Sub-process	Control Objectives
Access to applications and data	• Only devices that meet minimum security requirements can access secure application and data. • Software changes to Council or school-owned hardware must be authorised.
IT policy	• An IT security policy for schools exists. • The IT policy covers all hardware used by staff in relation to their work. • Staff are aware of the IT security policy and can access it. • Staff must agree to follow the IT policy
Tracking of IT hardware	• There is a complete listing of all IT hardware. • There is a complete record of who is responsible for each device. • Sufficient controls exist to mitigate the risk of security breaches due to lost or stolen devices.
Reporting security issues	• Staff are informed of any security risks. • There is a process for staff to report any potential security breach.

Limitations of Scope

The scope of our review is outlined above. Testing will be undertaken on a sample basis for the period 01 April 2015 to 30 August 2015 where applicable.

Approach

Our audit approach is as follows:

• Obtain an understanding of access controls through discussions with key personnel, review of systems documentation and walkthrough tests;
• Identify the key risks of how security breaches may occur;
• Evaluate the design of the controls in place to address the key risks; and,
• Test the operating effectiveness of the key controls.

Internal Audit Team

Name	Role	Contact Details
Magnus Aitken	Chief Internal Auditor	0131 469 3147
Gemma Dalton	Principal Audit Manager	0131 469 3077

Key Contacts

Name	Title	Role	Contact Details
Gillian Tee	Director of Children & Families	Review Sponsor	0131 469 3322
Andy Gray	Head of Schools and Community Services	Key Contact	0131 529 2217
Sheila Paton	Senior Education Manager (Schools, Quality and Curriculum)	Key Contact	0131 469 3046
Richard Burgess	Lead Officer for Digital Support, Digital Learning Team	Key Contact	0131 469 2989
Len Timson	ICT Development Manager	Key Contact	0131 469 2998

Timetable

Fieldwork Start	21 October 2015
Fieldwork Completed	20 November 2015
Draft report to Auditee	27 November 2015
Response from Auditee	4 December 2015
Final Report to Auditee	11 December 2015
Final report available for presentation to the Governance, Risk and Best Value Committee	December 2015

Note: Actual progress against the dates set out above will be recorded on the face of the final report, along with commentary explaining any discrepancies.

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Education, Children and Families Committee

10.00am, Tuesday, 8 October 2019

Edinburgh Learns Inclusion Annual Report

Executive/routine
Wards
Council Commitments

1.   Recommendations

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

1.1.1   note completion of a clear framework and vision for inclusion including consultation with children and young people as outlined in the Edinburgh Learns Inclusion Framework.

1.1.2   note the reduction in exclusions and schools days lost through exclusion. note that most pupils put forward for pathway 4 special school provision receive a placement offer.

1.1.3   note that engagement work will be taken forward with young people who have experience of exclusions and flexible timetables, especially those who are care experienced, to gather their views on their educational experience and the forward Change that would help get it right for them.

1.1.4   agree to receive further annual reports on inclusion. agree that the board will identify strategic tasks in relation to inclusion and liaise with senior managers to request the establishment of working groups to progress them.

1.1.5   note the continued hard work of pupils, staff, parents and partners to develop positive and inclusive learning communities.

Alistair Gaw

Executive Director of Communities and Families

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

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

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Edinburgh Learns Inclusion Annual Report

2.   Executive Summary

2.1   This report summarises the work of the Edinburgh Learns Framework board in 2019-20 and reports on local data as indicative of the local authority's inclusive practice. During 2019-2020 the Edinburgh Learns Inclusion Framework has been consulted on, finalised and disseminated to all schools. This report is therefore the first the board has produced.

2.2   The board will meet three times annually and the annual report will pull together relevant data to track our inclusive practice. The board will use data to identify key strategic tasks in relation to inclusion.

3.   Background

3.1   Collaborative work on Inclusion over the last 3 years has pulled together a multi-disciplinary shared approach to our inclusive practice strategy.

3.2   In 2019-2020 this was incorporated into the Edinburgh Learns Framework. This ensures it sits within our wider citywide strategy for school improvement and planning.

4.   Main report

4.1   The Edinburgh Learns framework sets out a clear vision for Inclusion. This was developed in consultation with children and young people.

4.2   Our learning communities are committed to inclusion and our quality improvement reporting and local inspections demonstrates this.

4.3   There has been a commitment to reducing the impact of exclusion on children and young people. Our data over the last three years shows a downward trend in numbers of exclusions and days lost through exclusion.

4.4   Our tracking of requests for special provision shows that most requests for provision result in a placement offer. For example at the end of the 2017-2018 session 102 (88%) of the 116 requests for secondary specialist provision were offered a placement in specialist provision (this includes special schools such as Woodlands and Gorgiemills and secondary resource provisions such as Drummond and Craigmount).

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4.5 In secondary schools there has been a downward trend in the number of requests for specialist placements.

4.6 Reducing the numbers of pupils who have less than 85% attendance is currently a target in our strategy to improve overall pupil attendance. This is the first year this shift in focus has been introduced and it will be tracked by the board over subsequent years.

4.7 We recognise the need to better track and monitor flexible (part-time) timetables. A clear procedure to allow us to do this is now in place and is being implemented in all schools. We are in the process of surveying all schools in relation to the quality of flexible (part-time) timetables and pupil involvement in the planning process.

5. Next Steps

5.1 Support the implementation and embedding of the key policy and procedures for inclusion disseminated during 2018-2019.

5.2 As part of the process of implementation ensure accurate recording of flexible timetables, physical harm or weapons in school and physical intervention to prevent harm (as outlined in the procedures) to allow citywide tracking and monitoring.

5.3 Continue citywide tracking and monitoring of exclusion including a specific focus on reducing exclusion for care experienced learners.

5.4 Continue to draw on the views of children and young people through participation forums such as Youth Talk, My Kind of Edinburgh and themed topics such as Mental Health. Specifically engagement work will be taken forward with young people who have experience of exclusions and flexible timetables, especially those who are care experienced, to gather their views on their educational experience and the forward Change that would help get it right for them.

5.5 Continue capacity building in mainstream through evidence-based approaches such as nurture, the Wellbeing Academy and Seasons for Growth.

5.6 Continue to work with key partners and voluntary organisations to provide the right support at the right time to children and families who are at risk of not being 'Included, Engaged and Involved'.

5.7 Ensure appropriate training is available to staff with a focus on Relationships, Learning and Behaviour.

5.8 Continue to explore, pilot and evaluate approaches to increase attendance for vulnerable learners.

6. Financial impact

6.1 There are no financial implications contained in this report.

7. Stakeholder/Community Impact

7.1 Edinburgh Learns Inclusion has consulted with Children and Young People to develop a meaningful shared vision for inclusion.

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

7.3   There are no anticipated health and safety, governance, compliance or regulatory implications caused by this framework.

7.4   There are no anticipated impacts relating to carbon impacts, adaptation to climate change or sustainable development.

8.   Background reading/external references

8.1   Guidance on the Presumption to Provide Education in a Mainstream Setting (2019)

8.2   Included, Engaged, Involved 2 (2017)

8.3   The Additional Support Needs Act

8.4   Equality Act (2010)

8.5   Developing a positive whole-school ethos and culture – relationships, learning and behaviour (2018)

8.6   Health and Social Care Standards; My support my life (2017)

9.   Appendices

9.1   Appendix 1: Edinburgh Learns Inclusion Annual Report

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Appendix 1: Edinburgh Learns Inclusion Annual Report 2018-19

Contents

Appendix 1: Examples of Associated Policies, Procedures and Strategic plans

Executive Summary

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*"In Edinburgh every child or young person irrespective of identity background or
ability is part of a resilient and positive learning community where they feel:*
We belong
We contribute
We learn
We are supported and we help others"

This report provides a summary of the work carried out during the course of the 2018 to 2019 academic session to build on our strengths and further develop our local approach to inclusion. It uses a range of evidence from HMI school inspections, self-evaluation by schools and management information which is gathered centrally.

Overall, we conclude that inclusion in The City of Edinburgh schools is good with a good level of confidence and very good capacity for continued development. Our analysis identifies that inclusive practice is strong in most schools, ably supported by educational psychologists, Additional Support for Learning staff and third sector partners. We are pleased to see a reduction in exclusions but recognize that more needs to be done to secure better outcomes for children who are looked after or who live in deprivation. In particular, we need to encourage higher levels of attendance, and more appropriate pathways for these groups. This will be our focus for next session.

What Our Children Said

As part of the Edinburgh Learns Inclusion Framework the board conducted a consultation on the draft vision for Inclusion with Children and Young People. We asked a group of pupils in one of our primary schools and a group of young people in one of our secondary schools what they thought of our draft vision statement.

They told us they liked the emphasis on belonging and contributing;

'I like, "I contribute". When you are in a school, you feel you are part of something – there are people to talk to. In P3, I wrote a story and I was sent to show it to the Head Teacher. The teachers are always positive and help me to feel successful.'

They suggested thinking about 'We' instead of 'I';

'Maybe some of it could be everyone – "We", because our school gives space for everybody, it's a really good school.'

Their views resulted in the following recommendations from the board which were incorporated into the final vision statement found on page 2 of this report;

- The wording in the statement should be changed from 'I' to 'We'
- Successful is dropped as a focus within the statement
- Respected is not added as it is included within the 4 Rs core principles for practice e.g. Relationships, Rights Respecting, Restorative and Resilience Building
- The 4 remaining words will also then map well onto the Scottish Government measures of Inclusion[1] - present (We belong), participating (We Contribute), achieving (We learn), supported (We are supported and we help others) which will strengthen links to national guidance within the two key documents (Included, Engaged and Involved in Edinburgh policy and Edinburgh Learns Inclusion Framework)
- Suggestion to include Faith and Sexuality in the opening section would result in a long list. Rather than looking to list everything change statement to the broader descriptors of identity, background or ability.

The views of children and young people were also gathered to inform the work of the Children's Partnership What Kind of Edinburgh and are gathered annually through the Wellbeing Questionnaire. This is analysed and reported in the Health and Wellbeing Annual Report.

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[1] Guidance on the Presumption to Provide Education in a Mainstream Setting (2019) https://www.gov.scot/publications/guidance-presumption-provide-education-mainstream-setting/

Evaluating our Progress in Inclusion

Scottish Government describes inclusion as being:

Present   Participating   Achieving   Supported

There are several sources of local authority data that are indicators of our inclusive practice;

Exclusions 2018-19

Year	2016-2017	2017-2018	2018-2019
Total Exclusions	977	869	837
Days lost through exclusion	2925	2587	2520
Number of children effected by exclusion	642	572	552

This is the first year exclusions for care experienced pupils have been monitored. 83 care experienced children were excluded this session (45 were currently Looked After and 38 were previously Looked After). Reducing care experienced exclusions is a local authority priority.

Attendance

Reducing the numbers of pupils who have less than 85% attendance is currently a target in our strategy to improve overall pupil attendance. As part of this system of monitoring, our primary schools are grouped as less than 5%, 5 to 10% and greater than 10% (of pupils with less than 85%). Our secondary schools are grouped as less than 9%, 9 to 19% and greater than 19% (of pupils with less than 85%).

In January as an indicative midpoint in the 2018-2019 school session attendance across the authority was;

	Less than 5%	5% to 10%	Greater than 10%
No. of Primary Schools	35	24	29
	Less than 9%	9% to 19%	Greater than 19%
No. of Secondary Schools	7	6	10

This is an area of work which will continue to be a focus in ensuring all our learners are present, participating, achieving and supported.

Requests for specialist provision

Requests for specialist (pathway 4) placements are reviewed at the end of each academic year. All requests from Edinburgh schools are made in the context of our Getting it Right for Every Child in Edinburgh Child Planning process. In 2017-2018 there were a number of positive findings;

Secondary

Year	Secondary Requests for provision total	Provision Offered	S1 to S6	Provision Offered	P7 to S1 Requests total	Provision Offered
2015-2016	124	92 (74%)	74	No data	50	No data
2016 - 2017	145	114 (79%)	64	40 (63%)	81	74 (91%)
2017-2018	116	102 (88%)	51	42 (82%)	65	60 (92%)

For early years 2017-2018 was the first year of data collation;

Total Requests	Specialist Nursery	Agreed	Retained Year	Agreed	Looked After Out of Authority	Agreed
24	14	8 (57%)	7	6 (86%)	3	3 (100%)

For primary 2017-2018 was the first year of data collation;

Total Requests	Agreed	Nursery to P1 Requests	P1 to P6 Requests
149	111 (79%)	51	98

All CEC LAC out of authority requests were agreed.

Flexible Timetables

The new Flexible and Alternative Timetable procedure was launched in March 2019. Schools will be supported to implement this in 2019-2020. This will allow city wide tracking of the number and duration of flexible (reduced) timetables over subsequent years. A survey has been sent to all schools at the start of the 2019-2020 session in relation to the number and quality of flexible (part-time) timetables and pupil involvement in the planning process.

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	

Special Schools

Grade	1	2	3	4	5	6
No. of schools			4	5	2	

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.

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Finalising the Edinburgh Learns Document

There has been a consultation process on the main document carried out at primary and secondary headteacher National Improvement Framework (NIF) days. This resulted in a number of amendments. The final version was then further edited to ensure it was as succinct and clear as possible. The final version was presented at a meeting of the strategic board in May 2019. Some further minor amendments were agreed and finalised at that meeting.

Board Membership

The strategic group (now Board) will meet 4 times annually. Secondary school representation will be reviewed to maximise attendance and ensure views from all sectors are represented within the group.

The Board has discussed the role that key partners and voluntary organisations play in contributing to the action plan for inclusion. Alongside schools and early years there is therefore also representation from social work and voluntary organisations as well as community learning and development, additional support for learning service and psychological services.

Action Plan for Inclusion

The strategic board will update and progress an annual action plan. Actions completed in 2018 to 2019 include;

- Included, Engaged and Involved in Edinburgh Policy – working draft agreed by committee in November 2018
- Policy and procedures mapped out alongside the inclusion framework and other key local authority and national drivers (appendix 2)
- Improving Outcomes for Learners at Risk of Exclusion – finalised in December 2018
- Flexible and Alternative Timetables – finalised in March 2019
- Managing and Reducing Risk - finalised in March 2019
- Relationships, Learning and Behaviour – finalised July 2019
- Consultation on Mental Health informing tops tips for children, schools and carers
- Inclusion statement from the Director of Education disseminated to all schools
- Review of the model of audit allocation completed
- Ongoing evaluation and extension of Wellbeing Academy Project
- Ongoing evaluation and extension of nurture approaches
- Inclusion survey completed by all schools

Conclusion

Over the course of 2018-2019 the Edinburgh Learns Inclusion Framework board has been established and the framework document with accompanying A5 guide has been finalised. Alongside this a number of actions in relation to our strategy for inclusion have been progressed. These have been outlined above.

Our analysis of School Standard and Quality Reports shows most schools self-evaluate quality of provision as good for Quality Indicator 3.1 which relates directly to inclusion.

Our citywide data shows there continues to be a positive overall trend in reducing exclusions and we are now beginning to look at this in relation to target groups such as our care experienced learners.

We recognise that for many learners attendance is an area that would improve their ability to be present, participating, achieving and supported. We now have a focus on reducing the numbers of learners with less than 85% attendance rather than focussing on overall school attendance across stages. This change in focus will better enable us to shine a light on those most vulnerable and implement targeted strategies and supports.

At the end of 2017 to 2018 annual data across early years, primary and secondary showed that most requests for specialist provision were appropriate and resulted in the offer of a placement. The implementation of annual reporting for early years and primary requests at the end of 2017-2018 will now also allow us to look at year on year tracking of special placement requests and placements across all sectors.

Next steps

- Support the implementation and embedding of the key policy and procedures disseminated during 2018-2019
- As part of the process of implementation ensure accurate recording of flexible timetables, physical harm or weapons in school and physical intervention to prevent harm (as outlined in the procedures) to allow citywide tracking and monitoring
- Continue citywide tracking and monitoring of exclusion including a specific focus on reducing exclusion for care experienced learners
- Continue citywide tracking and monitoring of flexible (part-time) timetables including analysis of 2019-2020 survey
- Continue to implement approaches to capacity building in mainstream including the development of secondary Wellbeing in Education bases

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- Continue to draw on the views of children and young people through participation forums such as Youth Talk, My Kind of Edinburgh and themed topics such as Mental Health. Specifically, engagement work will be taken forward with young people who have experience of exclusions and flexible timetables, especially those who are care experienced, to gather their views on their educational experience and the forward Change that would help get it right for them.
- Continue local capacity building in evidence-based approaches such as nurture, the Wellbeing Academy and Seasons for Growth
- Continue to work with key partners and voluntary organisations to provide the right support at the right time to children and families who are at risk of not being 'Included, Engaged and Involved'
- Ensure appropriate training is available to staff with a focus on Relationships, Learning and Behaviour
- Continue to explore, pilot and evaluate approaches to increase attendance for vulnerable learners

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Education, Children and Families Committee 8 October 2019 v0.3   13

Appendix 1: Examples of Associated Policies, Procedures and Strategic plans

Policy - Included, Engaged, Involved in Edinburgh

National Drivers

- **Included, Engaged and Involved Part 2 2017**
- **Developing a whole school positive ethos and culture: Relationships, Learning and Behaviour 2018**
- **National Improvement Framework**
- **GIRFEC**
- **Children and Young People (Scotland) Act 2014**
- **Additional Support for Learning Act**
- **Respect for All**

Included

Procedures

- Improving Outcomes for Learners at Risk of Exclusion
- Preventing and responding to bullying and prejudice among children and Young People

Procedure Templates

- SEEMIS letters
- Roll removal

Engaged

Procedures

- Flexible and Alternative timetables
- Relationships, Learning and

Procedure Templates

- Tracking flexible and alternative timetables
- Behaviour Analysis
- Debriefing

Involved

Procedures

- Attendance
- Managing and Reducing Risk
  - Violence and Weapons

Procedure Templates

- Exceptional Leave
- Risk Management template

Local Strategic Plans

- Edinburgh Children's Partnership, Children's Services Plan
- NIF Plan
- Children's Emotional and Mental Health Plan
- Parenting Framework
- Locality Plans
- Cluster Plans
- School Improvement Plan
- Edinburgh Learns

HGIOS 4 – Self Evaluation

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Education, Children and Families Committee

10.00, Tuesday, 8 October 2019

Breakfast Clubs: St Francis RC, Niddrie Mill and Ferryhill Primary Schools.

Executive/routine
Wards
Council Commitments

1.   Recommendations

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

1.1.1   note progress outlined in this report.

1.1.2   note that the Committee has previously agreed the approach of making universal breakfast clubs available to all children attending City of Edinburgh Council mainstream primary schools.

1.1.3   agree to receive a further update in two committee cycles.

Alistair Gaw

Executive Director for Communities and Families

Contact: Christine McKechnie, Lifelong Learning Strategic Development Officer

E-mail: Christine.mckechnie@edinburgh.gov.uk | Tel: 0131 469 3784

Report

2. Executive Summary

2.1   This report responds Councillor Perry and Councillor Dickie's amendment on the motion lodged by Councillor Laidlaw at Full Council Meeting held on 22 August 2019.

2.2   This report updates members of the Committee to provide measures of attendance and achievements at Ferryhill, St Francis (RC) and Niddrie Mill Primary Schools. This request responds to the replacement of Drylaw referred breakfast club and the Venchie Children and Young Peoples Project's referred breakfast club with the universal breakfast club's offer delivered in schools.

2.3   To meet the requirements of the motion, the report focuses on attendance and attainment of the children attending St Francis (RC), Niddrie Mill and Ferryhill Primary Schools. It does not make comment on the quality of provision delivered by either the Venchie Children and Young Peoples Project or Drylaw Telford Community Association.

3. Background

3.1   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 mitigate the effects of 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 give added value to and align with the city's affordable childcare agenda.

3.2   Absent or unhealthy breakfasts are synonymous with cognitive, behavioural and health problems. Hunger at the start of the school day impacts on children's concentration and, as a result, their attainment and achievement levels.

3.3   In October 2015, the Education, Children and Families Committee approved the 'Breakfast Club Report' which recommended that every child attending a local authority primary school should have access to breakfast provision. The City of Edinburgh Council believes that breakfast clubs should be universally available for all children, to help prevent any potential stigmatisation. This approach has been supported by a member of the Advisory Board for the Child Poverty Action Group (CPAG)

3.4   Until 2015/16, both Drylaw Telford Community Association and the Venchie Children and Young People's Project received funding from City of Edinburgh

Council; Communities and Families. This grant supported the provision of referred breakfast clubs delivered in Ferryhill Primary School and in the premises of the Venchie Children and Young Peoples Project.

3.5 City of Edinburgh Council, Communities and Families Funding was then drawn into the 2016–19 Children and Families Revenue Grant Programme. Both the Venchie Children and Young People's Project and Drylaw Telford Community Association submitted applications which were scored in line with other applications from across the city. The applications for funding were unsuccessful as neither organisation scored sufficiently to merit the recommendation of a grant award at this time. Both organisations were given an additional two years funding until the end of the financial year 2019. This was to allow both organisations to develop a sustainable forward plan which would take account of the fact that they would no longer receive financial support through the Revenue Grants Programme 2016-19.

3.6 At the Full Council Meeting held on 22 August 2019, it was agreed to provide temporary funding to the value of £10,000 to the Venchie Children and Young People's Project. This funding will end by 31 December 2019 when officers can confirm that all referred children have successfully transitioned to the universal breakfast club in their respective schools, and that all appropriate support is in place.

3.7 The Venchie Referred Breakfast Club provides a breakfast club for pupils attending St Francis and Niddrie Mill Joint Campus Primary Schools. This provision offers a collection service from home to the breakfast club, from Monday to Friday throughout the academic term. Children may be referred to this service from a range of Health, Education and Social Work professionals. The breakfast club is delivered in the Venchie's own premises and the children are accompanied to school by Venchie staff.

3.8 St Francis and Niddrie Mill Joint Campus Primary School deliver a combined universal breakfast club within their school premises. The universal breakfast club has been operational since the joint campus opened in August 2008.

3.9 Drylaw referred breakfast club provided a breakfast club for pupils attending Ferryhill Primary School. This service offered a collection service from home to the breakfast club, from Monday to Friday, throughout the academic school term. The referred provision was delivered together with the universal provision in Ferryhill Primary School. Children were referred to the Drylaw service from a range of Health, Education and Social Work professionals. The Drylaw referred breakfast club's last day of delivery was 29 March 2019.

3.10 When the City of Edinburgh Council funding ended in March 2019, pupils attending Drylaw's referred breakfast club were transitioned into the universal breakfast club in Ferryhill Primary School.

3.11 Ferryhill Primary School provides a universal breakfast within its own school setting. This has been operational since 2016.

4.   Main report

4.1   Currently, the Venchie referred breakfast club is operational and children from St Francis and Niddrie Mill Primary Schools continue to attend. Currently, no children have made the transition from the Venchie referred breakfast club into the schools' universal breakfast club. As a result, no comparative measures of attendance or achievement can be made at this time.

4.2   On 3 October 2019, the Senior Education Manager has arranged to meet with the Manager of the Venchie assisted by the Business Managers from St Francis and Niddrie Mill Primary Schools. This meeting will focus on the development of a joint plan to support individual children and families transition smoothly, from the referred breakfast club to the universal breakfast club, in the children's respective schools.

4.3   Appendix 1 shows the % rolling monthly attendance for the children attending the Venchie referred breakfast club compared to the attendance of the children for the rest of Niddrie Mill Primary School. Twenty four children attended the Venchie in session 2018/19, this has increased to 26 pupils for the current session. The data shows that the attendance of referred breakfast club children broadly follows the pattern of attendance for the rest of the school. In 2018/19 this showed an average of 4% lower than the rest of the school. To date in 2019/20, this has been almost 2% lower.

4.4   Appendix 2 shows the % rolling monthly attendance for the children attending the Venchie referred breakfast club compared to the attendance of the children for the rest of St Francis Primary School. Seven children were attending in January 2018 and this has reduced to date to three pupils from June 2018. The data shows that the attendance of referred breakfast club children broadly follows the pattern of attendance for the rest of the school. In 2018/19 the average referred breakfast club attendance was 10 percentage points below attendance compared to the rest of the school. In 2019/20, the attendance is on average 2.7 percentage points higher than the rest of the school; this represents three pupils.

4.5   Since 2008, St Francis and Niddrie Mill Primary Schools have delivered a joint universal breakfast club where all children are encouraged to attend. Both schools have a high number of vulnerable children with identified support needs attending. The schools know the children and families well and deliver support to ensure that the children's needs are met. The deployment of Pupil Equity Funding allows both schools to provide additional, targeted support where it is identified, this includes support for children to get to the breakfast club each morning.

4.6   Drylaw referred breakfast club ceased on 29 March 2019. All families attending the Drylaw referred breakfast club were offered a free place in the Ferryhill universal breakfast club. From this group, two families declined the offer; however, children's school attendance remains high. There is no evidence to suggest that the attendance of children who previously attended the referred breakfast club has been affected negatively by the changes in breakfast club arrangements. Ferryhill has expanded its capacity to support their most vulnerable families by offering free

places in the universal breakfast club, this has allowed the school management team to target families and offer additional support where and when it is needed.

4.7   Appendix 3 shows the rolling monthly % attendance for the 15 children attending the Drylaw referred breakfast club, against the attendance of the rest of the children attending Ferryhill Primary School. Data shows that the attendance of Drylaw referred breakfast club children broadly follows the pattern of attendance for the rest of the school. The attendance of children attending the Drylaw breakfast club was lower than the attendance of the rest of the school in January 2019 by 15 percentage points.

4.8   Point 4) of the amendment to the Motion by Councillor Laidlaw asks *'….to therefore request officers investigate how the Venchie, and any other Third Sector Organisation, can work in partnership to provide holiday programmes, after school provision and wider support for young people and families….'*

Discover! is a Lifelong Learning Service programme which works across the city and with partners during school holidays. It offers fun learning activities, trips, cooking, support, advice and guidance, breakfast, lunch and transport. Families are recommended by schools and partners. *Discover!* has 3 aims which combine to improve outcomes for families living in poverty taking account of the difficulties school holidays can present and the impact on children's learning.

Both EVOC (Edinburgh Voluntary Organisations Council) and LAYC (Lothian Association of Youth Clubs) have attended *Discover!* Steering Group meetings, helping contribute to planning and oversight of the holiday programme. Lifelong Learning Officers (who organise *Discover!*) attended 2 meetings with the LAYC Managers and Charis in June and September 2018 and regular meetings with EVOC were held through the early part of 2019.

More recently and following a meeting between EVOC, Children, Young People and Families Network and Lifelong Learning, a pilot 'working together' group has been set up. This group comprises Lifelong Learning strategic and locality staff, Sandy's, Magdalene, the Jack Kane Community Centres, the Venchie and chaired by EVOC. The purpose is to explore how organisations can work together to ensure that holiday provision and term time activity offered by the third sector and Lifelong Learning can best meet the needs of children and their families. This group met on 20 August, 18 September and meets again on the 13 November at Magdalene Community Centre.

5.   Next Steps

5.1   Ferryhill Primary School will continue to monitor, track and measure attendance for children who previously attended the Drylaw referred breakfast club for the remainder of the academic year until June 2020. Through this process, the school will engage in a timely manner with families and appropriate agencies through the 'Getting it Right for Every Child' approach.

5.2 The agreed programme to transition the children attending the Venchie's referred breakfast club into the respective schools' universal breakfast club will be implemented to support families between October and December 2019.

5.3 When children currently attending the Venchie referred breakfast club have transitioned to the universal breakfast club, both St. Francis and Niddrie Mill Primary School staff will monitor, track and measure attendance for individual children. Through this process, the schools will engage in a timely manner with families and appropriate agencies in line with the 'Getting it Right for Every Child' approach. Measures of attendance and achievement will commence when individual children transition to the universal breakfast club and will be reviewed at the end of the academic session.

5.4 All schools will continue to implement the successful strategies to close the poverty related attainment gap.

6. Financial impact

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

7. Stakeholder/Community Impact

7.1 Officer engagement with the City of Edinburgh Council funded breakfast clubs to ensure breakfast club delivery is aligned with current strategic direction.

8. Background reading/external references

8.1 Education, Children and Families Committee Report: Breakfast Club Development Fund, December 2015.

8.2 Education, Children and Families Committee Report: Breakfast Club Development Fund, December 2016.

8.3 Education, Children and Families Committee Report: Breakfast Club Update Report, December 2017.

8.4 Care Inspectorate Report: Venchie Children and Young people's Project – Day care of Children, 7 May 2019.

8.5 Children and Young People (Scotland) Act 2014.

8.6 2019 National Improvement Framework & Improvement Plan.

8.7 'Every Child, Every Chance: Tackling Child Poverty Delivery Plan 2018 – 2022.

8.8 Healthy Eating in Schools: A guide to implementing the nutritional requirements for Food and Drink in Schools (Scotland) Regulations 2008.

9.   Appendices

9.1   Appendix 1: Ferryhill/Drylaw % Cumulative Attendance

9.2   Appendix 2: St Francis/Venchie % Cumulative Attendance

9.3   Appendix 3: Niddrie Mill/Venchie % Cumulative Attendance

9.4   Appendix 4: Breakfast Clubs showing relevant funding streams and partnerships

Appendix 1

Ferryhill/Drylaw % Attendance (monthly rolling)

.... Drylaw   ──── Rest of School

End of Drylaw
Breakfast Club

14 Pupils

15 Pupils

Session 2018/19

Session 2019/20

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Appendix 2

St Francis % Attendance (monthly rolling)

Line chart comparing Venchie (dotted) and Rest of School (solid) attendance percentages from Jan-19 to Sep-19. Annotations: "7 Pupils" and "3 Pupils" on the Venchie line during Session 2018/19, "3 Pupils" on Venchie during Session 2019/20.

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Appendix 3

Niddrie Mill % Attendance (monthly rolling)

········ Venchie   ——— Rest of School

26 Pupils

24 Pupils

Session 2018/19

Session 2019/20

100.0%
95.0%
90.0%
85.0%
80.0%
75.0%

Jan-19   Feb-19   Mar-19   Apr-19   May-19   Jun-19   Jul-19   Aug-19   Sep-19

Primary School Breakfast Clubs with relevant funding streams & partnerships

Appendix 4: 2018/19

No.	School breakfast clubs supported by Communities and Families, Schools and Lifelong Learning Funding	Supplementary sponsorship
1/2	Broomhouse /St Josephs Primary School	Magic Breakfast
3	Broughton Primary School	
4	Brunstane Primary School	
5	Castleview Primary School	Magic Breakfast
6	Craiglockhart Primary School	
7	Craigour Park Primary School (jointly managed by Childcare Connections)	
8	Craigroyston Primary School	Greggs Foundation
9	Craigentinny Primary School	
10	Dalry Primary School	
11	Dean Park Primary School	
12	Ferryhill Primary School	
13	Forthview Primary School	Greggs Foundation
14	Gilmerton Primary School	
15	Gracemount Primary School	
16	Hillwood Primary School	
17	Leith Walk Primary School	FareShare
18	Lorne Primary School	FareShare
19	Murrayburn Primary School	
20/21	Niddrie Mill/St Francis Primary School	
22	Oxgangs Primary School	
23/24	Pirniehall/St David's Primary School	Greggs Foundation
25	Prestonfield Primary School	FareShare
26	Queensferry Primary School	
27	Ratho Primary School	
28	Royal Mile Primary School	
29	Stockbridge Primary School	
30	St Catherine's RC Primary School	Greggs Foundation and Scotmid
31	St John Vianney RC Primary School	
32	St Mark's Primary School	
33	St Mary's (Leith)	
34	Stenhouse Primary School	
35	The Royal High Primary School	FareShare
36	Trinity Primary School (two providers: one council one private)	
37	Victoria Primary School	FareShare
38	Wardie Primary School	

Sponsored Breakfast Clubs		
1	Clovenstone Primary School	Aegon Partnership
2	Colinton Primary School	Aegon Partnership
3	Granton Primary School	Aegon Partnership
4	Sighthill Primary School	Aegon Partnership
6	Balgreen Primary school	AEGON Partnership
7	Canal View Primary School	Turner and Townsend(Kellogs)
8	St Cuthbert's Primary	Aberdeen Standard
9	Liberton Primary	Aberdeen Standard

C&F funding provided to special schools to support 'breakfast activities'

No	School delivered in
1	Gorgiemills – Sponsored by Magic Breakfast
2	Kaimes
3	Oaklands
4	Pilrig Park
5	Prospect Bank
6	Rowanfield - sponsored by Magic Breakfast
7	Woodlands
8	St Crispin's

Private Providers delivering breakfast clubs in primary schools.

Oscars, Kidzcare, Scoosh and Holycross clubs are offering places at no cost to support vulnerable families. Free places are allocated at the discretion of the school management team.

No.	School delivered in	Private Provider
1	Abbeyhill Primary School	Scoosh
2	Preston Street	Scoosh
3	Blackhall	Oscars
4	Carrick knowe	Oscars
5	Currie	Oscars
6	Echline	Oscars
7	East Craigs	Oscars
8	St John's	Oscars
9	Leith	Oscars
10	Nether Currie	Oscars
11	Roseburn	Oscars
12	Crammond	Oscars
13	Buckstone	Oscars
14/15	St Margarets/Dalmeny	Oscars
16	Pentland	Oscars

17	Bonaly	Wonderweans
18	Bruntsfield	Kidzcare
19	Duddingston	Kidzcare
20	Fox Covert	Kidzcare
21`	Fox Covert RC	Kidzcare
22	Parsons Green	Kidzcare
23	St Peter's RC	Kidzcare
24	Corstorphine	Smilechildcare
25	Tollcross	Gingerbread
26	Bun-sgoil Taobh na Pairce	Oganan
27	Hermitage Park	Social Ball Kids
28	Davidson's Mains	North Edinburgh Childcare
29	Juniper Green	North Edinburgh Childcare
30	Trinity	North Edinburgh Childcare
31	Craigour Park	Childcare Connections and jointly managed by the school
32	Gylemuir	Private provider
33	James Gillespie's	School is Out
34	Newcraighall	ELOSCN

Parent/Committee led breakfast clubs (Not for Profit)

No.	School delivered in	Parent/Committee Led
1	Clermiston Primary	Clermiston ASC
2	Kirkliston	Kirkliston ASC
3	Longstone	Longstone ASC
4	South Morningside	South Morningside ASCC
5	Deanbank	South Morningside ASCC
6	Towerbank	Towerbank ASC
7	St Ninian's	St Ninian's Kids Club
8	Holy Cross	Holycross ASC
9	Flora Stevenson's	Flora Stevenson's ASC
10	Sciennes	Sciennes Afterschool Care Scheme (SASCS)
11	St Mary's (Edinburgh) RC	Parent Led

Referred breakfast clubs in receipt of City of Edinburgh Council funding, delivered by community organisations

1	Venchie Children and Young People's Project: delivered to Niddrie Mill/St Francis children but not delivered in school
2	Royston/Wardieburn Community Centre and Granton Primary School but not delivered in school

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Education, Children and Families Committee

10:00, Tuesday, 8 October 2019

Progress Update - Edinburgh's Champions Board

Executive/routine
Wards
Council Commitments

1.   Recommendations

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

1.1.1   note the progress on Corporate Parenting actions, the work of the Champions Board, and endorse the future programme of work.

Alistair Gaw

Executive Director – Families and Communities

Contact: Scott Dunbar, Senior Manager, Looked after Children

E-mail: scott.dunbar@edinburgh.gov.uk | Tel: 0131 469 3123

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Report

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Progress Update - Edinburgh's Champions Board

2. Executive Summary

2.1 Corporate Parenting is a multi-agency responsibility. It is reflected in the 2012 Corporate Parenting Plan that was developed in collaboration with partner agencies and written in consultation with children and young people. The work contained in the plan has delivered of a range of improvements and benefits for our care experienced young people which are detailed in the attached appendices.

2.2 The Children's Partnership benefits from the Champions Board, and funding was provided from the Life Changes Trust in the Summer of 2018 to establish this arrangement in Edinburgh. The Champions Board meets monthly to ensure that the voices of care experienced young people drive further improvements and actions. It takes cognisance of the Corporate Parenting Plan and informs current delivery. The Board is comprised of care experienced young people (Champions), senior managers from a range of agencies with Corporate Parenting responsibilities (Ambassadors), and an elected member. Funding from the Life Changes Trust has enabled us to recruit two Participation Officers to increase membership and support our young people to influence the way the Partnership delivers services.

2.3 In June 2019, further Life Changes Trust funding was awarded to expand and extend the work of the Champions Board and associated Corporate Parenting initiatives for a further two years.

3. Background

3.1 The Edinburgh Champions Board was established in the summer of 2018 with aim of providing "a platform for care experienced young people to influence the policy and practice of corporate parents through a range of participation and engagement activities".

3.2 Since inception, the Champions Board has grown and broadened its membership to involve young people who have experienced a range of care provision.

3.3 The Champions Board meets on the first Wednesday of each month with a range of participation activities taking place between meetings. This activity is captured in the appendices below.

4.   Main report

4.1   Initial grant funding for one year was secured from the Life Changes Trust in summer 2018 to support the development of the Champions Board. This enabled the Council to recruit two care experienced young people to newly created full time Participation Officer posts. The purpose of these posts is to specifically support the engagement of care experienced young people in the work of the Champions Board and in wider Corporate Parenting activities. The recruitment for these posts was ringfenced for care experienced young people only. Both posts are located within Children's Services and are managed by a Throughcare & Aftercare Team Leader.

4.2   The Life Changes Trust awarded the Council a further two years grant funding commencing in November 2019 to sustain and develop the Champions Board model. A summary of the full three year funding award from the Life Changes Trust and the associated match funding from this Council is provided in Appendix 1. To date, funding for the Champions Board activities and associated support has been met wholly from the Life Changes Trust and one-off savings from Communities and Families service resources. The annual costs to support the work of the Champions Board are £130K. The Life Changes Trust has awarded the Council £50K per year for two years, commencing in November 2019, leaving a residual £80K per year to be identified to sustain and develop the Champions Board model. To support the model, the Council will provide support from existing budgets for senior management leadership, operational management of the Participation Officers, business support, accommodation and other central support.

4.3   An evaluation process undertaken in partnership with the Life Changes Trust will commence in September 2019. The purpose is to explore the learning and outcomes achieved through the Champions Board to date. A summary of progress and learning against initial themes and activities is set out in Appendix 2.

4.4   Participation Officers and Champions draw on their own personal experiences of care to inform ideas for service improvement. For care experienced young people this will involve reflecting on both the positive and more difficult elements of their life before and during the time they were in care. It is essential that the Council and partners provide the necessary emotional and practical support to these young people and whilst this is provided through mentoring, accessibility of officers and through the valuable work of the Participation Officers, there is more to be done. Champions Boards in other Council areas have reached similar conclusions

4.5   The Life Changes Trust have acknowledged this and accepted a proposal to match fund a dedicated coordinator post to oversee and manage this support. In Edinburgh, this post will also cover the coordination of multi-agency Corporate Parenting activity, which currently sits with the Senior Manager for the Service and does not reflect the true partnership responsibilities of Corporate Parenting. Other neighbouring local authorities provide match funding to establish the co-ordinator role. The Life Changes Trust has provided part funding of £50k for the next two years to enable this post to be developed. All partners are now required to identify resources to bridge the £80K gap for each of the two years.

4.6 The themes and objectives which underpin the second and third year of Life Changes Trust funding is set out in Appendix 3.

4.7 Amongst a range of activities, two residential leadership experiences have been planned and delivered by Champions Board members. In February 2019, Champions and Ambassadors participated in a three-night residential leadership event at Columba 1400 near Loch Lomond. This offered a valuable opportunity to develop action plans and build working relationships between Champions and Ambassadors. In August 2019, a bespoke residential event for prospective new Champions was designed and delivered by existing Champions, a Participation Officer and three social work staff from Children's Services. Ideas generated from participants have led to specific actions being progressed such as the development of an interactive welcome pack for young people entering a new care placement as well as enhanced opportunities for care experienced young people to participate in the recruitment and training of foster carers, the recruitment of council staff, changes to Council Review of Looked After Children practices, and input and opportunities to participate in the design of new children's homes.

5. Next Steps

5.1 Agree that Corporate Parenting Partners are approached to secure the required match funding to continue this work.

6. Financial impact

6.1 The annual cost to provide the model is £130K. The Life Changes Trust will provide £50K a year for two years starting in November 2019. The balance of £80K per year for the two-year period needs to be identified to enable the model to be delivered.

7. Stakeholder/Community Impact

7.1 The Corporate Parenting Action Plan reflects consultation and action with children and young people through the Young People in Care Council from 2012 and since Summer 2018, through the work of the Champions Board.

7.2 The work of the Champions Board is participatory and designed to have an impact on the design and delivery of services across all relevant agencies

8. Background reading/external references

None

9.   Appendices

9.1   Appendix 1   Life Changes Trust Funding Award
9.2   Appendix 2   Life Changes Trust Year 1 – Themes, Activities and Outcomes
9.3   Appendix 3   Themes and Objectives: Champions Board Year 2 and 3

Appendix 1 – Life Changes Trust Funding Award

	Life Changes Trust Funding	CEC Match Funding (includes in kind funding)	Total
Year 1	£60,400	£16,500	£76,900
Year 2	£59,500	£85,600	£145,100
Year 3	£59,500	£85,200	£144,700
Total	£179,400	£187,300	£366,700

Appendix 2 – Life Changes Trust Year 1 – Themes, Activities and Outcomes

A. **_Theme 1 -_** _The development of a meaningful relational working culture between care experienced young people and professionals involved at Champions Board, strategic and service delivery level manifesting in genuine engagement activity._

Associated Activities	Outcomes
Commitment from all members to fully participate in and promote the work of the Champions Board	**Current**. Commitment made by all Champions and Ambassadors.
Recruitment of two Participation Officer posts ringfenced for applicants who are care experienced young people.	**Completed**. Participation Officers recruited in November 2018. Delivery of a range of participation activity e.g. Residential unit visits, attendance at TCAC drop in meetings ongoing
Participation by members in a bespoke Columba 1400 leadership programme to strengthen relational working and underpin planning for a celebration event in early 2019	**Completed.** Current Champions and Ambassadors undertook 3 day residential in February 19. A bespoke residential week for new Champions was designed and delivered by existing Champions and Families and Communities staff in August 19.
Acknowledge and challenge power imbalances between professionals and care experienced young people through a range of regular activity opportunities	**Current.** Champions Board activities promote collaborate working between Champions and Ambassadors e.g. Residentials, Exit Plan group activity, Xmas meal, team building, and focused planning activities
Create a process to invite, welcome and induct new members to the Champions Board	**Completed**. Induction pack and process in place. Participation Officers support new members to become active Champions

Theme 2 - _The development of a learning and reflective culture and environment which values of experiences of those participating at all levels._

Associated Activities	Outcomes
Identify and evaluate the management and support (including external mentoring) required for the Participation Officers acknowledging the potential for the post holders to manage the likely dual roles of service users and employee	**Current.** A range of support including line management and mentoring is in place. Proposed coordinator post for Year 2 and 3 will enhance provision of support.
Establish working relationships and learning exchange opportunities with Champions Boards established in other local authorities	**Current.** Links and visits made with other Boards via Participation Officers
Participate in Life Changes Trust Learning Hubs and working relationships Champions Boards established in other local authorities	**Current.** Champions and Ambassadors have attended regional

Associated Activities	Outcomes
	events. South east regional event was hosted by Edinburgh in September.
Coordinate and host an event in early 2019 to celebrate achievements and seek views for future developments.	**Not progressed.** Champions Board decided to prioritise other engagement activities above this action.
Evaluate the awareness of the Champions Board and its activities across care experienced young people and other corporate parenting partner agencies.	**Current**. Year 1 evaluation and learning process scheduled for September 2019
Evaluate the personal experience of Board Members and other key stakeholders	**Current**. Year 1 evaluation and learning process scheduled for September 2019

Strand 3 - *Positive systemic change that is underpinned by the views and experiences of care experienced young people*

Associated Activities	Outcomes
Development of an Action Plan for Year 2 and 2 informed by the views of care experienced young people and produced in a young person accessible format	**Completed**. Year 1 Action Plan completed. Year 2 and 3 plan and Objectives and Action Plan set (See appendix 3)
Development of a communications plan to publicise the existence and purpose of the Champions Board using a variety of mediums to all key stakeholders	**Current**. Presence on social media being progressed, bespoke branding and promotional materials have been produced. Corporate documents produced in accessible and visually interesting formats for young people.
Co-chairing of the Corporate Parenting Member Officer Group provided by care experienced Champions Board member.	**Completed**. Participation Officers plan the agenda and co-chair the meeting with the Vice Convenor, Education, Children and Families. This is a multi-agency meeting of Corporate Parents.
Recognition of the role and work of the Champions Board in the Children's Services Plan, the Corporate Parenting Action Plan and the corporate parenting plans of partner agencies.	**Current.** Further engagement with full range of corporate parents to ensure recognition and inclusion in all key service plans.
Exploration of meaningful participation of young people in recruitment of foster carers and staff within the Council and wider corporate parenting partner agencies.	**Current.** Young people have participated in recruitment panels for social work managers and delivered training to foster carers.

Appendix 3 – Themes and Objectives: Champions Board Year 2 and 3

Theme 1 - Participation - *Involving care experienced children and young people in the work of the Champions Board, so that they can be the driving force behind change.*
1.1 - Champions and Participation Officers to develop and regularly update short videos that will support the communication of key messages from the Champions Board. These are to include videos focusing on "What makes a good…. Social Worker, Residential Care Officer, Police Officer, Children's Hearing Member).
1.2 - Provide training opportunities to prepare and support care experienced young people to: participate in the recruitment process for incoming social work staff across CEC and partner agencies; attend Champions Board promotional events; deliver training; lead group work activities with staff or other young people
1.3 - Participation Officers will increase their visibility across different care experienced forums within Edinburgh, such as Through Care drop ins, Kinship support group and the Young People in Care Council.
1.4 - Awareness raising of the lived care experience and learning for the team around the child. Develop a short video "My first 24 hours in care".
Theme 2 - Review - *Focusing on areas that young people identify as needing improvement, reviewing service provision, and recommending areas for change/improvement.*
2.1 - A young people led audit of all 23 corporate parenting bodies and their corporate parenting plans on an annual basis, reporting on results and offering ideas for change and improvement.
2.2 - Sibling contact practice reviewed by a Champions Board led focus group, with members including care experienced young people
2.3   The Corporate Parenting Plan will be refreshed in 2020. Actions and objectives identified by Young People will be submitted for consideration as news additions to the agreed plan during the February Education, Children and Families Committee.
Theme 3 – Campaign. *Campaigning for change and action for care experienced young people through targeted and focused pieces of campaign work.*
3.1 - Opportunities for care experienced young people are increased through access to sporting, cultural and leisure opportunities, with the Champions Board becoming the central point of contact and distribution of benefits, e.g. tickets, discounts, etc.
3.2 - Working as part of the Champions Board network, participating in Scotland wide care experienced reviews and campaigns.
Theme 4 - Consultation – *Working with partner agencies and the public to develop an understanding of what being cared experienced means to them, and how this compares to the lived experience of care experienced young people, and what agencies/individuals can do to help.*
4.1 - Developing working relationships with all Corporate Parenting partner agencies, through consultation, training, and networking opportunities.

4.2 - Developing links with external agencies, seeking support and participation opportunities for care experienced young people, as well as offering insight into being care experienced e.g. work with financial institutions such as banks.
4.3 - Networking and information gathering on the work of other Champions Boards, including hosting national and regional networking events
Theme 5 – Promotion. *Raising awareness of the work of The Champions Board amongst the care experienced population, the public and partner agencies.*
5.1 - Communication Strategy developed and implemented to raise awareness of the Champions Board, highlighting the rights of care experienced young people and promoting the role of corporate parents, in an accessible manner
5.2 - Communicate and raise awareness of City of Edinburgh Council's Corporate Parenting Plan to all care experienced young people, members of the public and professionals. This should include opportunities for care experienced young people to design and deliver training and awareness raising activities.
5.3 - Offering individual grants to care experienced young people through an award scheme designed and run by care experienced young people, supported by the Champions Board members.

Education, Children and Families Committee

10.00, Tuesday, 8 October 2019

Lifelong Learning Plan

Executive/routine
Wards
Council Commitments

1. Recommendations

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

1.1.1   note the update on the Lifelong Learning Service Plan

1.1.2   agree to receive a further update in October 2020.

Alistair Gaw

Executive Director for Communities and Families

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

E-mail: linda.lees@edinburgh.gov.uk | Tel: 0131 469 5956

Report

Lifelong Learning Service Plan

2. Executive Summary

2.1 The first Lifelong Learning Service Plan was agreed by the Education Children and Families Committee in October 2018. The plan was developed because significant aspects of work were not otherwise captured or reported, and there was at that time no single coherent plan for Lifelong Learning.

2.2 This report updates members of the Education, Children and Families Committee on progress over Year 1 of the plan, from 1st July 2018 – 30th June 2019.

2.3 With collectively fewer staff and less budget than prior to the 2017 Organisational Review, the Lifelong Learning Service aspired to maintain a range of opportunities across all four localities and citywide services, and to strengthen links between national, city and local priorities.

2.4 In developing the Lifelong Learning Service Plan, 5 priorities were identified under which are arranged several outcomes for learners of all ages. The priorities link to the National Improvement Framework to ensure a strong alignment with research and evidence about what improves outcomes for learners whether formal or informal, in school or in the community.

2.5 Care was also taken to ensure that the Lifelong Learning Service Plan priorities contribute to other plans such as the Education Authority Improvement Plan, the Children's Services Plan and the Locality Improvement Plans.

2.6 Over the past year, progress has been made against each of those 5 priorities due to actions taken both strategically on a citywide level and in localities. In addition, the increasing focus on reducing and/or mitigating the impact of child poverty has helped inform the work of Lifelong Learning. In some cases, this has resulted in a shift of emphasis. Some workstreams that were new or emerging at the beginning of the year have become increasingly higher priority in response to identified and/or increased need, particularly linked to child poverty.

2.7 There has been progress in developing, brokering and delivering opportunities, courses, projects and programmes for learners, and delivering professional learning for staff and partners. This is further outlined in the main report with more detail on some aspects of the Lifelong Learning Service's work provided in the appendices and background links.

3. Background

3.1 Lifelong Learning is defined as *'The provision or use of both formal and informal learning opportunities throughout people's lives, to foster the continuous development and improvement of the knowledge and skills needed for employment and personal fulfilment'.* This definition has been used to focus activity and help define the unique aspects of Lifelong Learning in relation to education, learning, participation and engagement.

3.2 The Lifelong Learning Service was established in April 2017, following an Organisational Review. It is made up of the following thematic learning and participation areas:

- Arts and Creative Learning

- Community Learning and Development (including Adult Education, Family Learning and Youth and Children's Work)

- Community Partnerships and Planning

- Health and Wellbeing

- Library Services

- Parent and Carer Support

- Sport and Outdoor Learning

- Youth Participation

3.3 The budget for Lifelong Learning is held by the Senior Education Manager (Lifelong Learning) with allocations devolved to localities for specific activity. The service is currently organised in a matrix structure, with 3 citywide service areas and 4 locality teams. Lifelong Learning is strategically led by teams with citywide responsibilities, managed until recently, by three (now two) Lifelong Learning Strategic Managers who report to the Senior Education Manager (Lifelong Learning). They manage and guide the work of Lifelong Learning Strategic Development Officers. The citywide strategic areas are:

CLD and Libraries (Youth work and youth participation, Adult Education, Family Learning and ESOL (English for Speakers of Other Languages), Syrian Refugee Programme, Central Library and strategic aspects of Library Services).

Creativity, Health and Wellbeing (Arts and Creative Learning, Instrumental Music Service (IMS), Youth Music Initiative (YMI), Screen Education Edinburgh (SEE), Dance Development, 1 in 5, Child Poverty, Mental Health and Wellbeing, Global Citizenship, Rights Respecting Schools).

Sport and Physical Activity (Active Schools, Sport Development and Clubs, Outdoor Learning and Residential Centres, The Risk Factory, Curriculum PE).

3.4 In localities, the service is operationally managed by 8 Lifelong Learning Service Managers, who report to Locality Managers and oversee the work of Lifelong Learning Development Officers and Library staff (including school libraries). Lifelong

Learning staff in localities organise a range of activity, often delivered by partners or in partnership with other organisations. They have operational management of libraries and an overview of community centre management committees.

3.5   During early Lifelong Learning staff development days, vision and values were discussed. These were distilled into common themes and underpin the plan. This approach links closely with the National Performance Framework (NPF) where values are central to an outcomes-based approach, based on the kind of Scotland people said they would like to live in.

3.6   The values established by Lifelong Learning staff are core to the successful delivery of an aspirational service and are:

- *We will strive for equity and equality for learners of all ages*

- *We are honest and act with integrity*

- *Our responsive attitude meets the need of the communities and individuals with whom we work*

- *We will be fair and trustworthy in our work with partners and citizens*

- *We are intrinsically motivated and empowered to make a difference to people's loves*

- *Creativity and a solution focussed approach is woven through our work*

3.7   The Lifelong Learning priorities for Edinburgh are closely related to the four NIF (National Improvement Framework) priorities and were agreed and refined by staff through discussion and workshop activities. They are

1. Reduce inequalities, improve equity

2. Reduce the attainment and achievement gap between those learners (of all ages) facing the greatest and least disadvantage

3. Improve skills for learning, skills for life and skills for work and personal fulfilment for learners of all ages

4. Improve health and wellbeing and reduce social isolation

The 5 Lifelong Learning priority will ensure the workforce is supported and better equipped to achieve its aims and to deliver better outcomes. It underpins the other four priorities and is:

5. Develop our workforce skills, knowledge and capacity for improving outcomes for learners of all ages

3.8   Each locality has set its own workstreams under the 5 priorities based on local need, local partnerships and staff skills and expertise. This has resulted in some differences in emphasis given to each priority in the plan, and to varying emphasis on different aspects of lifelong learning from locality to locality.

3.9   Citywide, the strategic Lifelong Learning teams address each of the 5 priorities, again with different emphasis (although citywide for each), depending on the different work portfolios and specialisms of the strategic teams.

3.10   Only on the *Discover!* programme, (Holiday Hunger) has the entire Lifelong Learning Service worked together to deliver a citywide programme that is strategically led and managed and delivered in all 4 localities. Rigorous citywide evaluation of *Discover!* has demonstrated that the same issues prevail when people are living in poverty, no matter what their postcode. This supports the model for *Discover!* as a Lifelong Learning Service citywide programme, meeting consistent needs with a consistent approach.

3.11   Where the same activity is potentially reported in other plans, such as the CLD Plan, Locality Improvement Plans (LIPs), Children's Services Plan or Education Authority Improvement Plan, care is taken to gather information (see Collated Baselines in Appendix 1) that will simultaneously support as many reporting requirements as possible.

4.   Main report

Lifelong Learning Service Plan, Year 1, 1st July 2018 – 30th June 2019

4.1   The progress outlined in this report is a summary of activity, and more detail on the past year of Lifelong Learning Service's work (3 strategic citywide teams and 4 locality teams) can be found in the appendices and background links.

4.2   The first priority in the Lifelong Learning Service Plan is ***Reduce inequalities, improve equity***. The agreed outcomes are strategic, linked to leadership, joint planning and making better connections. They are:

Leadership across Schools and Lifelong Learning is cohesive with shared purpose

Joint planning and evaluation across schools and lifelong learning is targeted and effective

The equity profile of learners of all ages is well understood and used to plan, interventions, learning and activity

4.3   This priority focuses on developing more strategic approaches and better use of data and evaluation for joint planning, particularly around reducing inequalities and improving equity for learners of all ages. The examples below illustrate some examples of progress:

   4.3.1 A programme of self-evaluation training with supporting resources and materials was delivered across strategic and locality teams. For the first time a baseline of Lifelong Learning activity was developed and completed in 2018 with targets now being set for 2019/20. This is used to align activity with the Lifelong Learning priorities and to help inform how resources could be prioritised. The baseline returns are considered in conjunction with

qualitative feedback to demonstrate the impact of lifelong learning across the city. Work continues to develop and strengthen this approach.

4.3.2 The Lifelong Learning Service is becoming better connected with schools. In the past year, one of the Lifelong Learning Strategic Managers has joined the Edinburgh Learns Equity Group and the South East Improvement Collaborative (SEIC) Equity Group. Other examples include officer and manager participation in Strategic Outcome (SO) Groups 4 and 5 and the newly established Improvement and Performance Group. These actions ensure leadership and synergies are better joined up across Schools and Lifelong Learning, and with wider council colleagues and partners. While progress has been made, further work will strengthen a good start.

4.3.3 The strategic Lifelong Learning teams continue to develop stronger citywide relationships with central and school-based colleagues. These relationships are developing practice and leadership around jointly planning learning, both in and out of school.

4.3.4 The Adult Learning Service now has four Partnership Agreements with schools to deliver Pupil Equity Fund (PEF) funded Family Learning for targeted families in localities. Participation levels within adult learning programmes including literacies, ESOL, Family Learning, Syrian Resettlement Programme and Outlook (adult mental health) programmes are collated by the strategic Adult Education Team to inform planning and evaluation across all 4 localities and when planning with school colleagues.

4.3.5 *1 in 5: Raising Awareness of Child Poverty* continues to be rolled out in schools and with other partners. In the past year 385 staff attended training, raising awareness sessions and a conference. Discussions are underway to roll out 1 in 5 training for social workers and across the council more widely, much of which will further support the child poverty work carried out by schools and lifelong learning.

4.3.6 The Instrumental Music Service (IMS) annually establishes the equity profile of all IMS pupils, and for some years has been using this to plan and evaluate. This information informs Career Long Professional Learning (CLPL) and in-service training for staff. As a result, the IMS equity profile has shifted and is now more even across the SIMD (Scottish Index of Multiple Deprivation) deciles, at the same time with an increase in learner numbers. The Youth Music Initiative (YMI) gathers participation data by SIMD, Additional Support Needs (ASN) and Free Meal Entitlement (FME). This information is shared with schools to help identify and target more children would benefit from free YMI tuition. YMI works with special schools and all primary schools with provision for all P2 – S5 pupils.

4.3.7 Since the Lifelong Learning Plan was developed the Outdoor Learning Team has created a new data dashboard to capture information that is used to inform planning. An example of success is the increase in the number of pupils who face greater disadvantage starting a Duke of Edinburgh Award.

The Active Schools Team now collates information on every distinct participant and last year identified the greatest growth in participation being in SIMD 3.

4.4   Lifelong Learning's second priority is ***Reduce the attainment and achievement gap between those learners (of all ages) facing the greatest and least disadvantage.*** The agreed outcomes are:

Learners of all ages, regardless of their socio-economic situation, access all lifelong learning opportunities in school, out of school and in the community and affordability is not a barrier

A culture of Getting It Right is in place in all learning settings and establishments

Our looked After Children and Young people are supported to achieve

4.5   Good progress against this priority and associated outcomes has been made by citywide strategic teams and locality teams. The examples below is not an exhaustive list and more detail is in the appendices:

   4.5.1   The ***Discover!*** programme has worked across the city and with a range of partners. It is the only example of a Lifelong Learning service-wide programme that has involved all strategic teams *and* all locality teams. The 3 aims of ***Discover!*** combine to improve outcomes for families living in poverty, particularly taking account of the difficulties school holidays can present and the impact on children's learning. Since December 2018, the programme has worked with a total of 156 families, serving around 10,000 meals, offering around 650 fun learning activity sessions and 36 trips. Families report cost of living savings, income maximisation, less stress and better family relationships.

   4.5.2   1,010 adults and 627 children (1,637 people including 115 Syrian Refugees) participated in English Speakers of Other Languages (ESOL) and Family learning ESOL 87% of parents reported more effective interaction with school/nursery and 90% felt more integrated within their community. 49% of participants progressed onto next level classes.

   'I am new in the country and my first child is going to her first school. I now understand what my children are learning'

   4.5.3   Physical Activity and Sports grants and a Bursary Scheme support people facing greatest disadvantage and who struggle financially, to access clubs, sport specific equipment and kit. Active Schools activities are free for all pupils registered for free school meals. Primary curricular swimming has been increased in the schools with the highest number of weak or non-swimmers.

   4.5.4   The IMS currently teaches 5,108 pupils, of whom 1349 are in receipt of free school meals and are/or on an SQA programme or course.

   4.5.5   *Young Edinburgh Action*, *What Kind of Edinburgh?* and *Youth Talk* have developed meaningful engagement with children and young people from a

wide range of backgrounds. These projects have given young people opportunities to share their views, concerns and ideas about a variety of issues what are considered and acted upon by senior staff. The data gathered from *What Kind of Edinburgh?* will form the basis of the new Children's Services plan and is regarded as sector leading work.

4.5.6 Across all 4 localities a wide range of free learning opportunities is offered in community centres and libraries, some universal and some targeted. Libraries offer easily accessible reading for pleasure opportunities for all ages including older people and families with pre-school children. Literacy and numeracy, office skills, parenting and childcare classes and courses computing (some accredited) are offered in all 4 localities. Projects that support pupil transitions from pre-school to P1 and from P7 – S1 are delivered by Lifelong Learning Development Officers (LLDO), schools and partners, supporting attainment and achievement for pupils identified as facing some of the greatest disadvantage.

4.6 Lifelong Learning's third priority is ***Improve skills for learning, skills for life and skills for work and personal fulfilment for learners of all ages***. The agreed outcomes are:

Learners of all ages are aware of the different pathways available to them and make informed choices about their next steps

Children, young people and adult learners are increasingly confident in identifying their interests, strengths and skills

4.7 Progress against this priority includes, but is not limited to:

4.7.1 Three 5th/6th year pupils on the 2-year Career Ready programme are mentored by Strategic Development Officers in the citywide Arts and Creative, Health and Wellbeing and Sport and Physical Activity Teams. The previous Career Ready cohorts mentored by the above teams have or are about to graduate from Career Ready and/or have achieved a positive and sustained destination.

4.7.2 756 adults benefitted from one-to-one guidance with a qualified Adult Learning practitioner, many then linking into a range of appropriate learning opportunities. 115 Syrian adults participated in 620 ESOL classes in 7 community centres across all localities.

4.7.3 The Sports Unit offered a Leadership Academy, introducing young people to the world of work via volunteering. The next step is the opportunity to gain a sports qualification. 53 pupils participated in the Leadership Academy in 2018/19.

4.7.4 In each locality a variety of adult learning, parenting and youth opportunities were delivered, developing skills for learning, life, work and personal fulfilment. These range from bikeability to stress management, creative and sporting opportunities to *Youth Talk* consultation and engagement. In

Southbridge Resource Centre a total of 51 people (4 withdrew) engaged with a range of opportunities which included CV and Letter Writing, Goal Setting and Action Planning and Interview Techniques, with many then going on to request and/or access further support, volunteering opportunities and employment. At Craigroyston High School, Lifelong Learning Development Officers worked with the school and 17 pupils to engage positively with the Activity Hub. Many of the young people face significant disadvantage and 5 went on to achieve sustained progression.

4.8 Lifelong Learning's fourth priority is ***Improve health and wellbeing and reduce social isolation.*** The agreed outcomes are

Young people and their families know how and where to access the information and support they need to look after their mental health and wellbeing

Visually and hearing-impaired adults are less socially isolated

Visually and hearing-impaired children and young people are less socially isolated

Housebound adults mobile-restricted individuals are more socially connected and through learning and leisure activity

Children and young people enjoy improved physical health through engaging in outdoor and adventure activity

Children and young people enjoy improved physical health through participation in a wide range of sports and physical activity Children and young people learn effectively in healthy outdoor environments

4.9 Very good progress against this priority has been made over the past year with several highlights outlined below and more detail in the appendices.

4.9.1 The ***Discover!*** programme simultaneously contributes to several of the Lifelong Learning Service Plan priorities. Following the pilots in Summer and October 2018, the rollout and evaluation of the programme in a systematic citywide approach, identified unexpectedly high numbers of people who are socially isolated. At the point of recommendation, families are asked what local activities and provision they access. They are also asked as part of the evaluation what they would be doing if not at ***Discover!*** Many people say they are not engaged with local activity, and that they *'stay at home'* or *'go to the park because its free'.* Families also report being socially isolated due to factors such as adult and child mental ill health, disability in the family, low income, caring responsibilities and because one or sometimes more, children in the family have an additional support need. This has helped inform adaptations to the programme which include inviting local organisations to attend a third sector market place on the last day of ***Discover!*** summer 2019 and the establishment of a pilot 'working together' (working title). This group meets to look at how the third sector can be involved in ***Discover!*** and how families attending ***Discover!*** can be supported to access local community provision throughout the year. The

Jack Kane Centre reported 3 families now attend their provision because one of their part time youth workers also works at *Discover!*.

4.9.2 Led by the Health and Wellbeing strategic team, over 700 pupils benefitted from the Turn Your Life Around (TYLA) Programme in which volunteers with lived experience of childhood adversity are trained to tell their stories, raising awareness, building hope and encouraging children and young people to ask for help. The team also consulted 450 children and young people on how schools and families can better support their mental health and wellbeing and the collated feedback informed new Top Tips Documents which have been shared widely. Over 10,000 primary school children are accessing curriculum resources that promote positive mental health and wellbeing through the Building Resilience programme developed by the team. 829 staff benefitted from Adverse Childhood Experiences (ACE) /Trauma training or TYLA inputs and 35 schools and setting have been supported to host a Resilience (ACEs) film screening. 1,260 parents/carers attended and benefitted from training programmes, courses and support sessions that promote positive wellbeing and better relationships. Much of this simultaneously links with other Lifelong Learning priorities such as closing the attainment/achievement gap (priority 2) and workforce development (priority 5).

4.9.3 The Outdoor Learning strategic team staff at Lagganlia Outdoor Centre undertook the resilience training (outlined above) and are working with school colleagues to consolidate and extend the Building Resilience programme within a residential setting. The Active Schools Team has a dedicated co-ordinator whose role is to work in partnership and ensure children in mainstream and special schools can access sports opportunities across the city, helping improve their physical health. The Physical Activity and Sport Strategy has working groups in place providing increased opportunities for people with a disability to participate in sport at any level, whether recreational or on a sports pathway.

4.10 Lifelong Learning's fifth priority is *Develop our workforce skills, knowledge and capacity for improving outcomes for learners of all ages*. The agreed outcomes are:

Lifelong Learning staff are aware of relevant policy developments and use this knowledge to improve learner outcomes

Lifelong Learning staff share good practice and expertise and embed the learning in their own practice

4.11 Each of the strategic teams and the locality teams have made progress towards ensuring staff are professionally skilled and knowledgeable, with opportunities to share practice.

4.11.1 The first Lifelong Learning in-service training was held May at the City Chambers. The same session ran twice to give all staff the opportunity to

attend. The session focussed on Child Poverty making links between poverty, education and employment. There was input on future skills and employability from the Education Programme Lead with Skills Development Scotland (SDS), Edinburgh's Attainment Advisor and 1 in 5 Raising Awareness of Child Poverty. Feedback was positive with several attendees intending to follow up with SDS, although this is still to happen.

4.11.2 Youth Talk in localities has engaged high numbers of young people, giving opportunities for them to have a say on issues that are important to them. When feedback is shared, staff and partners are better able to ensure that young people influence decisions about services.

4.11.3 The Health and Wellbeing Team provides training and resources for staff and partners at in-service, CLPL sessions, conferences and at team meetings. This covers a range of topics including all the Growing Confidence Programmes, 1 in 5 Raising Awareness of Child poverty, ACES, Resilience and mental health and wellbeing. Many hundreds of staff and partners have benefitted, and their professional learning increasingly is applied and embedded across schools and lifelong learning provision. The Health and Wellbeing team delivers training nationally as well as locally, is seen as sector leading and the work is making a tangible impact.

4.11.4 Creative Conversations, acknowledged as sector leading and run by the Arts and Creative Learning team have connected over 1,000 school leaders, teachers, partners and other colleagues with inspiring thinkers, leaders and experts in a range of themes, all highlighting the importance of creative thinking. The YMI team delivered training on its Early Years, First Level and Second Level Resources to primary teachers with excellent feedback and practitioners saying they feel more confident to use the resources in class as a result. Expressive Arts courses have been very well received by school practitioners and the Visual Elements course was particularly impactful. The team worked with Education Scotland to develop and deliver national conferences designed to develop staff and share practice. These include the BEST conference for primary and another for secondary practitioners, the National Creative Learning Networks national conference and co-ordinator training days. The team delivered Creativity CLPL to all sectors including Early Learning and Childcare Foundation Apprentices. SEE delivered media and film-making training across schools supporting media studies teachers develop their skills and knowledge. The IMS effectively shares practice and is upskilled through in-service days and mandatory CLPL.

4.11.5 Sport and Outdoor Learning delivered a range of CLPL sessions to staff across sectors, including an input to all Probationer Teachers. The team also delivered training on the Excursions Policy to staff across the council and approved 3,032 Communities and Families excursions (Category 3 and 4) involving 24,376 participants, a 20.5% increase since 2014/15. This

ensures staff are aware of policy and good practice meaning that young people safely experience a vast range of day and residential activity within and beyond Edinburgh, and some overseas.

4.11.6 The Youth Participation Team's *What Kind of Edinburgh?* project is sector leading and has been highly effective in informing and training council, third sector and NHS staff and elected members.

4.11.7 The North West locality led on Train the Trainer Child Protection Training which was delivered to 8 lifelong learning Development Officers (LLDO) who are currently delivering the training to staff across several establishments including libraries. The North West locality LLDOs delivered training to 34 facilitators from a range of services including Family learning, Family and household Support, Psychological Services and NHS.

4.11.8 All Lifelong Learning staff engage with mandatory training and additional role-specific training. Staff are more aware of the impact of child poverty and ACES and are using this knowledge to plan and deliver services. Lifelong Learning staff across localities and the citywide teams participated in training on self-evaluation with follow up sessions delivered by the citywide Lifelong Learning Strategic Officer for Continuous Improvement in each of the 4 localities. A number of accredited and non-accredited training and parenting programmes were delivered in localities (some centrally funded) with consistently good feedback from participants.

5.   Next Steps

5.1   The Lifelong Learning Service will continue to work closely with communities to identify and (as far as possible) address local and citywide needs

5.2   Lifelong Learning strategic and locality teams will continue to meet regularly to discuss and develop Lifelong Learning in Edinburgh

6.   Financial impact

6.1   There are no financial impacts to the Council arising from this report

7.   Stakeholder/Community Impact

7.1   All Lifelong Learning teams, whether locality or citywide engage in wide-ranging engagement with learners, citizens and stakeholders.

7.2   Lifelong Learning teams engaged with people with lived experience, for example; of poverty (e.g. Child Poverty Action Unit and Edinburgh Poverty Commission); are care experienced; live with mental ill-health / trauma / ACEs (e.g. Turn Your life Around), and/or protected characteristics.

7.3　Initiatives and programmes such as *Youth Talk*, *What Kind of Edinburgh? Turn Your life Around, 1 in 5: Raising Awareness of Child Poverty* and *Discover!* have and continue to engage with communities and families

8.　Background reading/external references

8.1　The following papers provide background to the report and provide more detail on the citywide strategic Lifelong Learning Service areas.

8.1.1　Lifelong learning Plan Report to Education, Children and Families, Tuesday 9th October 2018, Item 7.4

https://democracy.edinburgh.gov.uk/CeListDocuments.aspx?CommitteeId=143&MeetingId=2084&DF=09%2f10%2f2018&Ver=2

8.1.2　Arts and Creative Learning Annual Update Report to Education, Children and Families, Tuesday 9th October 2018, Item 7.5　https://democracy.edinburgh.gov.uk/CeListDocuments.aspx?CommitteeId=143&MeetingId=2084&DF=09%2f10%2f2018&Ver=2

8.1.3　Sport and Outdoor Learning Annual Update Report to Education, Children and Families, Tuesday 14th August 2018, Item 7.9

https://democracy.edinburgh.gov.uk/CeListDocuments.aspx?CommitteeId=143&MeetingId=2083&DF=14%2f08%2f2018&Ver=2

8.1.4　Mental Health and Wellbeing Report to Education, Children and Families, Tuesday 6th March 2018

Item 7.11 - Supporting Children and Young People's Mental Health and Wellbeing in School.pdf - Reports, 336.61 KB

Tuesday 9th October 2018

Item 7.10 - Update on Supporting Children and Young People's Mental Health and Wellbeing in School - Reports, 347.7 KB

Tuesday 21st May 2019

Item 7.13 - Supporting Children and Young People's Mental Health and Wellbeing in School - Reports, 779.5 KB

8.1.5　*What Kind of Edinburgh?* Report to Education, Children and Families, 21 May 2019, item 7.1

https://democracy.edinburgh.gov.uk/Data/Education,%20Children%20and%20Families%20Committee/20190521/Agenda/item_71_-_what_kind_of_edinburgh_-_outcomes_and_next_steps.pdf

8.1.6　Edinburgh Community Learning and Development Partnership Plan, Report to Education, Children and Families, Tuesday 14th august 2019, Item 7.11

https://democracy.edinburgh.gov.uk/CeListDocuments.aspx?CommitteeId=143&MeetingId=2083&DF=14%2f08%2f2018&Ver=2

8.1.7 Child poverty Action Unit Report – referral from the Culture and Communities Committee, Tuesday 9th October 2018, Item 7.11(b): http://www.edinburgh.gov.uk/meetings/meeting/4553/education_children_and_families_committee

9. Appendices

9.1 Appendix 1 Lifelong Learning Participation Tables (collated) 2018/19
9.2 Appendix 2 Lifelong Learning Priorities and Outcomes (Arts and Creative Learning -Strategic)
9.3 Appendix 3 Lifelong Learning Priorities and Outcomes (Health and Wellbeing - Strategic)
9.4 Appendix 4 Lifelong Learning Priorities and Outcomes (Youth and Children's Work I Adult and Family Learning – Strategic)
9.5 Appendix 5 Lifelong Learning Priorities and Outcomes (Libraries – Strategic)
9.6 Appendix 6 Lifelong Learning Priorities and Outcomes (Active Schools, Sport and Outdoor Learning – Strategic)
9.7 Appendix 7 Lifelong learning Priorities and Outcomes (North East Locality)
9.8 Appendix 8 Lifelong learning Priorities and Outcomes (South East Locality)
9.9 Appendix 9 Lifelong Learning Priorities and Outcomes (South West locality)
9.10 Appendix 10 Lifelong Learning priorities and Outcomes (North West Locality)
Appendix 10A Lifelong Learning priorities and Outcomes (North West Locality - Stockbridge Library)

Lifelong Learning participation: <u>July 2018 – end June 2019</u> (based on July 2019 Returns)

Figures were collected from each locality and from each strategic team. Effort was taken to ensure minimal double-count, but it is likely that some element of double-count remains.

Where the locality figures do not add up to the same as the citywide figures, please treat the citywide as correct (some locality information is missing or reflects the number who signed up rather than completed courses. This generally applies to adult education, ESOL (English for Speakers of Other languages), parenting programmes and libraries. The figures that are collected and collated by the strategic teams and those in the far-right column are correct.

Not all the locality teams' work is delivered and/or directly funded by Lifelong Learning:

- some work was brokered by Lifelong learning but delivered and/or funded by partners
- some work was directly funded by Lifelong Learning but delivered by partners
- some work was both funded and delivered by lifelong learning

The strategic lifelong learning teams' work is funded centrally and delivered using lifelong learning budget, external funding or generated income.

The tables below represent:

- the **number of unique learners** engaged in Lifelong Learning courses and programmes (**TABLE 1 below**)
- the support lifelong learning provides to staff and partners support better outcomes and estimated learners who benefit (TABLE 2 – not available)
- the **number of participants** benefitting from the wide variety of lifelong learning activities not captured in either of the above and where the **main benefit is social** (**TABLE 3 below**)

NB – this is a work in progress and not all figures are fully collated for July 2018 – July 2019, so should be treated as such and may be further updated/amended

TABLE 1 – unique leaners **Description of Activity** Number of *Individual Learners* undertaking a regular programme or course of learning (formal / informal)	Delivered & reported in Localities				Delivered and/or reported on citywide basis						
					PARENTING PROGRAMMES						
	NW total	**SW total**	**NE total**	**SE total**	**CLD**	**Libs**	**Arts & CL**	**H & WB**	**Sport**	**OL**	**Total**
GROWING CONFIDENCE (0–11): **Raising Children with Confidence** (by locality as provided)	Figures collated centrally							92			**92**
NW											
SW											
NE 5 groups, 1 with Circle for Dads only (?)											
SE											
Growing Confidence Raising Teens with Confidence (citywide total)											
GROWING CONFIDENCE (12+): **Raising Teens with Confidence** (by locality as provided)	Figures collated centrally							80			**80**
NW											
SW											
NE											
SE **Southside CC** Stress and the Teenage Brain (18)											
Other parenting courses /groups (by locality as provided)											
NW **Circle Haven** Parent Group (7), Trinity Cluster	7			44							**52**
SW											
NE											
SE **Valley Park** Mindful Parenting (20) **Goodtrees** Mindful Parenting (14 / 10), **Goodtrees** Self-harm (26)											

2

Description of Activity		NW total	SW total	NE total	SE total	CLD	Libs	Arts &CL	H & WB	Sport	OL	Total
PEEP Learning Together Programme (by locality as provided)												**162**
NW		Figures collated centrally							162			
SW												
NE												
SE	**Cameron House Nursery** Peep 2s Term 1 (23), Term 2 (12), **JGPS** Peep 3s (13), **Liberton PS** Peep 1s/2s (12), **Prestonfield PS** Peep 3s/4s (16), **Royal Mile PS** Peep 3s Term 1 (12), Peep 4s Term 3 (16), **Southside CC** Peep Babies Term 1,2&3 (28), **The Spinney Lane** Peep Babies (24: *12A & 12C*), **Viewforth EYC** Peep Babies (6: *3A & 3 C*)											
POPP (Psychology of Parenting Programmes): **Triple P (Primary):** and **Incredible Years** (by locality as provided)												**156**
NW	**Triple P** 2 in Forth Ward (11), another (7), **Incredible Years** Helena Reid (12), Pirniehall PS (5), The Haven (9)	Figures collated centrally							156			
SW												
NE												
SE	**Triple P** Royal Mile PS (11 & 9), Tollcross CC (9), Southside CC (6), **Incredible Years** Southside CC (6)											

Description of Activity	NW total	SW total	NE total	SE total	CLD	Libs	Arts &CL	H & WB	Sport	OL	Total
POPP (Psychology of Parenting Programmes): Teen Triple P (by locality as provided)											**86**
NW											
SW							86				
NE		Figures collated centrally									
SE Southside CC (6)											
TOTALS	51							576			627
Total no. of people participating in a range of ***parenting programmes*** organised and/or delivered by Lifelong learning											**627**

| Description of Activity | ADULT LEARNERS | | | | | | | | | | |
	NW total	SW total	NE total	SE total	CLD	Libs	Arts &CL	H & WB	Sport	OL	Total
Adult Literacies including Outlook and SQA accredited learners (by locality as provided)	Figures collected centrally										
NW 2 groups (23) Outlook (46) *SW* *NE* Fort CC Literacy Group (5), Whitehouse Craigmillar Literacy (6), Adult Literacy at Forth Sector (7) *SE* Valley Park CC (12), Gilmerton CC Literacies Support (6), **Southbridge** *Literacy and Numeracy Groups: several groups – no breakdown (70)*	69		18	88	855						**855**
Adult Education Programme: day, evening and weekend courses strategically managed citywide (citywide total)					13,789						**13,789**
Adult Numeracy Support (by locality as provided) *NW* *SW* *NE* Macdonald Road Library Numeracy (6) *SE* Tollcross CC Football Literacies (7)			6	7							**13**
Computing and Office Skills (by locality as provided) *NW* Beginners Computing 12) *SW* *NE* *SE* Gilmerton CC IT beginners (8)	12			8							**20**
Get Online strategically managed citywide - basic tuition, rotating libraries (total)						190					**190**

5

Description of Activity		NW total	SW total	NE total	SE total	CLD	Libs	Arts &CL	H & WB	Sport	OL	Total
ESOL (English for Speakers of Other languages): (by locality as provided)		Centrally organised and figures collected centrally										
NW	Edin College (80), St. David's PS (8)	88		65	652	882						882
SW												
NE	Leith CC Upper Intermediate (28), Conversation Connect (12), Sandy's CC Pre-intermediate (11), Literacies (6), Craigentinny CC Element Eng (8)											
SE	Valley Park Absolute Begin (10), Beg in (4), Goodtrees CC Beginners (10), Southbridge Term 1 (202), Term 2 (230), Term 3 (178), Braidwood Centre (6), Valley Park (12 (12)											
ESOL Syrian Resettlement programme – strategically managed citywide (total)						115						115
Citizenship, Confidence Building and Democracy (by locality)												
NW	Life Skills Course (6)	6		16	95							117
SW												
NE	Leith CC Yamama: Her Stories for Women from Diverse Backgrounds (16)											
SE	Southside CC Wishes Women's Group (8), Local Economy Group LIP (9), Tollcross CC Democracy Group (11), Goodtrees Being Confident in Myself (14), Southbridge Confidence Building for Adults (41), Goodtrees Next Steps for Women out of the Workplace (12)											

6

Description of Activity		NW total	SW total	NE total	SE total	CLD	Libs	Arts &CL	H & WB	Sport	OL	Total
SQA Early Education (by locality as provided)		6										**6**
NW	SQA Level 4 Early Education (6)											
SW												
NE												
SE												
Adult Arts and Creative Programmes (by locality as provided)		12		12	88							**112**
NW	**St. David's RCPS** Storytelling Course (4), **Drumbrae Hub** book group and creative writing for people over 65 (8)											
SW												
NE	**Craigentinny CC** Friday Adult Art (12)											
SE	**Tollcross CC** Writers Group (8), **Gilmerton CC** Credative Writing (7), **Southside CC** Creative Writing (20), Drawing and Painting (10), 16+ Drama (15), **Southbridge** Scribblers Creative Writing (16),											
Screen Education Edinburgh Adult Learning programme – strategically managed citywide (citywide total)								34				**34**
Deaf Learners Service (by locality as provided)					52							**52**
NW												
SW												
NE												
SE	**Southbridge CC** Deaf Literacy (10), Lip Reading (24), Managing Hearing Loss (18)											

7

Description of Activity	NW total	SW total	NE total	SE total	CLD	Libs	Arts &CL	H & WB	Sport	OL	Total
Adult Exercise and Sport Programmes (by locality as provided)				25							**25**
NW											
SW											
NE											
SE **Southside CC** Gentle Exercise (25)											
TOTALS	193		117	1,015	15,641	190	34				16,210

Total no. of people participating in a range of ***adult learning*** courses/programmes organised and/or delivered by Lifelong learning	**16,210**

8

Description of Activity		FAMILY LEARNING										
		NW total	SW total	NE total	SE total	CLD	Libs	Arts &CL	H & WB	Sport	OL	Total
Family Learning in schools and nurseries (by locality)		A&C	A&C	A&C	A&C							
NW	Holy Cross RCPS PEF (5), Holy Cross RCPS PEF (4) (same as previous??), Holy Cross RCPS PEF Time for a Story (30), Craigroyston PS Family Connect Course (11: *6A & 5C*), Craigroyston PS Play and Stay Nursery Sessions (15), School? Transition to P1 sessions (80 – Table 3??), Several Schools and Nurseries Bookbug read, write, count (72 – Libraries reporting – check??), Lyceum drama group (3 – families or individuals?),	65 80 72 3			31							
SW												
NE												
SE	Goodtrees ESOL Homework Club for parents and children (31)											
ESOL Family Learning strategically managed citywide (citywide total)						200						**200**
Family Learning Courses and Activities strategically managed citywide (citywide total 935: *450 Adults and 485 Children*)						935						**935**
Syrian Refugee Programme (by locality)		A&C	A&C	A&C	A&C							
NW												
SW												
NE	Leith CC Syrian Family Learning and English (8)			8								
SE												
Family Learning Syrian Refugee Project strategically managed citywide						253						**253**

9

Description of Activity		NW total	SW total	NE total	SE total	CLD	Libs	Arts &CL	H & WB	Sport	OL	**Total**
Family Learning in schools and nurseries (by locality)		A&C	A&C	A&C	A&C							
NW	Holy Cross RCPS PEF (5), Holy Cross RCPS PEF (4) (same as previous??), Holy Cross RCPS PEF Time for a Story (30), Craigroyston PS Family Connect Course (11: *6A & 5C*), Craigroyston PS Play and Stay Nursery Sessions (15), School? Transition to P1 sessions (80 – Table 3??), Several Schools and Nurseries Bookbug read, write, count (72 – Libraries reporting – check??), Lyceum drama group (3 – families or individuals?),	65 80 72 3		29	31							
SW	Clovenston Family Club,											
NE	Northfield CC Saturday Drop in for families with children with ASN											
SE												
Pregnancy / new or young mums / families (by locality)		A&C	A&C	A&C	A&C							
NW	Fort Pregnancy Café: referred by midwives (24), West Pilton Neighbourhood Centre Pregnancy Café: referred by midwives (33 – *18A and 15C*), Bump to Buggy: referred by NHS (61 - *27A and 34 C*)	118	14	30								
SW	Gate 55 young Mums Tuesday group (14)											
NE	Leith CC Play and Connect for under 5's and carers (30)											

10

Description of Activity	NW total	SW total	NE total	SE total	CLD	Libs	Arts &CL	H & WB	Sport	OL	Total
SE											
Family Learning – Arts, Sports and Exercise (by locality)	A&C	A&C	A&C	A&C							
NW											
SW											
NE											
SE Tollcross CC Family Crafts (13), St John Vianney book making 2 sessions (48) table 3??, Craigour Family Sport with Active Schools (30) has Active schools counted this?				91					Jude		
Holiday Hunger (by locality)											
NW											
SW											
NE											
SE											
xx (citywide totals)											
TOTALS											

Total no. of people participating in a range of ***family learning*** courses/programmes organised and/or delivered by Lifelong learning

11

Description of Activity		CHILDREN AND YOUNG PEOPLE										
		NW total	SW total	NE total	SE total	CLD	Libs	Arts &CL	H & WB	Sport	OL	Total
School Based Youth and Children's Work (by locality)		57			47							
NW	**Firrhill** (11), **WHEC** (27), **Tynecastle** (11), **Balerno** (8)											
SW												**104**
NE												
SE	**Boroughmuir** (?), **St. Thomas of Aquin's RC** (7), **JGHS** (6), **Goodtrees/Craigour Park PS** Buddy club (30), **Liberton/Gilmerton** P7 Transition Group (4)											
Arts and Creative Youth Groups (by locality)		18			215							**233**
NW												
SW	**Carrickvale EY&C clubs** Youth Art (18),				179 if SEE has counted							197 if SEE has counted
NE												
SE	**Gracemount Mansion @ Valley Park** Creative Hub (17), **Southbridge** Totally Sound Reel Youth Media (37) Summer Sound 4 days (40), Youth Drama 7-11 yrs (45), Youth Drama 12+ (24), **Goodtrees** P4-7 Art club (16), Media Project - Screen Education Edinburgh and Carnival in the Community (36) check not double counted with SEE											
Screen Education Edinburgh (citywide) SEE and Strangetown Youth Theatre: Film-making and Acting for Film (31), EIFF Youth (8), FANS Youth Film Festival (12), Next Steps (advanced) Film SIMD 1&2 (8)								59				**59**

12

	Description of Activity	NW total	SW total	NE total	SE total	CLD	Libs	Arts &CL	H & WB	Sport	OL	Total
	Youth Clubs (by locality)											
NW			627	542	371							**1,540**
SW	**Carrickvale EY&C clubs** –1st step club (19), Next Step club (27), Senior (19), Sat drop in (14), **Gorgie** Friday (20), **Gate 55** Tues (18), Senior drop in (20), Area 55 (18), Girls Group (13), **Pentlands** P1-3 Club (26), P4-7 Club (24), S1+ Club (11), Friends Group for YP with (5), **Ratho** Mon (15), Tues (24), Junior (20), Thur (24), **Wester Hailes Library** Group (20), **Streetwork Saughton** Group (<mark>??</mark>), **Longstone** Club (28), **Buckstone** Club (30), **Clovenstone** clubs: 9 clubs (207), **Juniper Green** Club (25),											
NE	**Northfield** club P1-4 (30), P5-7 (12), Bambies for Girls P1-5 (23), **Jack Kane Centre** Children's Drop In (127), Group work for young women (13), for young men (12), P4-6 group (56), **St Francis RC** EXCEL (269),											
SE	**Valley Park** Club P1-3 (15), P4-6 (28), P7-S2 (25), **Craigentinny** Clubs: 5-8 yrs (16), 8-10 yrs (24), 11-15 yrs (12), **Goodtrees** S1+ (30), P5-7 (30), P1-4 (26),Girl's Nurture Group (10), Community Champion's Group (46), **Gilmerton** After School P1-4 (10), After School P4-7 (25), **Bridgend**											

13

Description of Activity		NW total	SW total	NE total	SE total	CLD	Libs	Arts &CL	H & WB	Sport	OL	Total
	Farmhouse Senior club S1-4 (15), **Tollcross CC** Club (13), Homework Club (6), **3 M's** youth club (8), **Liberton/Gilmerton** Streetwork (30), **Gracemount Mansion @ Valley Park** Youth Drop In (19), Give it a Go (7)											
Open All Hours (by locality)												
NW			30	194	109							**333**
SW	**WHEC** (20), **Craiglockhart** (30)											
NE	**Jack Kane Sport Centre** (194)											
SE	**Warrendar** (29), **Gracemount** (40), **Commonwealth Pool** (40),											
Citizenship, Democracy and Youth Voice (by locality)												
NW				239	11							**250**
SW												
NE	**Jack Kane Centre** Agents for Change delivered in cluster primaries (160), Revolting Youth (79)											
SE	**Liberton Gilberton** Youth Forum: emerging from Youth Talk (8)											
Screen Education Edinburgh: strategically managed citywide SEE Youth committee (22), SEE with The Junction (6), Youth Talk NW Film making project (10)								38				**38**
Youth Participation: strategically managed citywide (citywide) **Young Edinburgh Action:** Leaders for Change (24), The Gathering (**?**), Action Research Group 1 (12), Group 2 (16), Group 3 (16), **Scottish Youth Parliament** (12), **What Kind of Edinburgh?** (40)						120						**120**

14

Description of Activity	NW total	SW total	NE total	SE total	CLD	Libs	Arts &CL	H & WB	Sport	OL	Total
Sexual Health and Relationships (by locality as provided)											
NW											**54**
SW											
NE **Health Opportunities Team** Portobello Library: Sexual and Emotional Health Drop in (48)			48	6							
SE **Health Opportunities Team** Gilmerton CC: Sexual Health Drop in (6)											
Skills and Employability programmes, SQA (in school) and Wider Achievement Awards (by locality as provided)											
NW											
SW											
NE											
SE **Gracemount Mansion @ Valley Park** with Dunedin Canmore – Activity Agreement Hub (35), **Duke of Edinburgh** (8) (check Sport /Outdoor learning for double count				43						Dof E in SE? ?	
Screen Education Edinburgh (SEE): (citywide) BFI Film Academy and Residential (52), Moving Image Arts A Level (12), High Schools (9 schools) Meia Studies Programme (120), Cashback for Creativity (114).							298				**298**
Career Ready: S4-6 student mentees – 2-year programme (citywide)							1	1	1		**3**
Outdoor Education and Outdoor Learning (citywide) **School Residential Visits** Benmore (?) and Laganlia (?), Duke of Edinburgh Award										?	
Instrumental Music Service P4–S6 weekly lessons in all mainstream schools							5,108				**5,108**
Youth Music Initiative (pre-school – P7 and Special Schools) Youth Music Initiative (P1 – P5 in school, pre-school, P5,6,7 in and out of school)							18,718				**18,718**

15

Description of Activity	NW total	SW total	NE total	SE total	CLD	Libs	Arts &CL	H & WB	Sport	OL	Total
Sport, Exercise and Outdoor Youth and Children's Work (by locality)											
NW											**138**
SW											
NE **Jack Kane Centre** Smooth Moves P7 transition (74)			74	64							
SE **Inch** P 5-7 Sports Hub (15), **Goodtrees CC** Football Fridays (25), Tuesday Sports Hub (24), **Bike-ability** Preston Street PS (15) St Catherine's PS (20) Gracemount PS (10) Royal Mile PS (15)											
xx (citywide totals)											
TOTALS											
Total no. of people participating in a range of ***learning, youth and children's work*** organised and/or delivered by Lifelong learning											

16

	NW	SW	NE	SE	CLD	Lib	A&CL	H&W B	Sport	OL	Total
Liberton High School / Gracemount High School 1:1 Stand Alone				12							
RUTS Partnership project				24							
P7 Transition Group Liberton/Gilmerton (4)				4							

	NW	SW	NE	SE	CLD	Lib	A&CL	H&W B	Sport	OL	Total
HGIO Support to Parents and Carers – toolkit <mark>(or should this be in table 3?)</mark> (by locality)											
NW 7											
SW											
NE											
SE											

	NW	SW	NE	SE	CLD	Lib	A&CL	H&W B	Sport	OL	Total
Youth Talk Focus Groups <mark>(Table 3)</mark>				300							
Southbridge Summer School (adults??) Table 3				80							
Leith Community Centre - Mandala for Meditation (one off art project) adult mental health (table 3)			9								

Table 3 - participation **Description of Activity** Number of *participants* at one-off events (single or recurring where there is no clear and measurable *learning* activity taking place or where the activity has primarily social outcomes (e.g. audients at concerts, attendance at exhibitions or footfall at libraries, supporters at sporting events etc.)	Delivered & reported in Localities				Delivered and (or reported) on citywide basis						
	NW	**SW**	**NE**	**SE**	**CLD**	**Libs**	**Arts &CL**	**H & WB**	**Sport**	**OL**	**Total**
OLDER PEOPLE											
NE Edinburgh Local Opportunities for Older People (LOOPS) third sector delivered with Piershill Library (eg EVOC, Pilmeny, Health & Mind) – Piershill Library venue – 2 sessions. No longer operating			3 adults								
Older People's Tea Dances – Jack Kane Centre – 4 sessions. (Footfall 215)			60 individuals								
PARENTING PROGRAMMES: All captured in table 1											
ADULT/ADULT LEARNERS											
Adult activities in Libraries including Loops for other people, Knit and Natter, Games Clubs, Book Groups, Italian Circle etc						29,831					

18

Activity											
Book Group; Piershill Library- meets fortnightly. Some double count may occur. (23 sessions - average attendance 9)			200 adult attendances								
Knitting Group; Piershill Library – meets weekly. Some double count may occur (51 sessions - average attendance 10)			503 adult attendances								
NE Event; Know your Neighbourhood. Jack Kane Centre.			120								
Medical Centre/LL practitioner Fair. Jack Kane Centre			60								
Intercultural Parliamentary Debate and report launch:Jack Kane Centre (2 sessions)			10 indiviuals 50 footfall								
Scottish Opera Outreach Session: Jack Kane Centre (1 occurrence)			32								
Gup Shup Women's Group			15								
ESOL Guidance					320						
Royston Wardieburn CC & Pilton Community Health Project: Arts and Crafts Group (5 sessions)	10										
Screen Education Write, Shoot, Cut (for independent film makers)						184					
City wide Library issues					1,645,575						
City wide Library members					102098						
Library eBook drop-in					83						
Library Heritage drop-in					26						
Library Heritage Conservation Group					287						
Portobello Library Book Festival:18 adult events.			847 adults								

Portobello Library monthly Adult Book Groups (12 sessions)			98 adults								
Portobello Library Link (49 sessions delivered)			211								
McMillan Cancer Support drop-in at Portobello Library (97 sessions)			186								
Portobello Library Writers' Group (9 sessions)			47								
Visually impaired iPad Group Portobello Library (48 sessions)			214								
Local History Wikipedia Workshop; Portobello Library (1 session) in partnership with Portobello Heritage Trust.			4								

FAMILY LEARNING, EVENTS & ACTIVITIES											
Goodtrees NC 2 day Xmas Programme 2018			80								
Goodtrees NC Summer Fair 2018			416								
Goodtrees NC Summer family (4 trips)			186								
Moredun Festival of Cycling: one off fam. event			50								
Mordedun Library Local Services one off drop in			16								
Braidwood CC Employability Fair			12								
Royston Wardieburn Community Ceilidh: 4 planning meetings, 1day event.	250										
Puppet Animation Festival April 19 (4 venues)	38 adults 96 children										
Licketyspit Drama Play Sessions July 18	34 adults 61 children										
Leith CC: Jabuti Theatre Workshops (2 days of children's workshops for refugee families.	10 adults 12 children										

Bookbug Rhymetime: Piershill Library (52 sessions) Double count may occur: 23 children, 25 adults.			1,297 (attendances - Child 1,210 attendnances - adult)								
Polish Bookbug Rhymetime: Piershill Library (14 sessions) Double count may occur – average attendance: 3 children, 3 adults.			43 Attendances - child) 39 (attendances,- adult)								
Children's Storytime: Piershill Library (48 sessions) Double count may occur – average attendance: 9 children, 6 adults.			400 (attendances child) 296 (adults)								
Bookbug sessions by locality: *Includes Bookbug sessions in a range of different languages and cultures.*						NW 697					
Bookbug sessions by locality: *Includes Bookbug sessions in a range of different languages and cultures.*						SW 707					
Bookbug sessions by locality: *Includes Bookbug sessions in a range of different languages and cultures.*						NE 469					
Bookbug sessions by locality: *Includes Bookbug sessions in a range of different languages and cultures.*						SE 372					
Bookbug sessions centrally: *Includes Bookbug sessions in a range of different languages and cultures.*						Central library 102					
Story Telling Sessions in Libraries by locality						NW 97					
Story Telling Sessions in Libraries by locality						SW 313					

Story Telling Sessions in Libraries by locality						NE 120					
Story Telling Sessions in Libraries by locality						SE 54					
Family Learning Film Clubs in Libraries by locality						NW 10					
Family Learning Film Clubs in Libraries by locality						SW 45					
Family Learning Film Clubs in Libraries by locality						NE 24					
Family Learning Film Clubs in Libraries by locality						SE 2					
Family Learning Film Clubs in Libraries by locality						-					
Edinburgh Internat. Book Festival Chairing Event							97				
Bookbug/Rhymetime (Wed)		2462 children 2270 adults									
Bookbug/Rhymetime (Sat)		846 children 802 adults									
Children's Story Time		555 children 321 Adults									

YOUTH AND CHILDREN

Youth Talk Youth Gathering (Liberton/Gilmerton area March 19)				140 inc. 60 Y/P								
Christmas Grotto – Jack Kane Centre (4 occurances)			273									
Postcode Matters? Youth Beatz – Jack Kane Centre (1 interactive workshop)			46 individuals.									
Castlebrae HS Health Fair. Promo of LL service. (1 occurrence)			32 individ 70 footfall									
Goodtrees NC Halloween Party 2018				130								
Goodtrees NC Xmas Disco 2018				120								
Goodtrees NC Summer 2018 (4 weeks)				172								
Goodtrees NC October 2018 (3 sessions)				88								
Goodtrees NC February 2019 (6 sessions)				84								
Goodtrees NC Easter 2019 (11 sessions)				92								
Almond Youth Arts Project 18 (consultation & digital art)				36								
Almond Y/P Film Project 2018	7											
Corstorphine Festival (June 18)	100 musicians audience 170											
Edin. & Lothians Schools Film Competition (4 screenings)							320					
FANS Youth Film Festival (weekend)							356					
International Youth Film Festival Screenings (made on SEE Programmes)							410					

Sounds Like Friday Youth Music Initiative (7 centres across Edinburgh)							300 (pupils) 600 (audience)				
Sounds Like Saturday Youth Music Initiative (1 centre)							200 (pupils) 400 (audience)				
Generation Creative Youth Music Initiative (13 venues, ten sessions each)							100 (pupils) 780 (audience)				
Piping Hot Youth Music Initiative (30 weeks in total)							40 (pupils) 80 (audience)				
Scottish Learning Festival. (single performance)							18 (pupils) 2,250 Footfall				
Duke of Edinburgh's Award (DofE) Participation started Gold, Silver, Bronze) Non Disadvantaged. **JUDE's Figures**									1015 started 415 completed		
Duke of Edinburgh's Award (DofE) Participation started Gold, Silver, Bronze) Disadvantaged. **Jude's Figure's**									188 started 41 completed		
Duke of Edinburgh's Award (DofE) Participation started Gold, Silver, Bronze) Non Disadvantaged **Andrew's Figures**									1148 started 607 completed		

24

Duke of Edinburgh's Award (DofE) Participation started Gold, Silver, Bronze) Disadvantaged. **Andrew's Figures**								326 started 116 completed			
Beach Games (multi-sport event for S1 – 3)								400 (pupils) 300 (audience)			
Games at the Hub (multi sports for primary schools)								1700			
Fortnightly Book Groups 7 – 12 years by locality						NW 93					
Fortnightly Book Groups 7 – 12 years by locality						SW 149					
Fortnightly Book Groups 7 – 12 years by locality						NE 9					
Fortnightly Book Groups 7 – 12 years by locality						SW 4					
Fortnightly Book Groups 7 – 12 years by locality						Central Library 11					
Children's activity sessions in Libraries: Reading, Literacy, Learning & Creativity by locality.						NW 925					
Children's activity sessions in Libraries: Reading, Literacy, Learning & Creativity by locality.						SW 700					
Children's activity sessions in Libraries: Reading, Literacy, Learning & Creativity by locality.						NE 392					
Children's activity sessions in Libraries: Reading, Literacy, Learning & Creativity by locality.						SW 288					

Children's activity sessions in Libraries: Reading, Literacy, Learning & Creativity by locality.						Central library 72					
Nursery/Primary Class Library visits by locality						NW 132					
Nursery/Primary Class Library visits by locality						SW 462					
Nursery/Primary Class Library visits by locality						NE 67					
Nursery/Primary Class Library visits by locality						SE 60					
Nursery/Primary Class Library visits by locality						Central library 8					
Teenage Groups /activities in the Library designed to promote Reading, Literacy, Learning and Creativity by locality.						NW 126					
Teenage Groups /activities in the Library designed to promote Reading, Literacy, Learning and Creativity by locality.						SW 220					
Teenage Groups /activities in the Library designed to promote Reading, Literacy, Learning and Creativity by locality.						NE 68					
Teenage Groups /activities in the Library designed to promote Reading, Literacy, Learning and Creativity by locality.						SE 7					
Summer Reading Challenge (Libraries) by locality						NW 134					
Summer Reading Challenge (Libraries) by locality						SW 217					
Summer Reading Challenge (Libraries) by locality						NE 105					
Summer Reading Challenge (Libraries) by locality						SE 63					
Summer Reading Challenge (Libraries) by locality						Central library					

Activity												
							7					
Green Pencil Award (Libraries): Annual themed writing competition for P4 – S3: 29 schools							1245 entries					
Green Pencil Award Event (Libraries)							40 children 30 adults 8 Authors					
Teen Titles Magazine (Libraries) 12 Author interviews.							12 Authors					
Teen Titles Special Event (Libraries)							35 teenagers 12 adults 8 Authors					
World Book Day Activities Portobello Library (2 sessions)			25 children 9 adults									
Portobello Library Book Festival: 3 children's events (run in local primary schools)			215 children									
Book Launch in Portobello Library.			31 children 6 adults									
Young Carers' Book Group Portobello Library from children aged 7 – 10yrs. (4 monthly sessions). In partnership with Edinburgh Young Carers.			16 children									
Last Friday of the Month Crafts: Piershill Library. Double count may occur. (10 sessions: average attendance 8 children and 4 adults).			75 (attendances – childr)									

			38 (attendances adults)								
Holiday Craft: Piershill Library. Double count may occur. (19 sessions: average attendance 11 children, 4 adults)			209 (childr attendances) 84 (adult attendances)								
Nursery Visits for RHPS(NC) visit and story time: Piershill Library. Double count may occur. (5 sessions: average attendance 13 children and 4 adults)			67 (attendances – childr) 22 (attendances adults)								
Primary School Library Orientation visits: Piershill Library. (5 sessions: average attendance 22 children and 3 adults)			106 Attendances: children 14 attendances adults								
High School Class Visits: Piershill Library (4 sessions.			6 children per session 5 lib. link members								
Children's activity events: Piershill Library event 1: Love your Parks (with Park Rangers)			18 children 8 adults.								

Children's activity events: Piershill Library event 2: SRC medal ceremony		11 children 7 adults	
Children's activity events: Piershill Library event 3: Puppet Animation Ceremony		12 children 9 adults.	
Primary School class visits: Portobello (8 visits) Library orientation, stories and rhymes.		227 children	
School Assembly visits from Libraries to promote Summer Reading Challenge (6 sessions).		Approx 1538 pupils	
Afterschool Friday Lego activity: Portobello Library.		438 children 1621 adults	
Fortnightly Afterschool Friday Craft Activity for children 5 – 12: Portobello Library		328 children 161 adults	
Holiday craft for children 5 – 12: Portobello Library		10 children 6 adults	
Summer Reading Challenge: Portobello Library		111 children 54 adults	

Family & Community events/support												
First Minister's Question Time: Jack Kane Centre. City wide politics and youth participation. National event.			100									
Community event; Fun event Jack Kane Centre			150									
Community Football Tournament; Jack Kane Centre (1 occurrence)			49									
Happy Hibby sporting events Jack Kane Centre (19 occurrences)			73 individs 245 footfall									
Garden Challenge; Get the garden ready; Jack Kane Centre (4 sessions)			22 individs 68 footfall									
Bonfire Night Excursion (Diversionary work)			53									
Family Summer Excursion (Blair Drummond)			138									
Leith Gala – Adult Learning Promotion			70 footfall									
EID Art Project and Event to launch art piece and celebrate EID (five organisations collaborated to deliver 6 workshops and event			250 attendees.72 workshop participants									
Local and Family History drop-in: Portobello Library (2 sessions)			12									
Portobello Library Home delivery Service in partnership with RVS			66 deliveries									

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Appendix 2: Arts and Creative Learning (Creativity, Health and Wellbeing)

Update: Lifelong Learning Plan Year 1 (1ˢᵗ July 2018 – 30ᵗʰ June 2019)

- Expressive Arts Education
- Creative Learning/Creativity Across Learning
- Instrumental Music Service (IMS)
- Youth Music Initiative (YMI)
- Screen Education Edinburgh (SEE)
- Dance Development
- Discover

Contact:

Martin Hutchison, Lifelong Learning Strategic Development Officer

Lorna Macdonald, Lifelong Learning Strategic Development Officer

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

Priority 1: *Reduce inequalities, improve equity*	
Outcomes	**Self-evaluation**
Leadership across Schools and Lifelong learning is cohesive with shared purpose	Schools and Lifelong Learning is becoming better connected although is not yet consistent across the entire service. The Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing) is a member of the Edinburgh Learns Equity Board and the SEIC (South East Improvement collaborative) Equity Group. This helps connect Lifelong Learning with school leaders around equity, inequality and child poverty.
Joint planning and evaluation across schools and lifelong learning is targeted and effective	Individual lifelong learning teams/officers jointly plan some activity with schools although this tends to be for discreet areas of work. Not all Lifelong Learning Teams hold an equity profile of learners and use this information to plan and evaluate learning.
The equity profile of learners of all ages is well understood and used to plan, interventions, learning and activity	The **Instrumental Music Service** (IMS) works closely with schools and school leaders. The IMS carries out a census each year, creating an annual equity profile of its learners – data on free school meals, ASN, SQA, wider achievement awards and SIMD is used to plan learning, develop instructors' skills and knowledge and support their Peer PRD process. The **Youth Music Initiative** (YMI) gathers SIMD data and liaises with schools to encourage more up-take in the out of school offer and to help plan learning in school. **Screen Education Edinburgh** (SEE)) uses equity information for all the pupils with whom the team works to plan and evaluate programmes and support learner progression.

Priority 2:
Reduce the achievement and attainment gap, between those learners (of all ages) facing the greatest and least disadvantage

Outcome	Self-evaluation
Food anxiety, hunger and learning loss during school holidays is reduced	*Discover!* is a strategically led partnership approach to poverty proofing the school holidays and builds on *1 in 5 Raising Awareness of Child Poverty*. It offers opportunities for increasing numbers of families affected by poverty. There is a *Discover!* Hub in each of the localities during all school holidays. A consistent citywide programme offers fun learning opportunities such as music, sport, storytelling, with support and advice for parents and carers (income maximisation with CHAI, Home Energy Scotland, Transactions Team and Skills Development Scotland). There are also cookery classes and trips with breakfast, lunch and transport provided. The School Uniform Bank and Hey Girls (free sanitary products and discussion/workshops) also contribute to *Discover!* where ever possible with relaxation and wellbeing (such as yoga, head and hand massage) also offered. Schools and other professionals recommend *Discover!* to families and parents/carers must attend with their children.
	The Arts and Creative Learning team makes a significant contribution to the *Discover!* (Holiday Hunger) programme. Staff are involved in design, planning, managing, delivering and evaluating *Discover!* as well as significant input from YMI (Youth Music Initiative), SEE (Screen Education Edinburgh) and other artforms. Feedback shows that the programme is having a positive impact on children and parents/carers, specifically around improving family relationships and reducing social isolation, cost of living savings, income maximisations, wellbeing and learning new skills. Over 320 parents/carers and around 680 children have benefitted from attending over 114 days to date (from Christmas 2018/19 to Summer 2019).
	Recommendations for families being made by:
	- 54 primary schools
	- 8 high schools
	- 31 nursery schools/early years centres and
	- 7 special schools.
Learners of all ages, regardless of their socio-economic situation, access all lifelong learning opportunities in school, out of school and in the community and affordability is not a barrier	All work developed and delivered by the Arts and Creative Learning team is *free* to all schools and all pupils. Every school in the city benefits from one or more aspects of the team's work.
	Youth Music Initiative (YMI) tuition is free to all pupils in and out of school and should not incur direct or indirect costs to families. In school, YMI offers free weekly blocks of music tuition to all P2,3,4 and 5 pupils. Feedback from pupils, staff and

parents/carers is positive, with YMI provision helping prepare pupils for IMS and/or other musical opportunities. Increasingly YMI in schools covers much of the primary music curriculum and in many cases is the only specialist input. YMI contracts Drake Music who deliver free specialist music in all Special Schools. Tinderbox is one of the YMI delivery partners providing free music in Howdenhall School (Secure Services). Resources developed by YMI for Early Years, First Level and Second Level are given to all nurseries and schools with accompanying CLPL for staff. Feedback is consistently good.

The **Instrumental Music Service** (IMS) offered weekly free music lessons to 5,109 pupils in 2018/19 in all mainstream schools from p4/5 – S6. IMS helps prepare pupils for national qualifications and wider achievement awards as well as developing a love of and proficiency in music. IMS organises all the city's central school bands and orchestras with instructors often supporting school and cluster bands and choirs. Young people regularly play in public at concerts and a range of events such as conferences and award ceremonies. Pupils gain confidence and skills and are excellent young ambassadors for their schools and the city. Attainment in music continues to be good with pupils gaining national qualifications in music represented across all SIMD deciles.

Screen Education Edinburgh (SEE) works with pupils across the city, many from some of Edinburgh's most disadvantaged communities. In the academic year 2018/2019 SEE worked with 711 young people age 10 - 25 years. The programme of courses gave young people the opportunity, personal and technical support to progress along an educational pathway. Beginner courses (funded by Cashback for Creativity) worked with 156 children and young people living in SIMD 1 & 2, at risk of exclusion and/or involved in anti-social/criminal behaviour. Many have progressed to more advanced film-making courses with feedback from almost all participants being very positive.

SEE delivered, film making education through the Discover! programme, to 42 individuals through the 1 in 5 child poverty initiative. As part of the Discover! programme, 9 young people progressed onto and completed a more advanced course in film making. Strategically, SEE has taken a pivotal role in developing Film Access Scotland, a strategic partnership of 6 film and media organisations across Scotland, Film Access Scotland, led by SEE supports and develops the film education sector and diversity in the film industry. In 2018/19, as part of this work SEE created and hosted a Scotland wide youth led film festival, part of which involved 12 young people gaining training and experience in to successfully design and deliver a three-day youth film festival (mix of screenings, masterclasses and workshops) to 300 young people across Scotland. Led by SEE (in partnership with other organisations), Film Access Scotland in 2019 secured funding as a stand-alone organisation.

	Creative Learning projects for schools (developed in partnership between the Arts & Creative Learning Team and a wide range of local and national arts/cultural/heritage/science organisations), are fully funded and carry no cost to schools or pupils. Where there is a number limit, a strategic overview is used to select those schools whose improvement plans best fits the offer. Feedback from a range of projects points to creative learning contributing to achievement and attainment, skills development and increased confidence.
	Staff in all High School Art Departments and all special schools are invited to nominate S4-6 pupils each year for the prestigious **Paolozzi Prize for Art**. Because the categories are very inclusive, nominations for pupils who are Looked After are actively sought and in the 2019 award an S4 pupil from Howdenhall School was awarded the overall prize, winning £500 and tangibly increasing her pride and self-confidence.
A culture of Getting It Right is in place in all learning settings and establishments	Increasingly *Discover!* is part of Child Planning Meetings as schools recognise its contribution to getting it right and helping improve outcomes for pupils.
Our looked After Children and Young People are supported to achieve	Several LAC children attend *Discover!* and in some cases is considered a safe environment for parents to have unsupervised access and to spend quality time with their children. The parents and their children report better relationships, increasing confidence, making new friends and learning new skills together.

Priority 3:

Improve skills for learning, skills for life and skills for work and personal fulfilment for learners of all ages

Outcomes	Self-evaluation
Learners of all ages are aware of the different pathways available to them and make informed choices about their next steps	In the academic year 2018/2019 **SEE** worked with 711 young people age 10 - 25 years who participated on a pathway from beginner to advanced courses. 76 young people participated in advanced courses including A Level in Moving Image Arts of whom 15% receive free school meals, 19% BAME, a 50% gender split and 8% with a disability. These latter courses are the providing young people the bridge from school to industry/further/higher education in film.
	The most advanced course offered by SEE is the Moving Image A Level with some pupils gaining this award as their only qualification, such is the success of SEE's programmes and support for young people to make informed choices. All SEE's work is delivered using external funding and no charges are made to schools or pupils.
	SEE runs British Film Academy courses in which 76 young people have participated, with 15% receiving free school meals, 19% BAME, a 50% gender split and 8% with a disability. These latter

	courses are at the level that progresses young people into the industry, further/higher education.
	The **IMS** teaches over 5,109 pupils per week from beginner to Advanced Higher. As they progress, pupils make subject choices and those studying SQA music programmes and courses are supported by IMS instructors. In addition to SQA qualifications, the IMS teaches pupils to Grade 8 standard and supports those applying to study music at FE and HE level
	YMI develops musical interests from pre-school and provides a good pathway to IMS for thos pupils interested in pursuing music education. Each June all YMI pupils transferring from P7 – S1 are shared with high schools so they can be considered for IMS and encouraged to join high school bands and choirs.
	All S4-6 pupils nominated for the **Paolozzi Prize for Art** are invited to the Award Ceremony with their teachers and parent/carers where they hear from industry professionals about the importance and relevance of art/design in a range of careers. The inspiring input and opportunity to meet and talk with judges from the National Gallery of Scotland and Edinburgh College of Art, in 2019 gave 38 pupils unique insights to career pathways. Many pupils nominated for the Paolozzi Prize go on to secure places at college and university to study art/design and being nominated/winning is often included in application forms and personal statements.
	In partnership with Edinburgh College of Art and the National Gallery of Scotland, a two-day **Creative Careers** event was planned and run free for senior pupils, their parents / carers and teachers. It attracted 165 attendees. This exposed young people to career options within the creative industries and opportunities to discuss pathways with individuals working in creative fields. Feedback was very positive and this will become a bi-annual event.
Children, young people and adult learners are increasingly confident in identifying their interests, strengths and skills	The **Creativity Skills Framework** is available in schools and for the Arts and Creative Learning team to plan learning and to have discussions with pupils about skills, interests and strengths.
	Screen Education Edinburgh has successfully worked with young people from some of the Edinburgh's most disadvantaged communities taking them from beginner level to higher/further education and into industry. Many of the young people identify film making as a potential career option and of those, some have gained their only qualifications (some up to up to A-Level) in film.
	The **Paolozzi Prize for Art** is an annual award for pupils from S4 – S6 including Special Schools. It is a highly inclusive award with teachers nominating pupils in 4 categories and judging weighted differently for each category. Winners have been selected from many schools across the city with the 2019 overall winner being an S4 pupil from Howdenhall School. The award gives pupils

	confidence and pride in their work and is used by many wishing to pursue a career in Art as part of their portfolio and personal statement for university/art college applications. Many of the nominated pupils were awarded a place at art college.

<table>
<tr><td colspan="2"><i><u>Priority 4:</u></i>

<i>Improve health and wellbeing and reduce social isolation</i></td></tr>
<tr><td>Outcomes</td><td>Self-evaluation</td></tr>
<tr>
<td>Young people and their families know how and where to access the information and support they need to look after their mental health and wellbeing</td>
<td rowspan="6">YMI offered blocks of tuition which involved music, dance, singing games and rhymes in every primary school in 2018/19. These consciously build upon the known health and wellbeing benefits of music, dance and song and are offered as combined arts and wellbeing.

IMS in partnership with the University of Edinburgh delivered staff training (selected IMS and school staff) and lesson resources on music and dyslexia, designed to support pupil wellbeing. The IMS instructors, including voice instructors teach a range of techniques designed to build good health – both mental and physical.

Visual art opportunities and competitions offered by Arts & Creative Learning often include public displays, launch events and high-profile events. In 2018/19 these included the annual Winter Windows competition, Paolozzi Prize for Art and Meadowbank intergenerational arts project and hoardings displays. These encourage and foster connections, relationships and positive feedback to and about young people, enabling their parents/carers to witness this first hand. Feedback consistently suggests these events have a positive impact on pride, building friendships and self-confidence.</td>
</tr>
<tr><td>The impact of ACEs is known and taken account of when planning and delivering learning, projects and programmes across Schools and Lifelong learning</td></tr>
<tr><td>Children and Young People enjoy good mental health through participation in hobbies and activities and increased friendship circles</td></tr>
<tr><td>Children, young people and their families enjoy positive nurturing relationships that support their wellbeing Young people are more aware of the impact of violence, are better equipped to avoid using violence, and more able to defuse potentially violent situations in which they find themselves.</td></tr>
<tr><td>Adults enjoy good mental health though opportunities to participate in activities and be active</td></tr>
<tr><td>Visually and hearing-impaired adults are less socially isolated</td></tr>
</table>

Visually and hearing-impaired children and young people are less socially isolated	
Housebound adults mobile-restricted individuals are more socially connected and through learning and leisure activity	
Children and young people enjoy improved physical health through engaging in outdoor and adventure activity	
Children and young people enjoy improved physical health through participation in a wide range of sports and physical activity	
Children and young people learn effectively in healthy outdoor environments	

Priority 5:
Develop our workforce skills, knowledge and capacity for improving outcomes for learners of all ages

Outcomes	Self-evaluation
Lifelong Learning staff are aware of relevant policy developments and use this knowledge to improve learner outcomes	<mark>In-service</mark>
Lifelong Learning staff share good practice and expertise and embed the learning in their own practice	Arts and Creative Learning develops and delivers a wide range of professional learning and practice sharing opportunities locally and nationally. Pupils benefit from CLPL (Career Long Professional Learning) for primary teachers, delivered by Arts and Creative Learning (YMI staff), using resources and materials developed and produced by the team. These address Early Level, 1st and 2nd Level across a range of curriculum areas and cross cutting themes through the lens of music and song. The resources are being used by schools to good effect and help develop literacy, numeracy, health and wellbeing and creativity; Wonder of Music introduces coding through music, sustainability, global citizenship and entrepreneurship; and Power of Music is science based, extending coding through music, STEAM, creating and

composing and enterprise skills through a science fair. Feedback from staff about the CLPL is excellent and staff report good success using the resources in class with pupils.

Two Creativity Skills professional learning courses are offered to teachers in all sectors each year: Introduction to Creativity Skills and Developing Learners' Creativity Skills both build knowledge and creative approaches to teaching, to benefit teachers and their pupils. They provide opportunities for professional dialogue, practical ideas and practice sharing. Feedback suggests that participating staff are more aware of creativity skills and plan learning accordingly.

Creative Conversations are highly successful, described by Education Scotland and Creative Scotland as sector leading. In 2018/19 a further 6 were delivered with planning now underway for the 50th Creative Conversation. Over 1,000 teachers, arts partners and other professionals have attended with feedback consistently excellent. Creative Conversations have covered a range of themes and in 2018/19 looked at BAME, ACEs, Poverty and inclusion, learning and teaching, outdoor learning, music and the brain, attainment, wellbeing and happiness.

In 2019, one of the highly successful **Creative Exchange** events (Arts and Creative Learning and National Galleries partnership) focussed on Creativity and Outdoor learning. The Arts and Creative Learning team worked with colleagues in the Outdoor Learning team to plan and deliver the session which aimed to develop teachers' skills and knowledge to use the outdoors creatively across the curriculum.

C 60 teachers attended (with a waiting list of another 60) leading to a second session planned for November 2019. Feedback confirmed that the session was useful and informative with teachers confirming they will use the practical and imaginative ideas in class

A series of 7 x two-hour **Visual Elements** sessions address the lack of visual arts training in initial teacher education. Many primary staff lack confidence, knowledge and skills to effectively teach art. The Visual Elements sessions were delivered to 14 staff in 2019, building confidence by working with a professional artist educator. Hands-on sessions explored the basics of art with a workshop on each visual element supported by discussion of theory and application. These sessions resulted in teachers gaining confidence and understanding the relevance and use of visual art across the curriculum as well as skills development. Each reported success when teaching using the new techniques, ideas and knowledge.

Arts & Creative Learning staff are on the steering group and involved in the design and delivery of the National Expressive Arts Conferences (BEST Conferences for primary and secondary practitioners). These have been run for 2 years with Education

| | Scotland. Delegates are invited from each local authority to learn new skills, engage with each other in dialogue and debate and then encouraged to take their learning forward across their school / cluster / authority as relevant. The 4 CEC delegates from the June 2019 primary conference are now working with ACL to progress their skills and share their learning across Edinburgh. Feedback from the last conference nationally was that delegates appreciated the practical input and hands on workshops and wanted to repeat the event to learn more. |
| | The **National Creative Learning Network** brings representatives from across Scotland's local authorities together twice a year to learn, share ideas, debate and discuss approaches to embedding creativity across learning. In learning, teaching and assessment. The Arts and Creative Learning team is a member of the National Strategic Group and contributes to national strategy, resources and conferences. |

Appendix 3: Health and Wellbeing (Creativity, Health and Wellbeing)

Update: Lifelong Learning Plan Year 1 (1st July 2018 – 30th June 2019)

- Mental Health and Wellbeing (including Growing Confidence and Resilience)
- 1 in 5 Raising Awareness of Child Poverty and Discover!
- Rights Respecting Schools
- Global Citizenship
- Turn Your Life Around (TYLA) and Adverse Childhood Experiences (ACEs)

Contact:

Patricia Santelices, Lifelong learning Strategic Development Officer (Health and Wellbeing)

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

Priority 1:
Reduce inequalities, improve equity

Outcomes	Self-evaluation
Leadership across Schools and Lifelong learning is cohesive with shared purpose	Schools and Lifelong Learning is becoming better connected. The Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing) is a member of the Edinburgh Learns Equity Board and the SEIC (South East Improvement collaborative) Equity Group. This helps connect Lifelong Learning with school leaders around equity and inequality.
Joint planning and evaluation across schools and lifelong learning is targeted and effective	Individual teams and officers jointly plan some activity with schools although this is not consistent across all Lifelong Learning teams and with all schools yet.
The equity profile of learners of all ages is well understood and used to plan, interventions, learning and activity	Not all Lifelong Learning Teams hold an equity profile of learners and use this information to plan and evaluate learning.
	The Health and Wellbeing is strategically very well connected with schools and school leaders and its work is impactful and highly regarded. 1 in 5 Raising Awareness of Child Poverty has a measurable impact across schools and lifelong learning, with actions becoming embedded and more consistent. The Growing Confidence and Resilience resources developed and delivered by the Health and Wellbeing team, along with Rights Respecting Schools and Global Citizenship work are well connected with school leadership and practice.
	The team plays a major role in developing and leading **Discover!** which increasingly is recognised by schools.
	Growing Confidence, 1 in 5, Global Citizenship and Rights Respecting Schools are all strategically linked to schools and

Outcome	Self-evaluation
learning with consistently positive evaluation and good feedback from school staff.	

Outcome	**Self-evaluation**
Food anxiety, hunger and learning loss during school holidays is reduced Learners of all ages, regardless of their socio-economic situation, access all lifelong learning opportunities in school, out of school and in the community and affordability is not a barrier	***Discover!*** is a strategically led partnership approach to poverty proofing the school holidays and builds on *1 in 5 Raising Awareness of Child Poverty*. It offers opportunities for increasing numbers of families affected by poverty. There is a ***Discover!*** Hub in each of the localities during all school holidays. A consistent citywide programme offers fun learning opportunities such as music, sport, storytelling, with support and advice for parents and carers (income maximisation with CHAI, Home Energy Scotland, Transactions Team and Skills Development Scotland). There are also cookery classes and trips with breakfast, lunch and transport provided. The School Uniform Bank and Hey Girls (free sanitary products and discussion/workshops) also contribute to ***Discover!*** where ever possible with relaxation and wellbeing (such as yoga, head and hand massage) also offered. Schools and other professionals recommend ***Discover!*** to families and parents/carers must attend with their children. The Health and Wellbeing Team makes the major contribution to the design, planning, delivery and evaluation of ***Discover!***. Staff are involved in planning, managing, delivering and evaluating ***Discover!*** Feedback shows that the programme is having a positive impact on children and parents/carers, specifically around improving family relationships and reducing social isolation, cost of living savings, income maximisations, wellbeing and learning new skills. Over 320 parents/carers and around 680 children have benefitted from attending over 114 days to date (from Christmas 2018/19 to Summer 2019). Recommendations for families being made by: - 54 primary schools - 8 high schools - 31 nursery schools/early years centres and - 7 special schools. 385 staff attended **1 in 5 Child Poverty** training, awareness raising sessions and the 1 in 5 Conference. The roll out of 1 in 5 ensures schools are more aware of the impact of poverty when planning learning and as a result many schools have removed barriers and introduced more equitable opportunities for all learners.

A culture of Getting It Right is in place in all learning settings and establishments	Increasingly *Discover!* is part of Child Planning Meetings as schools recognise its contribution to getting it right and helping improve outcomes for pupils.
Our looked After child and Young people are supported to achieve	Several LAC children attend *Discover!* and in some cases is considered a safe environment for parents to have unsupervised access and to spend quality time with their children. The parents and their children report better relationships, increasing confidence, making new friends and learning new skills together.

Priority 3:
Improve skills for learning, skills for life and skills for work and personal fulfilment for learners of all ages

Outcomes	Self-evaluation
Learners of all ages are aware of the different pathways available to them and make informed choices about their next steps	
Children, young people and adult learners are increasingly confident in identifying their interests, strengths and skills	709 pupils have benefited from the Turn Your Life Around (TYLA) programme which uses lived experience volunteers to raise awareness of childhood adversity, decrease social isolation and encourage children to ask for help. This is helping children and young people make more informed choices 450 children and young people were consulted on how schools and families can better support their mental wellbeing and feedback collated and shared in Top Tips Documents

Priority 4:
Improve health and wellbeing and reduce social isolation

Outcomes	Self-evaluation
Young people and their families know how and where to access the information and support they need to look after their mental health and wellbeing	450 children and young people were consulted on how schools and families can better support their mental wellbeing. The feedback received as collated and shared in Top Tips Documents. Over 10,000 primary school children are accessing curriculum resources that aim to promote positive mental health and wellbeing through the Building Resilience programme.
The impact of ACEs is known and taken account of when planning and delivering learning, projects and programmes across Schools and Lifelong learning	829 multi-agency staff benefited from ACE/trauma training or Turn Your Life Around inputs which raise awareness of childhood adversity and resilience.

Children and Young People enjoy good mental health through participation in hobbies and activities and increased friendship circles	35 schools and settings have been supported to host a Resilience (ACEs) film screening. The Health and Wellbeing Team developed guidance and discussion points for use at Resilience Film Screenings which have been well used.

Over 10,000 primary school children are accessing curriculum resources that aim to promote positive mental health and wellbeing through the Building Resilience programme.

1,260 parents/carers have benefitted from training programmes, courses and support sessions that promote positive emotional wellbeing and better relationships with their children. Feedback is consistently positive with many reporting that they feel more confident in developing better relationships with their children. |
Children, young people and their families enjoy positive nurturing relationships that support their wellbeing Young people are more aware of the impact of violence, are better equipped to avoid using violence, and more able to defuse potentially violent situations in which they find themselves.	
Adults enjoy good mental health though opportunities to participate in activities and be active	
Visually and hearing-impaired adults are less socially isolated	
Visually and hearing-impaired children and young people are less socially isolated	
Housebound adults mobile-restricted individuals are more socially connected and through learning and leisure activity	
Children and young people enjoy improved physical health through engaging in outdoor and adventure activity	
Children and young people enjoy improved physical health through participation in a wide range of sports and physical activity	
Children and young people learn effectively in healthy outdoor environments	

Priority 5:	
Develop our workforce skills, knowledge and capacity for improving outcomes for learners of all ages	
Outcomes	**Self-evaluation**
Lifelong Learning staff are aware of relevant policy developments and use this knowledge to improve learner outcomes	The Health and Wellbeing team attended (and delivered a 1 in 5 input) at the first lifelong learning in service.
Lifelong Learning staff share good practice and expertise and embed the learning in their own practice	The Health and Wellbeing Team supports over 90 schools to progress through the Rights Respecting School Award. The team has delivered training to 1,475 staff helping increase understanding of how best to support positive mental health and wellbeing in ourselves and the children we work with. Coordinated and supported 35 groups of international educational visitors looking to learn from our schools and settings. 621 staff attended training opportunities to help them in their role to better support parents and carers. The Health and Wellbeing team co-designed a session for Primary Heads on looking after their own wellbeing and managing stress in a school setting. A request has been received from Secondary Heads for a similar input as as result of very positive feedback from primary heads.

Appendix 4: Youth and Children's Work Team
Adult and Family Learning Team
CLD and Libraries

Update: Lifelong Learning Plan Year 1 (1st July 2018 – 30th June 2019)

- Youth Participation
- Youth and Children's Work
- Family Learning
- ESOL (English for Speakers of Other Languages)
- Adult Education Programme
- Adult Learning
- Syrian Refugee Resettlement programme

Contact:

John Heywood, Lifelong Learning Strategic Development Officer (Youth and Children's Work)

Sheila Duncan, Lifelong Learning Strategic Development Officer (Adult and Family Learning)

Paul McCloskey, Lifelong Learning Strategic Manager (CLD and Libraries)

Priority 1:	
Reduce inequalities, improve equity	
Outcomes	**Self-evaluation**
Leadership across Schools and Lifelong learning is cohesive with shared purpose	The Strategic Youth and Children's Team (SYCT) is increasingly linked with other service areas, especially schools, to improve joint planning and evaluation. The SYCT is increasingly seen as the lead for youth participation work.
Joint planning and evaluation across schools and lifelong learning is targeted and effective	Partnerships Agreements are in place between 4 primary schools and Strategic Adult Learning Team to deliver Family Learning programmes for targeted families in localities, funded through PEF (Pupil Equity Fund) funding.
The equity profile of learners of all ages is well understood and used to plan, interventions, learning and activity	Participation levels of adults and children within adult learning programmes including Literacies, ESOL, Family Learning, Syrian Resettlement Programme - ESOL offer and Outlook programmes are collated and shared by Strategic Adult Learning Team to support and inform planning and evaluation processes across 4 localities.
Priority 2:	
Reduce the achievement and attainment gap, between those learners (of all ages) facing the greatest and least disadvantage	
Outcome	**Self-evaluation**

Food anxiety, hunger and learning loss during school holidays is reduced	The Holiday Activity Fund which is distributed to a range of third sector providers at Easter and summer, allows children from SIMD areas 1 and 2 to take part in structured activities during school holiday time.
Learners of all ages, regardless of their socio-economic situation, access all lifelong learning opportunities in school, out of school and in the community and affordability is not a barrier	Youth work provision across the city offers a wide range of activities for children and young people at no cost throughout the year, particularly those from areas of socio-economic deprivation. Youth work makes an important contribution to improving attainment and achievement, health and wellbeing, and personal development.
A culture of Getting It Right is in place in all learning settings and establishments	LAC (Looked After Children) access youth work opportunities across the city.
Our Looked After children and young people are supported to achieve	1,010 adults and 627 children participated in ESOL classes and Family Learning ESOL provision across Edinburgh including 115 Syrian Refugees. Outcomes for learners include: 87% of parents reported more effective interaction with school/nursey; 49% progressed onto next level classes; 29% started volunteering or upskilled in the workplace; 90% felt more integrated within their local community and able to access support services
	ESOL Learner quotes about Family Learning:
	'I am new in the country and my first child is going to her first school. I now understand what my children Is learning'
	'I've learned to listen to my son, and interesting ideas for spending time with him, which helps make him more confident'

<table>
<tr><td colspan="2" style="background:#dbe5f1"><u>Priority 3</u>:

Improve skills for learning, skills for life and skills for work and personal fulfilment for learners of all ages</td></tr>
<tr><td>Outcomes</td><td>Self-evaluation</td></tr>
<tr><td>Learners of all ages are aware of the different pathways available to them and make informed choices about their next steps</td><td>756 adults benefited from a one to one guidance session with a qualified Adult Learning practitioner and linked into first/next step literacy, literacy, ESOL, Family Learning, Outlook and supported learning options, including mainstream Adult Education Programme.

'Mental ill health impacts on the lives of people from all communities across the City and this can limit participation in educational activities'

115 Syrian adults participated in 620 ESOL classes in 7 community venues across 4 localities. Creches are provided for local classes for all and Home Tuition provided for students who are unable to attend classes due to long term ill health or disability. 30% Syrian Refugees attending CEC – ESOL classes progressed onto Edinburgh College

'Many of our Syrian learners have experienced recent trauma in their life which makes learning more difficult. In response to</td></tr>
</table>

	specific learning difficulties of health conditions, we have worked closely with partner agencies.'
Children, young people and adult learners are increasingly confident in identifying their interests, strengths and skills	***Young Edinburgh Action***, ***What Kind of Edinburgh?*** and ***Youth Talk*** have developed meaningful engagement with children and young people from a wide range of backgrounds and enabled their views and concerns about a variety of issues to be considered and acted on by senior staff from differing service areas and organisations. The data gathered from ***What Kind of Edinburgh?*** for example, will form the basis of the new Children's Services Plan and is seen as a sector-leading piece of work. ***Choose Youth Work*** involved young people throughout to make sure that the projects which received funding were the ones that best met their priorities. This approach will be adopted with the Youth Participation Fund. The Edinburgh Members of the ***Scottish Youth Parliament*** are supported to represent their constituents across the city and to enable its identified priorities (this session it will be environmental justice) to be taken forward.

Priority 4:
Improve health and wellbeing and reduce social isolation

Outcomes	Self-evaluation
Young people and their families know how and where to access the information and support they need to look after their mental health and wellbeing	Mentors in Violence Prevention now operates in most secondary schools and plays an important role in developing and challenging young people's attitudes to violence and their ability to respond to it constructively in a range of situations. Young Edinburgh Action, together with the Health and Wellbeing team, has produced a Top Tips Document for Schools along with complementary Top Tips for Parents/Carers and Top Tips for Children and Young People on how others could better support young people's mental health and wellbeing. The Top Tips documents were launched by young people, schools and staff at the Children's Conference Mental Health & Wellbeing in February
The impact of ACEs is known and taken account of when planning and delivering learning, projects and programmes across Schools and Lifelong learning	
Children and Young People enjoy good mental health through participation in hobbies and activities and increased friendship circles	190 adults who have lived experience of mental health including carers/support workers looking for activities to support adults back in to mainstream adult learning provision received one to one guidance into adult learning at Mental Health Work Station. 69% learners reported improved relationships with providers and 74% progressed into other opportunities
Children, young people and their families enjoy positive nurturing relationships that support their wellbeing Young people are more aware of the	*'Mental ill health impacts on the lives of people from all communities across the City and this can limit participation in educational activities*

Outcomes	Self-evaluation
impact of violence, are better equipped to avoid using violence, and more able to defuse potentially violent situations in which they find themselves.	13,789 adults participated in 460 daytime, evening and weekend courses within the mainstream Adult Education Programme. 83% of students reported the programme good to excellent and 79.5% students returned from previous year to take up further learning. Numbers of learners are down 10% from previous year (17/18). Further reductions in number of participants are anticipated due to 25% increase in Standard and Concession fees.
Adults enjoy good mental health though opportunities to participate in activities and be active	*Adult Learning has a transformative effect, enables people to build, skills, knowledge and confidence to participate and make informed choices (Adult Education Matters -A Framework for Adult Learning in Edinburgh 2014)*
Visually and hearing-impaired adults are less socially isolated	
Visually and hearing-impaired children and young people are less socially isolated	
Housebound adults mobile-restricted individuals are more socially connected and through learning and leisure activity	
Children and young people enjoy improved physical health through engaging in outdoor and adventure activity	Open All Hours provides a range of physical and sporting activities for young people at venues across the city on Friday evenings.
Children and young people enjoy improved physical health through participation in a wide range of sports and physical activity	
Children and young people learn effectively in healthy outdoor environments	

Priority 5:

Develop our workforce skills, knowledge and capacity for improving outcomes for learners of all ages

Outcomes	Self-evaluation
Lifelong Learning staff are aware of relevant policy developments and use this	The SYCT is currently building links with Developing the Young Workforce with a view to increasing and improving the contribution of youth work to this area.

knowledge to improve learner outcomes	
Lifelong Learning staff share good practice and expertise and embed the learning in their own practice	The work and outcomes of What Kind of Edinburgh? have been shared with all Council staff, Elected Members, the Scottish Government, NHS and the third sector. 28 training sessions for 354 adult learning practitioners focused on upskilling staff to improve educational guidance, dyslexia and inclusive practice, PDA Level 6 award in supporting literacy learners. shared practice events for tutors engaged across all specialisms *'Tutors are supported to deliver high quality courses and programmes responsive to the needs of learners'*

CLD and Libraries

Update: Lifelong Learning Plan Year 1 (1st July 2018 – 30th June 2019)

- Central Library
- Public Libraries
- School Libraries

Contact:

Cleo Jones, Lifelong Learning Strategic Development Officer (Libraries)

Paul McCloskey, Lifelong Learning Strategic Manager (CLD and Libraries)

Priority 1: *Reduce inequalities, improve equity*	
Outcomes	**Self-evaluation**
Leadership across Schools and Lifelong learning is cohesive with shared purpose	Schools and Lifelong Learning is becoming better connected although is not yet consistent across the entire service. The Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing) is a member of the Edinburgh Learns Equity Board and the SEIC (South East Improvement collaborative) Equity Group. This helps connect Lifelong Learning with school leaders around equity, inequality and child poverty.
Joint planning and evaluation across schools and lifelong learning is targeted and effective	Individual lifelong learning teams/officers jointly plan some activity with schools although this tends to be for discreet areas of work. Not all Lifelong Learning Teams hold an equity profile of learners and use this information to plan and evaluate learning.
The equity profile of learners of all ages is well understood and used to plan, interventions, learning and activity	All libraries are given targets to improve their performance in the Summer Reading Challenge and across all areas of CYP, training has been undertaken in these areas. Feedback is given to Services and Locality managers. Strategic Team record performance in some depth.

Priority 2: *Reduce the achievement and attainment gap, between those learners (of all ages) facing the greatest and least disadvantage*	
Outcome	**Self-evaluation**

Food anxiety, hunger and learning loss during school holidays is reduced	**Discover!** is a strategically led partnership approach to poverty proofing the school holidays and builds on *1 in 5 Raising Awareness of Child Poverty*. It offers opportunities for increasing numbers of families affected by poverty. There is a **Discover!** Hub in each of the localities during all school holidays. A consistent citywide programme offers fun learning opportunities such as music, sport, storytelling, with support and advice for parents and carers (income maximisation with CHAI, Home Energy Scotland, Transactions Team and Skills Development Scotland). There are also cookery classes and trips with breakfast, lunch and transport provided. The School Uniform Bank and Hey Girls (free sanitary products and discussion/workshops) also contribute to **Discover!** where ever possible with relaxation and wellbeing (such as yoga, head and hand massage) also offered. Schools and other professionals recommend **Discover!** to families and parents/carers must attend with their children.
Learners of all ages, regardless of their socio-economic situation, access all lifelong learning opportunities in school, out of school and in the community and affordability is not a barrier	
	26,319 children and 8,166 adults took part in 2,377 children's Reading, Literacy and creativity free sessions across all libraries in the city. 1,418 Children and 459 adults took part in 266 free Chatterbooks sessions available in 16 libraries across the city. 783 children, 124 Teens and 333 adults attended free film clubs in 4 libraries across the city. This includes 57 film screenings, 19 Introduction to film making and 5 animation sessions. 3,239 Teens and 418 adults attended 421 Teenage activities across 14 libraries in the city.
	4,482 children participated in the Summer Reading Challenge across all libraries in the city, there were 526 activities run to support the challenge.
A culture of Getting It Right is in place in all learning settings and establishments	Increasingly **Discover!** is part of Child Planning Meetings as schools recognise its contribution to getting it right and helping improve outcomes for pupils.
Our looked After child and Young people are supported to achieve	Several LAC children attend **Discover!** and in some cases is considered a safe environment for parents to have unsupervised access and to spend quality time with their children. The parents and their children report better relationships, increasing confidence, making new friends and learning new skills together.

Priority 3:
Improve skills for learning, skills for life and skills for work and personal fulfilment for learners of all ages

Outcomes	Self-evaluation

Outcomes	Self-evaluation
Learners of all ages are aware of the different pathways available to them and make informed choices about their next steps	
Children, young people and adult learners are increasingly confident in identifying their interests, strengths and skills	

Priority 4:	
Improve health and wellbeing and reduce social isolation	
Outcomes	**Self-evaluation**
Young people and their families know how and where to access the information and support they need to look after their mental health and wellbeing	Library staff in all 23 of our High School Libraries have been trained in Mental Health First Aid for teenagers. A SLIF Project Escape, Connect, Relate has been running across all 23 High school libraries, training both staff and Escape, Connect, Relate Mentors in Bibliotherapy. All schools have received a collection of books to help young people with their mental health and wellbeing.
The impact of ACEs is known and taken account of when planning and delivering learning, projects and programmes across Schools and Lifelong learning	
Children and Young People enjoy good mental health through participation in hobbies and activities and increased friendship circles	
Children, young people and their families enjoy positive nurturing relationships that support their wellbeing Young people are more aware of the impact of violence, are better equipped to avoid using violence, and more able to defuse potentially violent situations in which they find themselves.	
Adults enjoy good mental health though opportunities to	

Outcomes	Self-evaluation
participate in activities and be active	
Visually and hearing-impaired adults are less socially isolated	Our See Hear Project – Audible and Visible Cinema will be launching during Scottish Book week, in Stockbridge Library. There will be an audio described screening and a BSL Screening
Visually and hearing-impaired children and young people are less socially isolated	
Housebound adults mobile-restricted individuals are more socially connected and through learning and leisure activity	
Children and young people enjoy improved physical health through engaging in outdoor and adventure activity	
Children and young people enjoy improved physical health through participation in a wide range of sports and physical activity	
Children and young people learn effectively in healthy outdoor environments	

Priority 5:

Develop our workforce skills, knowledge and capacity for improving outcomes for learners of all ages

Outcomes	Self-evaluation
Lifelong Learning staff are aware of relevant policy developments and use this knowledge to improve learner outcomes	
Lifelong Learning staff share good practice and expertise and embed the learning in their own practice	Representatives from all libraries have taken part in work stream planning and training, with the aim of providing training advice and identifying good practice across a range of Children and young people's services including Chatterbooks, STEM, Read, Write, Count and Bookbug.

Appendix 6: Sport, Active Schools and Outdoor Learning (Sport and Physical Activity)

Update: Lifelong Learning Plan Year 1 (1st July 2018 – 30th June 2019)

- Active Schools
- Outdoor Learning
- Sport and Club Development
- Curriculum Swimming

Contact:

Andrew Bradshaw, Lifelong learning Strategic Development Officer (Outdoor Learning)

Mel Coutts, Lifelong learning Strategic Development Officer (Sports Development and Active Schools)

David Bruce, Senior Education manager (Lifelong Learning)

Priority 1:	
Reduce inequalities, improve equity	
Outcomes	**Self-evaluation**
Leadership across Schools and Lifelong learning is cohesive with shared purpose	Following the data and self-evaluation training, the Outdoor Learning Team has created a new data dashboard. This is allowing key information to be regularly captured and reviewed; shared; inform decision making; and measure success. An example includes supporting the significant improvement in the number of disadvantaged young people starting a Duke of Edinburgh's Award in 2018/19.
Joint planning and evaluation across schools and lifelong learning is targeted and effective	Active Schools is now also able to collate information on every distinct participant, identifying which decile they are from and where the growth of participants is from. It was confirmed last year that the decile with the most growth was Decile 3 and the majority of participants taking part in extra curricular activities is from decile 10.
The equity profile of learners of all ages is well understood and used to plan, interventions, learning and activity	Active Schools and Outdoor Learning Teams contribute to *Discover!* with team members also sitting on the *Discover!* Planning Group. One member of the team is also a member of the Steering Group, providing advice and guidance on trips and excursions, ensuring that policy is followed and the relevant staff training in place and current.
Priority 2:	
Reduce the achievement and attainment gap, between those learners (of all ages) facing the greatest and least disadvantage	
Outcome	**Self-evaluation**

Food anxiety, hunger and learning loss during school holidays is reduced	Number of staff and partners contributing to *Discover!* increased through collaborative working. For example, the Outdoor Learning Team is supporting more varied provision by including Bikeability and liaising with the Green Team to deliver bushcraft. Instructors reported some young people learning to ride a bike for the very first time. Feedback indicates this needs to continue and develop so progress can be sustained.
Learners of all ages, regardless of their socio-economic situation, access all lifelong learning opportunities in school, out of school and in the community and affordability is not a barrier	Physical Activity and Sports grants are available and targeted to people living in more disadvantaged circumstances. A bursary scheme is available to support people who might struggle financially to be part of a sports club.
A culture of Getting It Right is in place in all learning settings and establishments	See comments further down on letter to schools, kit hire, affordable provision e.g. Oxgangs pilot, DofE provision, and Outdoor Learning Challenge.
Our looked After child and Young people are supported to achieve	The primary curricular swimming programme has been reviewed and adapted. Based on annual statistics gathered from each school, the number of swimming lessons has been increased for the schools with the highest number of weak or non-swimmers. Additionally, the monitoring of pupils has been improved so that we can see the progression of each pupil rather than swimmer/non-swimmer.

Active Schools continue to offer free activities to all pupils on uniform grant and are registered on Free School Meals. Referrals by school teachers and other school staff is encouraged to identify pupils who would benefit from taking part in physical activity, including pupils who are Care Experienced, may have mental health concerns, or inactive. |

Priority 3:	
Improve skills for learning, skills for life and skills for work and personal fulfilment for learners of all ages	
Outcomes	**Self-evaluation**
Learners of all ages are aware of the different pathways available to them and make informed choices about their next steps	The Sports Development team are running a targeted leadership and sports programme in the Wester Hailes cluster. This will directly link to free/affordable holiday programmes in the area.
Children, young people and adult learners are increasingly confident in identifying their interests, strengths and skills	The Sports unit continue to offer a Leadership Academy were learners have the opportunity to be introduced to the working environment by volunteering. Once the target volunteers has been achieved, the pupil will be offered the opportunity to gain a sports qualification which may lead to paid employment. There were 53 pupils who are put through the leadership programme last year and it is hoped that this will increase this year.

Priority 4:
Improve health and wellbeing and reduce social isolation

Outcomes	Self-evaluation
Young people and their families know how and where to access the information and support they need to look after their mental health and wellbeing	Roll out of training across Lifelong Learning and Schools. For example, delivery of 1 in 5 Raising Awareness of Child Poverty; Building Resilience; and Mental Health training across the Outdoor Learning Team. This is having a significant impact on effective planning with colleagues across Lifelong Learning and Schools, and the quality of provision. For example, the Lagganlia Outdoor Centre staff are working with school colleagues to consolidate and extend the Building Resilience provision within a residential context.
The impact of ACEs is known and taken account of when planning and delivering learning, projects and programmes across Schools and Lifelong learning	As part of the Physical Activity and Sport Strategy, a female participation think tank is in place to tackle barriers facing women's participation in sport.
Children and Young People enjoy good mental health through participation in hobbies and activities and increased friendship circles	Active Schools are working in collaboration with Edinburgh Leisure to identify and work with any pupil with a physical or emotional disability, to encourage them to take part in the extra curricular programme offered in all schools. There is also a dedicated Active Schools Co-ordinator who focuses on ensuring there are opportunities across the city for those in special schools as well as those in main stream schools. We also work closely with Disability Sport.
Children, young people and their families enjoy positive nurturing relationships that support their wellbeing Young people are more aware of the impact of violence, are better equipped to avoid using violence, and more able to defuse potentially violent situations in which they find themselves.	**Future plans include:** Active Schools will be delivered the Mental Health 1st aid training to better understand Mental Health issues and will be identifying those pupils who may have mental health issues to take part in the extra curricular physical activity programme.
Adults enjoy good mental health though opportunities to participate in activities and be active	
Visually and hearing-impaired adults are less socially isolated	
Visually and hearing-impaired children and young people are less socially isolated	
Housebound adults mobile-restricted individuals are more	As part of the Physical Activity and Sport Strategy, working groups are in place to provide ways to increase opportunity for

socially connected and through learning and leisure activity	people with a disability to participate in sport at any level, be it recreational or on a sporting pathway.
Children and young people enjoy improved physical health through engaging in outdoor and adventure activity	Targeted support and provision mapping resulted in a significant increase in the number of disadvantaged young people starting a Duke of Edinburgh's Award (DofE) in 2018/19. Figures indicate a 4-year high, plus a 29% increase from 2017/18 (April to March figures). Resources, including Sport and Outdoor Learning Development Officers; Duke of Edinburgh's Award Scotland; and the Friends of the Award (FOTA) – now based at our Risk Factory have been carefully targeted. This remains a key priority focusing on maintaining the increase in starters and ensuring more disadvantaged young people reach key milestones in their award. The latter will assist in closing the gap between disadvantaged and non-disadvantaged completions. The Sport and Outdoor Learning Team wish to introduce planning meetings with School Senior Leadership Teams to increase participation and completions.
Children and young people enjoy improved physical health through participation in a wide range of sports and physical activity	
Children and young people learn effectively in healthy outdoor environments	

The total number of Duke of Edinburgh's Award starters and completions continue to rise to all-time highs, recording increases of 11% and 14% respectively. These improvements resulted in a 10% increase in the estimated value of participants and leaders' contributions to the Edinburgh community; totalling 212,438 voluntary hours; estimated by DofE Scotland to be worth £1,958,042. These figures indicate the significant value of the DofE programme to the Edinburgh community.

 Based on user feedback and demand, the Outdoor Learning Team continues to expand its direct-delivery outdoor learning programme and other provision so that more young people can participate and enjoy physical activity and outdoor learning, and learn about risk:

- The number of pupils visiting our Benmore, or Lagganlia Outdoor Centres from The City of Edinburgh schools continues to increase, with 3932 young people visiting in 2018/19. This is a 35% increase since 2015/16. Very high satisfaction rates reflect the high quality, wide ranging adventurous provision set within two Scottish National Parks. Delivering provision via our own centres allows us to directly manage quality and embed our schools' learning needs. Cheaper alternatives do not deliver the same outcomes and experiences; often via onsite / familiar activities.

- The Outdoor Learning Challenge at Holyrood Park in September 2018, a new and unique offer of free provision to P6s, was to be delivered over two days to approximately 1800 young people. Due to significant weather concerns, one day had to be cancelled resulting in approximately 900 young people taking part on the other day. Based on feedback, the 2019 September offer

is even better, involving collaborative working with staff across Lifelong Learning; and approximately 40 outdoor learning providers. Consequently, approximately 2400 P6 pupils are expected to attend a half-day session over two days this year. A twilight CLPL workshop for Lifelong Learning and Schools staff, and the third sector will also be delivered. Media coverage from last year: Edinburgh Evening News link

- Staff working via our Bangholm Outdoor Centre in Edinburgh delivered affordable DofE expedition provision to 179 different participants, an increase from 46 in 2016/17, resulting in 9430 participant hours during 2018/19.

- During 2018/19, 97.7% of The City of Edinburgh schools attended their free practical scenario-based risk awareness session at The Risk Factory (P7 pupils). This involved 3918 young people and a 24% increase in pupils since 2015/16. Quality assurance feedback remains very high and volunteer recruitment, training and retention continues to be essential in delivering these sessions.

- A new pilot project was established in partnership with Oxgangs Primary School. The aim was to devise affordable day expeditions into the Pentlands so all P7 pupils can access and explore their surrounding area. This benefited approximately 70 pupils. The project was captured and featured by the BBC in June 2019; linked to affordable excursions. The project is continuing into 2020, with good practice shared across Edinburgh and beyond so that more young people get out for less.

The Outdoor Learning Team wrote to all schools in August 2019 to promote a new offer of visiting schools to support their financial planning of residentials to our Benmore and Lagganlia Outdoor Centres. Presentation sessions to families are also included. The Centres will provide a 'Top Tips' sheet based on good practice, identifying different support including Friends of Lagganlia and the new Benmore House charities; the Education Fund for Looked After Children; and access to free general clothing. This, combined with a dedicated webpage on the Council's experienceoutdoors.org.uk website, will increase support for families and colleagues across Lifelong Learning and Schools. From January 2020, the Outdoor Learning Team is planning to capture more information on young people who are not attending residentials so that more targeted support and advice can be planned and delivered.

The Bangholm Outdoor Centre, based in Edinburgh, maintains a kit store for participants and supervising adults. This provides a low-cost hire solution for specialist and general kit. The aim is to promote this resource more, including the possibility of hiring

online via experienceoutdoors.org.uk. Edinburgh-based staff are also exploring how to store and distribute general clothing for residentials to families across Edinburgh. Feedback indicates there is a significant need, although more research is required on how best to collect, store and distribute the kit. The Friends of the Award (FOTA) also provides an affordable kit store at our Risk Factory centre.

The Outdoor Learning Team approved 3032 Communities and Families excursions (Categories 3 and 4), involving 24,376 participants; a 20.5% increase in the number of participants since 2014/15. This allows young people to safely experience a vast range of day and residential activity within Edinburgh and beyond. The approval of so many excursions, often involving significant adventurous activity and trips overseas, is achieved by maintaining a specialist workforce innovatively funded via the Outdoor Learning Team structure and operations.

The Outdoor Learning Team is currently finalising a Career Long Professional Learning (CLPL) offer for 2020. This is based on feedback and aims to build capacity and skills within Lifelong Learning and Schools, and beyond. It will include safety management; national governing body qualifications; supporting senior leaders in delivering change; workforce wellbeing; and literacy/English and numeracy/mathematics via the outdoors.

New and unique core CLPL outdoor learning provision for Primary and Secondary school probationers has been created and scheduled throughout 2019/20. Attendance is mandatory and includes cross-curricular delivery and safety management. Progress of Primary participants will be tracked by gap tasks and follow-up training in Spring 2020. This CLPL offer will support approximately 318 probationers during 2019/20, with feedback providing developments for 2020/21.

The Outdoor Learning Team delivered excursion/safety management training (Group Leader and Excursion Coordinator) to 781 participants. This represents 98 training hours or 1562 participant training hours. The mandatory training supports staff from across Communities and Families to coordinate, plan and deliver a vast array of safe excursions; ranging from regular local activity to adventurous activity in remote locations. In response to self-evaluation feedback, the delivery model has been altered to provide more site-based training to support local contexts. Feedback has been excellent.

Bernice Farmhouse at the Benmore Outdoor Centre is now available. Its use to support affordable provision, including DofE targeted work and community groups, will be marketed and developed from October 2019 onwards.

Priority 5:

Develop our workforce skills, knowledge and capacity for improving outcomes for learners of all ages

Outcomes	Self-evaluation
Lifelong Learning staff are aware of relevant policy developments and use this knowledge to improve learner outcomes	
Lifelong Learning staff share good practice and expertise and embed the learning in their own practice	The Outdoor Learning Team was awarded approximately £26k in mid-2019 by the Scottish Natural Heritage, Outdoor Learning in Nature Fund. This is to develop a unique and innovative digital map and searchable database that allows Lifelong Learning and Schools staff, and the third sector to share good practice and expertise in Outdoor Learning. The map is being trialled with schools during Autumn 2019. 2020 development work will allow schools, groups and families to locate suitable provision, including affordable activity within and surrounding Edinburgh.

Update: Lifelong Learning Plan Year 1 (1st July 2018 – 30th June 2019)

Contact:

Caroline Lamond, Lifelong Learning Service Manager (North East Locality)

Scott Neill, Lifelong Learning Service Manager (North East Locality)

Priority 1:	
Reduce inequalities, improve equity	
Outcomes	**Self-evaluation**
Leadership across Schools and Lifelong learning is cohesive with shared purpose	Schools and Lifelong Learning is becoming better connected although is not yet consistent across the entire service. The Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing) is a member of the Edinburgh Learns Equity Board and the SEIC (South East Improvement collaborative) Equity Group. This helps connect Lifelong Learning with school leaders around equity, inequality and child poverty.
Joint planning and evaluation across schools and lifelong learning is targeted and effective	
The equity profile of learners of all ages is well understood and used to plan, interventions, learning and activity	Individual lifelong learning teams/officers jointly plan some activity with schools although this tends to be for discreet areas of work. Not all Lifelong Learning Teams hold an equity profile of learners and use this information to plan and evaluate learning.

Priority 2:	
Reduce the achievement and attainment gap, between those learners (of all ages) facing the greatest and least disadvantage	
Outcome	**Self-evaluation**
Food anxiety, hunger and learning loss during school holidays is reduced	_Discover!_ is a strategically led partnership approach to poverty proofing the school holidays and builds on _1 in 5 Raising Awareness of Child Poverty_. It offers opportunities for increasing numbers of families affected by poverty. There is a _Discover!_ Hub in each of the localities during all school holidays. A consistent citywide programme offers fun learning opportunities such as music, sport, storytelling, with support and advice for parents and carers (income maximisation with CHAI, Home Energy Scotland, Transactions Team and Skills Development Scotland). There are also cookery classes and trips with breakfast, lunch and transport provided. The School Uniform Bank and Hey Girls (free sanitary products and discussion/workshops) also contribute to _Discover!_ where ever possible with relaxation and wellbeing (such as yoga, head and hand massage) also offered. Schools and other professionals

	recommend *Discover!* to families and parents/carers must attend with their children.

Locality Lifelong Learning Development Officers (LLDOs) contribute to the delivery of *Discover!* at the locality hubs each holiday. One of the Lifelong Learning Service Managers (LLSM) from each locality sits on the *Discover!* Steering Group.

Craigentinny Community Centre was used during the pilot phase in Summer 2018. Since the roll out of *Discover!* (from Christmas 2018/19 – present), Portobello High School has been the North East *Discover!* Hub. |
| Learners of all ages, regardless of their socio-economic situation, access all lifelong learning opportunities in school, out of school and in the community and affordability is not a barrier | **Jack Kane Community Centre** continues to work alongside partners developing and delivering EXCELL session during holiday periods. Partners include St Frances Primary School and Barnardo's. The programme continues to hit all the right notes and consisted of nine super summer sessions all of which are carried out within the grounds of the primary school. As with every holiday programme all the activities are free, and the participating children were all nominated to take part from the school itself.

Every Monday, Wednesday and Friday from 10am until noon, the programme ran from 22nd July - 9th August offering educational diversionary sessions focused on fun, increasing health and wellbeing, supporting individual learning whilst building positive relationships. The sessions also offered a gateway for children to get back in to school life so that they were ready for when the academic term began again. The activities ensured that the children were given the opportunity to take part in stimulating educational activities during the summer holiday period in a safe secure environment.

To make sure the children had fuel in their bodies to get them through the activities, they were provided with a breakfast and lunch with additional fruit and water on hand for the extensive work. To finish off the sizzling summer programme, parents/carers were also invited along to a stay and play session giving the children and families the opportunity to take part in sessions with their child or sibling. In fact, one of the child's siblings has now shown an interest in volunteering up at the centre with some of the children's groups.

Inclusive Story Time - Portobello Library. This project has been a partnership between the library, ASL team, family learning and volunteers. The sessions offer story/rhyme time for children with additional needs. The sessions regularly attract 27 parents and 25 children. Further plans are underway to train more library, staff to offer this programme in all the North East Libraries. This will offer more resources and support provided by Signalong. |

	Family Learning and Syrian Family learning – LLL support groups in our main centres
	New work includes a **Family ESOL homework club** in the Leith, Craigmillar and Cragentinny/Lochend areas area to support families where English is a second language to support their children's learning/assist in helping them feel more comfortable in a school setting /increasing confidence in both school and wider locality -running term time for 30 weeks – 2 hours per week for up to 20 attending.
	Cairntows Traveling Peoples Project – This project is supporting the traveling community to express there culture and traditions through creating a piece of art work. The training offered focuses on the tradition of working with tin to design, plan and deliver the project. Currently there is 6 traveling people involved with an experienced tutor, however interest continues to grow and the number will grow as other opportunities develop. This work is building up the confidence of the wider community and there has been request for reading groups to be set-up to support boith the adults and young people

A culture of Getting It Right is in place in all learning settings and establishments	Increasingly *Discover!* is part of Child Planning Meetings as schools recognise its contribution to getting it right and helping improve outcomes for pupils.
Our looked After child and Young people are supported to achieve	Several LAC children attend *Discover!* and in some cases is considered a safe environment for parents to have unsupervised access and to spend quality time with their children. The parents and their children report better relationships, increasing confidence, making new friends and learning new skills together.

Priority 3:

Improve skills for learning, skills for life and skills for work and personal fulfilment for learners of all ages

Outcomes	Self-evaluation
Learners of all ages are aware of the different pathways available to them and make informed choices about their next steps	**Jack Kane Community centre** is running the Revolting Youth project, used as a model of participation that is aimed at equipping young people (P7 in transition from primary to secondary school. 11-12-year olds) with certain skills, experiences and attributes whereby they can reflect on systems and structures within society. The young people will work towards the key theme of youth participation, focusing specifically on ensuring that a group of young people are involved in decision making on issues that affect them. It is also vital that parents and guardians are involved in supporting the child in this transition and as such the programme has inbuilt

mechanisms whereby they will play a more active role in this key developmental stage.

The project will work towards the key themes of participation and democracy, focusing specifically upon engaging young people to be more politically active and bring about social change.

The project will work towards 3 key strands;

Phase 1:

•Research of need and consultation with young people

•Establishment of steering group alongside young people

•Establishment of baseline to measure learning and impact

Phase 2:

•Implement training for young people and key stakeholders

•Deliver peer 4 led workshops on project theme within existing youth services to increase   profile and attract wider cohort of young people into phase 3

Phase 3:

•Establish a group of minimum of 8 young people to participate in Revolting Youth activist course

•Delivery of a minimum of 26 group work sessions on the project theme

•Evaluation of process and learning

•Proposal for next stages and action after completion of course, for young people, by young people.

McDonald Road Library – Produced a piece of work to bringing people together in a way that was comfortable for them to build community and social connections. The work was to compile a storybook made up of recipes that carry important meanings and memories for people, reflecting the rich multicultural community in the neighbourhood. Work was facilitated through exploring partnership(s) with: Dr Bell's; Saheliya; Sikh Sanjog; Multi-Cultural Family Base; and our ESOL class at McDonald Road Library.

In all 25 individuals participated in our group project. The project plan allowed the people to come together and share favourite recipes, those which evoke memories, and personal associations. From this, the group shared their knowledge and skills by cooking some of dishes together, develop new skills, and learn more about healthy eating and budgeting. A project record allowed the journey to be tracked, with photographic and written evidence. The result was a storybook which formed the basis of a portable exhibition in the NE community libraries.

Outcomes	Self-evaluation
Children, young people and adult learners are increasingly confident in identifying their interests, strengths and skills	Piershill Library – In partnership delivered the The Best Days of Your Life intergenerational project, bringing together members of Piershill Library's Library Link groups and pupils at Holyrood RC High School. This was a reminiscence project where the 2 groups met and share experiences of school life and growing up. In all 32 young and elderly people were involved in the project. With sessions overseen by library staff, school staff, a reminiscence worker and poet Claire Askew. The work explored ways to pull together the "memories" for a Local History Folder in Piershill Library – scan photos, record conversations etc., contribute to "Our Town Stories [Edinburgh]" website. Claire Askew also worked with the group to produce some creative writing and record the results of this superb work.

Priority 4:
Improve health and wellbeing and reduce social isolation

Outcomes	Self-evaluation
Young people and their families know how and where to access the information and support they need to look after their mental health and wellbeing	**Co-run and fund HOT team drop in in partnership with colleagues from Health** – provision of a sexual health support drop in and youth club at Portobello Library – this provision runs weekly during term time and for 4 weeks of holidays and supports @ 20 young people on a weekly basis. The drop min is for 12 to 19-year olds however, the average age of attendance is 13 to 15. HOT caries out a SMART analysis each term quantifying the value of the service for continuation investment
The impact of ACEs is known and taken account of when planning and delivering learning, projects and programmes across Schools and Lifelong learning	At the **Jack Kane Community Centre** - have delivered the Feeling Fine programme to secure better health for Scotland's infants, research shows that 28% are overweight or obese, storing up serious health problems for the future. 1 in 10 children starting school have social, emotional or behavioural difficulties and as many as 5 children in every class have additional support needs, all of which puts pressure on other services. Parents and families need support to make better life choices for themselves and their children.
Children and Young People enjoy good mental health through participation in hobbies and activities and increased friendship circles	Prevention and early intervention for children's mental and physical health are crucial to prevent the serious results of illness. This approach means children enjoy better health and wellbeing now and grow up to be more resilient adults. By provide a wide range of activities and informal learning opportunities, through group activities and educational group work sessions, targeting children between the ages of 8-10years of age. With the overall aim of increasing children's mental health and wellbeing as well as their levels of physical activity.
Children, young people and their families enjoy positive nurturing relationships that support their wellbeing Young people are more aware of the impact of violence, are better equipped to avoid using violence, and more able to defuse potentially violent situations in which they find themselves.	30 sessions will be provided throughout the year and target children aged 8-10 years of age, with an average of 15 children

Adults enjoy good mental health though opportunities to participate in activities and be active	per session all residing within the Greater Craigmillar area of Edinburgh, an area affected by multiple levels of deprivation.
	Jack Kane Community Centres Feed Forward Feb 2019
	• 66% of 195 respondents stated that activities for children and young people are most important to them.
	• 53% of 195 respondents stated that the thing that concerned them in the area was that there was not enough for children and young people to do.
	Recognising that the North East has the highest number of children living in low income households (Locality Improvement Plan 2017) participants live within an area of multiple deprivation and are affected by poverty, as such all the activities will be provided free of charge.
	• To increase Children's confidence in building positive relationships
	• To increase the mental health and wellbeing of children
	• To increase awareness to healthy options
	• To increase children's levels of physical activity
	Northfield & Willowbrae Community Centre have developed a women's BME group, which formed out an art and creative learning project. There at 10 women in the group who get together to discuss everyday things and identify activities for future groups in a fun and interactive way. The group will be informed about other opportunities such as ESOL, literacy and adult education activities on offer and will identify one core support group to run over a 10-week period.
	This group will form a NE steering group to look at future community events and identify areas for action. The group is a platform for engagement with BME groups and will aid LIP consultation processes and planning.
	The outcomes for this group included;
	• Feel more confident
	• Make an increased contribution to delivery
	• Develop new networks and contacts increasing social and community connectedness
	• Have a say in the planning of services to better meet their needs.
Visually and hearing-impaired adults are less socially isolated	**Hearing Impaired** - specialist delivers a city-wide programme based in Southbridge Resource Centre. This includes facilitating a programme that includes – BSL courses, supporting parents of hearing-impaired children, deaf literacies provision and working alongside our parent and carers worker and youth work team to
Visually and hearing-impaired children and young people are less socially isolated	

	develop embedded hearing impairment knowledge across our locality team.
Housebound adults mobile-restricted individuals are more socially connected and through learning and leisure activity	The North East are now working on delivering a localise programme at two community centres in the coming six months.
	Development of the after-School Club based in Sandy's Community Centre mainly targeted at children from Castleview Primary School, which is next door to the Centre. A range of activities are on offer including, arts and crafts, cooking, games and woodland play. The outdoor play allows the children to explore in a safe environment. This provision accommodates 24 local children have access to and participate in high quality community-based programmes and activities that promote personal and social development and well-being
	Portobello Library, Developed and delivered monthly audio book group, to date 20 people access this service. The group has access to Edinburgh libraries extensive online audiobook collection and provide a social space in which visually impaired residents can meet. The group engage with The Libraries Digital Service and Library Access Services to arrange training and information sessions where appropriate. Library staff promote the service on social media, in local community newspapers such as the Portobello Reporter and with relevant local and national groups (Edinburgh Libraries VIP services, Care Homes, Portobello Older People's Project, RNIB, Macular Society. IThe group have taken the form of a typical book group – a discussion forum that meets monthly to discuss a particular title. This is key as The RNIB Scottish Vision Strategy states that Three out of four blind or partially sighted older people live in poverty or less than half the mean national income.
	Library initially work through established partner groups such as the Macular Society, that meets monthly in the library, and the local library services Visually Impaired Ipad group, that meets weekly in the library. Potential partners have also included national organisations such as the RNIB and local organisations such as Portobello Older Persons Project. Library staff also work closely with colleagues in Libraries Digital and Access Services.
Children and young people enjoy improved physical health through engaging in outdoor and adventure activity	LLLDO with sports and outdoor lead delivers - Bikeability courses for 7 primary schools in locality - delivering to full class groups of up to 30 in term time
Children and young people enjoy improved physical health through participation in a wide range of sports and physical activity	- Supports Duke of Edinburgh programme in three secondary school (75) - Junior, Pathway to DoE awards for children (24) - Support the Castlebrae HS Sailing, Kayaking and costal rowing club – (12) young people experiencing outdoor

Children and young people learn effectively in healthy outdoor environments	education. Sessions are aimed at young people who would not normally experience this type of activity. - Development of the JKC & Portobello Sports Hubs, linking with community group (10) and organisation who want to run their own sports clubs. Provide advice and support. **Northfileld & Willowbrae Community Centre** operates a youth club in informal setting weekly after school where young people can develop their social skills, develop friendships and new skills, explore issues relevant to them and have fun after school. Young people take part in a range of activities including cooking, arts and crafts, issue-based discussions, quizzes, computer games and occasional trips out. The staff team encourage young people to mix with their peers and develop a range of skills and take on new responsibilities. This year the focus is on Healthy Eating and promoting healthy lifestyles one of the ways this will be promoted is by providing a healthy snack. In addition, the young people have identified that they would like to have a theme around recycling and art over the coming terms. They are also keen to retain the relationship they have built up with the local care home. There is currently 10 young people involved, however this number will increase due to access to further service opportunities. Similar youth clubs are delivered at the following community centres; Craigentinny, Leith Fort, Jack Kane, Magdalene, Leith and Sandy's **Jack Kane Community Centre** - Delivery of targeted girls' group with a focus on Mental Health – in response to a number of welfare concerns coming via a SE centre in relation to self-harm, and depression Group for up to 12 young women aged 12-16 years has run for 1 x 10-week term – currently being evaluated -key outcomes- increase of awareness of issues in relation to MH, increased resilience and coping mechanisms and support to engage in other services to provide a more specialist assistance **Leith Youth Talk** – This has been an engagement process lasting over 6 months. The final event was delivered at Leith Community Centre and an action plan created will be developed by the newly forming Youth Engagement Partnership (YEP). This forum brings together a wide range of organisations in the Leith and surrounding area to deliver the actions identified by young people. Part of the YEP groups remit will be to keep the 650 young people informed how the actions are being addressed and delivered. In all the engagement process took place in schools, youth clubs, informal groups and involved street work to gather the raw data that provided the basis for the action plan. This process will be followed up in a three-year cycle and the LL Team will develop Youth Talk in Craigentinny and

Duddingston Neighbourhood Network due to roll out in late 2019 and into 2020.

Craigmillar Library – Developed and deliver the Lego Club as a creative and educational playtime activity to support family literacy and numeracy, and digital literacy skills. The clubs will be delivers monthly at Craigmillar Library for school-age children (P1 – P5) and their siblings. Session last one hour. Children under 8 years must be accompanied by an adult.

The aim of the club is to deliver a fun activity that helps develop STEM skills. Lego Club is engaging for kids of all ages, easy to manage from a staff perspective, and enjoyable for everyone involved. The research shows that Lego Clubs impact creativity, problem solving skills, memory, and language and can increase attention span among children.

Jack Kane Community Centre are delivering the Good Hood programme which is about working together to Prevent Antisocial Behaviour in Scotland (2009) 'Safer Scotland'. This community safety group work programme for children (8-12) improving and extending help and support at an early stage in order to take protective measures where required particularly in relation to children exhibiting risk-taking behaviours. The project will weave between universal and targeted children's work. There will be referral routes in to this group through CEC social work, Police Scotland and other partners as well as staff referrals from cluster primaries alongside self-referrals.

The project will weave between universal and targeted children's work and as such referrals are taken from local cluster primaries.

four pillars to this new Framework – prevention, integration, engagement and communication. This framework also works towards achieving national outcomes in relation to a safer and stronger Scotland with interventions being early and effective including putting in place measures that will help to address problems at the earliest opportunity both in relation to individuals and communities. There is also strong links to other relevant policies including; GIRFEC.

The sessions are targeted to children aged 8-12 years old and will prioritise children whom attend 4 of the Positive Action Schools and will seek to develop a range of non-formal learning opportunities.

Priority 5: ***Develop our workforce skills, knowledge and capacity for improving outcomes for learners of all ages***	
Outcomes	**Self-evaluation**
Lifelong Learning staff are aware of relevant policy	**Craic on Space** – Is a regular forum for the LLDO team, to reflect on matters such as policy, best practice, academic research and

developments and use this knowledge to improve learner outcomes	professional development- it is a safe space to develop professional learning.
Lifelong Learning staff share good practice and expertise and embed the learning in their own practice	**Delivery of training to tertiary staff** • Child Protection • Dealing with Challenging Behaviour • Monitoring and self -evaluation **Delivery of Dealing with Challenging behaviour to Library staff X 12**

Update: Lifelong Learning Plan Year 1 (1ˢᵗ July 2018 – 30ᵗʰ June 2019)

Contact:

Jackie Stewart, Lifelong Learning Service Manager (South East Locality)

Andrew Gallacher, Lifelong Learning Service Manager (South East Locality)

Priority 1:
Reduce inequalities, improve equity

Outcomes	Self-evaluation
Leadership across Schools and Lifelong learning is cohesive with shared purpose	Schools and Lifelong Learning is becoming better connected although is not yet consistent across the entire service. The Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing) is a member of the Edinburgh Learns Equity Board and the SEIC (South East Improvement collaborative) Equity Group. This helps connect Lifelong Learning with school leaders around equity, inequality and child poverty.
Joint planning and evaluation across schools and lifelong learning is targeted and effective	
The equity profile of learners of all ages is well understood and used to plan, interventions, learning and activity	Individual lifelong learning teams/officers jointly plan some activity with schools although this tends to be for discreet areas of work. Not all Lifelong Learning Teams hold an equity profile of learners and use this information to plan and evaluate learning.

Priority 2:
Reduce the achievement and attainment gap, between those learners (of all ages) facing the greatest and least disadvantage

Outcome	Self-evaluation
Food anxiety, hunger and learning loss during school holidays is reduced	***Discover!*** is a strategically led partnership approach to poverty proofing the school holidays and builds on *1 in 5 Raising Awareness of Child Poverty*. It offers opportunities for increasing numbers of families affected by poverty. There is a ***Discover!*** Hub in each of the localities during all school holidays. A consistent citywide programme offers fun learning opportunities such as music, sport, storytelling, with support and advice for parents and carers (income maximisation with CHAI, Home Energy Scotland, Transactions Team and Skills Development Scotland). There are also cookery classes and trips with breakfast, lunch and transport provided. The School Uniform Bank and Hey Girls (free sanitary products and discussion/workshops) also contribute to ***Discover!*** where ever possible with relaxation and wellbeing (such as yoga, head and hand massage) also offered. Schools and other professionals

	recommend *Discover!* to families and parents/carers must attend with their children.
	Locality Lifelong Learning Development Officers (LLDOs) contribute to the delivery of *Discover!* at the locality hubs each holiday. One of the Lifelong Learning Service Managers (LLSM) from each locality sits on the *Discover!* Steering Group.
	Goodtrees Community Centre was used during the pilot phase in Summer and October 2018. Since the roll out of *Discover!* (from Christmas 2018/19 – present), Liberton High School, Gracemount High School and Gilmerton Primary School have been the South East *Discover!* Hubs. Goodtrees continues to independently run holiday programmes.
	Family Fridays – summer 2019 – targeting families in Tollcross area x-8 families and Dumbiedykes/Braidwood area x 15 families[Fun, free summertime activities with an educational/social purpose- targeted at vulnerable families in these LIP priority areas -ran for 6 weeks of holidays – linking families in to other provision and term time options
Learners of all ages, regardless of their socio-economic situation, access all lifelong learning opportunities in school, out of school and in the community and affordability is not a barrier	**Reading Dog** -SE libraries organised a couple of reading dog sessions in school. planned this activity for 10 most vulnerable kids with learning difficulties and collected some qualitative data with a survey and an informal chat at the end of each session. 5/10 children participated to both sessions and, amongst them, all enjoyed the experience. In the survey, they expressed feeling an improvement in their confidence in reading, and therefore aware that with some tweaks to prevent the drop out, it is an activity that is beneficial to be repeated. This answers to the LLSP Priority 1, 3 and 4. also shared this knowledge with other members of LL and implemented similar activities during Family Fridays programme:[running in summer 2019] while run a storytelling in one community centre, also liaised with public libraries staff to run a BookBug session with a dog, which proves a good ability in knowledge sharing. This ties in with priority 1, 4 and 5. The BookBug with a dog proved particularly successful, with all the kids engaging with the songs while also playing with the dog. The dog owner reported a very good feedback from the participating families (around 15 members). **Family Learning and Syrian Family learning** –LLL support groups in our main centres New work includes a **Family ESOL homework club** in the Moredun area to support families where English is a second language to support their children's learning/assist in helping them feel more confortable in a school setting /increasing confidence in both school and wider locality -running term time for 30 weeks – 2 hours per week for up to 20 attending

	REEL Creative Hubs – Liberton/Gilmerton SIMD Areas – On-going Purpose: **Working alongside strategic partners, Reel Creative Hub's will provide free high-quality access to creative arts and digital media learning opportunities for young people aged 12-19yrs living in SIMD areas of Liberton/Gilmerton** **Reel Hub Learning Activities** on offer include: • Digital Photography • Digital Video Production • Digital Graphic Design • DJing and Beats Music Production • Urban Word Song Writing • Street Dance/Choreography (Dance Base Partner Provision) • REEL Creative Hub Programme established and delivered at **Goodtrees Neighbourhood Centre (9 x 3hrs Sessions) and Valley Park Neighbourhood Centre in partnership with Dunedin Canmore Youth Projects (6 x 3hr Sessions – on-going)** **Outcomes for Young People:** • Access to high quality digital creative arts activity supported by qualified/professional tutors • Access to new learning opportunities and the development of new skills/understanding/information/digital creative arts techniques • Access to high quality creative digital production equipment • Young people enjoy improved physical health through engaging in street style dance activity • Improved confidence and self-esteem through the production of collective digital arts activity with peers • Young people have increased access to new experiences through agency partnership/collaborative working and develop supportive relationships with support/tutor staff • Young people have increased/improved opportunities for learning through the provision and securing of external funding sources
A culture of Getting It Right is in place in all learning settings and establishments	Increasingly *Discover!* is part of Child Planning Meetings as schools recognise its contribution to getting it right and helping improve outcomes for pupils. Several LAC children attend *Discover!* and in some cases is considered a safe environment for parents to have unsupervised access and to spend quality time with their children. The parents and their children report better relationships, increasing confidence, making new friends and learning new skills together.

	six sessions of bike maintenance delivered by the Rural and Urban Training Scheme[RUTS] organised and supported by LLL - via Youth TAC -offered to local cluster secondary schools- Boroughmuir, James Gillespies, St Thomas of Aquins. Referrals were of young people who were at risk of not achieving at school through factors such as involvement in anti social behaviour, non attendance at school and low engagement in mainstream educational opportunities offered by these schools x 6 offering SQA qualification in bike maintenance and a personal development level one course,
Our looked After child and Young people are supported to achieve	

Outcomes	Self-evaluation
Learners of all ages are aware of the different pathways available to them and make informed choices about their next steps	**Partnership Work SE Locality Lifelong Learning and Four Square Connected April 2018- March 2019** delivered 24 weeks (2 hours per week) of employability skills training across the SE Locality. Course 1 B**uilding Confidence and Self esteem** • **Stress busting tips and communication skills** • **Decision making and change** • **Goal setting and Action planning** Braidwood February 2019 – 2 weeks (7 learners) Central Library November/Dec 2018 – 4 weeks (5 learners) Braidwood October/Nov 2018 – 4 weeks (4 learners) Gilmerton April/May 2018 – 4 weeks (7 learners) **Course2 included** • **Introduction to Employment skills** • **CV and letter writing** • **Interview Techniques** • **Goal setting and Action Planning** • **visits from staff from Volunteer Edinburgh, EHAP, Smartwork and Grassroots** Southside Community Centre January/February 2019 – 4 weeks (6 learners) SouthBridge Resource Centre May/June 2018 – 6 weeks (12 learners) **Learner info** 51 in total 4 withdrew (1 moved house, 1 attained work) Referred by self, parent and carer officer (LLL), Volunteer Edinburgh, Route 2 and DWP, primary schools,Job Centre Learners up took offer of support from Smartworks(4) and Grassroots(1), learners enquired further about volunteering over the summer festival (4). 1 started volunteering at Bridgend.1 gained employment. 5 had help in course with Interview skills and gained interviews (outcome unknown) All participant registered with

	Foursquare for further support and some joined learners Forum. 3 joined a longer confidence building course. 4 joined Literacy provision
Children, young people and adult learners are increasingly confident in identifying their interests, strengths and skills	We offer a partnership service with Dunedin Canmore Youth Project who provide routes to training and employment for young people aged 16-21 years in Liberton Gilmerton area of SE [also deliver in SW] Having relocated our Activity Agreement Hub, Youth Café and Give-it-a-go to Valley Park Community Centre we've also recently added a Creative Hub to the mix in partnership with our Lifelong Learning colleagues who made this possible. **Youth Café- in Valleypark CC** We have 25 young people registered, with an average of 16 attending each week. Activities are varied and include trips, issue based work and involvement in wider initiatives like Youth Talk. **Creative Hub** We have 18 young people registered with an average of 13 attending each week. Recent activities include: photography, dance and digital art. **Activity Agreement Hub** We currently support 14 young people (aged 16-19) through our weekly AA Hub on Tuesdays. Our annual outcome targets are: 35 young people supported including 20 new engagements or clients. Our key outcomes or positive destinations covering the period August 2018 - September 2019 is as follows: employment 3, further education 7 and training 8. **Give-it-a-go** This is pre-employability group focussed on school leavers from Gracemount High School. These young people, who are often frequent 'non-attenders', benefit from an early intervention approach that helps them attend school more often whilst preparing them to move to our AA Hub on leaving school. **Funding** The above services are mainly supported through external funding e.g. Young Start and Capital City Partnership. This contributes significant added value to youth work service within our two localities i.e. South East and South West

Priority 4:
Improve health and wellbeing and reduce social isolation

Outcomes	Self-evaluation
Young people and their families know how and where to access the information and support they need to look after their mental health and wellbeing	**Co run and fund HOT team drop in in partnership with colleagues from Health** – provision of a sexual health support drop in and youth club in Liberton Gilmerton area – this provision runs weekly during term time and for 4 weeks of holidays and supports @ 20 young people on a weekly basis BIBLIOTHERAPY -mental health and mindfulness 2 of our SE LLLDL (Schools) received funding from Scottish Libraries Information Council (SLIC) through their School Libraries Improvement Fund (SLIF) to create a resource Escape

	Connect Relate (ECR). ECR is based on Bibliotherapy and is designed for teens to access quality information and fiction.
	Our tag line is "Escape into a book, Connect with a story, Relate to the world"
	The funding enabled us to create a toolkit, purchase resources and deliver training to our ECR ambassadors (@15 pupils within each high school) on how to look after their own mental health and mindfulness. All school librarians have received Scottish Mental Health First Aid Training.
	Our toolkit highlights fiction books and websites which cover topics from anxiety to self harm to depression, offering positive messages for young people, their friends and families.
	The toolkit has had extremely positive feedback, this has been shared with Public Library service heads from around Scotland, a planned meeting with John Swinney at the SLIF launch in October and taking part, as a pop up stall, with South East Improvement Collaborative in October.
The impact of ACEs is known and taken account of when planning and delivering learning, projects and programmes across Schools and Lifelong learning	2 of SE LLL team are trained in ACE's and have delivered sessions to partner organisations- this is captured in baseline training data
	SE – delivery of 2 referred group work programmes with a focus on ACE's for parents and carers
	Living in SE -1 delivered in city centre 1 in Liberton Gilmerton - referrals via FAHST/health visitors
	8 women participated in each programme=16 participants
	Outcome- increased awareness of ACE's in relation to own personal circumstances, increased resilience and coping strategies , referral on to other services -> future further groups
Children and Young People enjoy good mental health through participation in hobbies and activities and increased friendship circles	Delivery of targeted girls group with a focus on Mental Health – in response to a number of welfare concerns coming via a SE centre in relation to self harm, and depression
	Group for up to 12 young women aged 12-16 years has run for 1 x 10 week term – currently being evaluated -key outcomes- increase of awareness of issues in relation to MH, increased resilience and coping mechanisms and support to engage in other services to provide a more specialist assistance
	Offer 3 Open All Hours provisons in SE
	Gracemount LC[50 p/w], Warrender Swim Centre[40 p/w] and Royal commonwealth Pool[partnership with 3rd sector and EL]
	This includes accredited gym memberships and sports leader accreditation, new sports and promotion of healthy lifestyles
	YOUTH TALK -phase 1 delivered in Liberton Gilmerton

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	6 months consultation x 75 sessions -establishment of youth Forumx12 involved, Youth Gathering with 125 attending, Youth Champions adult group-subset of SEEYA forum- key issues – feeling safe in locality, dealing with social media expectations and self esteem, future concerns @ employment and the environment, mental health and well being -action plans in development- themes embedded in term time programme-rollout in to city centre /Southside – autumn 2019
Children, young people and their families enjoy positive nurturing relationships that support their wellbeing Young people are more aware of the impact of violence, are better equipped to avoid using violence, and more able to defuse potentially violent situations in which they find themselves.	Bonfire Night intervention programme- delivered in autumn 2018 and to be repeated in 2019 LLL team identified young people[13-18 yrs x 15] in a group at risk of harm to self and others due to firework night activities in Gilmerton and Moredun areas -programme of intervention leading to trip out of area on 5th Nov – follow up with group via outreach in library and streetwork – team have supported young people into training /employment/returned to school
Adults enjoy good mental health though opportunities to participate in activities and be active	
Visually and hearing-impaired adults are less socially isolated	Hearing Impaired - specialist Fiona Stewart delivers a city wide programme based in Southbridge Resource Centre
Visually and hearing-impaired children and young people are less socially isolated	This includes facilitating a programme that includes – BSL courses, supporting parents of hearing impaired children, deaf literacies provision and working alongside our parent and carers worker and youth work team to develop embedded hearing impairment knowledge across our locality team
Housebound adults mobile-restricted individuals are more socially connected and through learning and leisure activity	Pilot multi generational project between children from Craigour PS and a local elderly care unit -ongoing – where children and support staff are paired up to participate in a range of activities/arts/music and gardening- one class of @ 20 children took part in pilot
Children and young people enjoy improved physical health through engaging in outdoor and adventure activity	LLL support a rage of term time and holiday programmes in our centres and on streets and in parks Summer 2019 LLL team focussed on early intervention and existing contacts with vulnerable at risk young people already known to be disengaged from services -comnbining trips, streetwork ,groupwork **1xsteetwork session p/w** for 6 weeks-approx 12 contacts per week **2x park session per week** for 6 weeks -varied for 6 – 40 plus participants per week

	1 x centre based group/trip -with Dunedin Canmore 16+ group **Transition p7 + small group of referred boys** x4 – supported into secondary education over a pre and during summer groupwork programme-identified as at risk of not coping with transition to new schools

Children and young people enjoy improved physical health through participation in a wide range of sports and physical activity	LLLDO with sports and outdoor lead delivers - Bikeability courses for 7 primary schools in locality - delivering to full class groups of up to 30 in term time - Supports Duke of Edinburgh programme in one secondary school - Developed a Saturday family sports/activities programme in Craigour PS- with 24 attending for 30 weeks in term time -with the aim of increasing physical activity and health outcomes
Children and young people learn effectively in healthy outdoor environments	

Priority 5:
Develop our workforce skills, knowledge and capacity for improving outcomes for learners of all ages

Outcomes	Self-evaluation
Lifelong Learning staff are aware of relevant policy developments and use this knowledge to improve learner outcomes	**Delivery of training to tertiary staff** • Child Protection • Dealing with Challenging Behaviour • Monitoring and self evaluation **Delivery of Dealing with Challenging behaviour to Library staff X 15** **ACE's training delivered to** -tertiary staff x10 external partners and school /health staff x 8 courses [@12 per group]
Lifelong Learning staff share good practice and expertise and embed the learning in their own practice	

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Update: Lifelong Learning Plan Year 1 (1st July 2018 – 30th June 2019)

Contact:

Hana McKechnie, Acting Lifelong Learning Service Manager (South West Locality)

Christine Doherty, Lifelong Learning Service Manager (South West Locality)

Priority 1:
Reduce inequalities, improve equity

Outcomes	Self-evaluation
Leadership across Schools and Lifelong learning is cohesive with shared purpose	Schools and Lifelong Learning is becoming better connected although is not yet consistent across the entire service. The Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing) is a member of the Edinburgh Learns Equity Board and the SEIC (South East Improvement collaborative) Equity Group. This helps connect Lifelong Learning with school leaders around equity, inequality and child poverty.
Joint planning and evaluation across schools and lifelong learning is targeted and effective	Individual lifelong learning teams/officers jointly plan some activity with schools although this tends to be for discreet areas of work. Not all Lifelong Learning Teams hold an equity profile of learners and use this information to plan and evaluate learning.
The equity profile of learners of all ages is well understood and used to plan, interventions, learning and activity	**South West Youth Talk** Youth Talk is a process to consult with young people about their views on local facilities, activities and services. 300 young people (aged 11-18) across SW Edinburgh participated as Youth Talk rolled out between September 2018 – April 2019. Youth Talk is essentially based on four key Stages providing young people with several opportunities, and differing levels of input to engage in the process, as per their preference. These four key Stages are: • A Flash Poll of young people to determine levels of satisfaction with local services and facilities. • Wider mapping and analysis with young people, of local services and support. • The Event brings young people and service providers together to further shape actions. • Pledges are developed, and changes identified by the service providers. The results of the flash poll gave us topics to base the questions for the focus groups around, and the focus groups then informed the discussion topics for the Gathering event. The next step will be to work with a group of young people to identify

	outcomes and actions and work with service providers to look at changes they can make based on these.
Priority 2: **Reduce the achievement and attainment gap, between those learners (of all ages) facing the greatest and least disadvantage**	
Outcome	**Self-evaluation**
Food anxiety, hunger and learning loss during school holidays is reduced	*Discover!* is a strategically led partnership approach to poverty proofing the school holidays and builds on *1 in 5 Raising Awareness of Child Poverty*. It offers opportunities for increasing numbers of families affected by poverty. There is a *Discover!* Hub in each of the localities during all school holidays. A consistent citywide programme offers fun learning opportunities such as music, sport, storytelling, with support and advice for parents and carers (income maximisation with CHAI, Home Energy Scotland, Transactions Team and Skills Development Scotland). There are also cookery classes and trips with breakfast, lunch and transport provided. The School Uniform Bank and Hey Girls (free sanitary products and discussion/workshops) also contribute to *Discover!* where ever possible with relaxation and wellbeing (such as yoga, head and hand massage) also offered. Schools and other professionals recommend *Discover!* to families and parents/carers must attend with their children.
Learners of all ages, regardless of their socio-economic situation, access all lifelong learning opportunities in school, out of school and in the community and affordability is not a barrier	**Building the Future** In a joint project with Lifelong Learning, Balerno High School and Cyrenians a group of young people were identified through discussion with school staff as being within the 'One in Five' criteria & not fulfilling their potential academically. A programme was developed to raise attainment of a target group by keeping young people engaged until their formal leaving date, using an interagency and totally integrated approach. The young people engaged well with the coaching and found it gave them the focus on the future they were lacking. All progressed well through the school year and have secured work experience/training or volunteering opportunities. This has led to a more positive experience of education for these young people and an increase in their wider achievement.
A culture of Getting It Right is in place in all learning settings and establishments	Increasingly *Discover!* is part of Child Planning Meetings as schools recognise its contribution to getting it right and helping improve outcomes for pupils.
Our looked After child and Young people are supported to achieve	Several LAC children attend *Discover!* and in some cases is considered a safe environment for parents to have unsupervised access and to spend quality time with their children. The parents and their children report better relationships, increasing confidence, making new friends and learning new skills together.

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Priority 3:	
Improve skills for learning, skills for life and skills for work and personal fulfilment for learners of all ages	
Outcomes	**Self-evaluation**
Learners of all ages are aware of the different pathways available to them and make informed choices about their next steps	**Open Access Literacy and Numeracy Classes** Adult literacy classes are one of the few opportunities students get to share their learning anxieties. Students consistently comment that attending these classes is the start of a whole new learning experience for them which increases their confidence and lets them value the skills they do have. They consider that attending classes lets them move forward in a way they didn't think was possible. We consistently review these classes so that they are relevant and meeting the needs of the local communities. Staff link in with other partners and organisations so that they are signposting learners on to further provision so that there is a clear path for progression.
Children, young people and adult learners are increasingly confident in identifying their interests, strengths and skills	**Gate 55 Young Mum's Group** A weekly group for young mums aged 16-25. Mums take part in a programme developed in partnership with staff. Activities include - cooking, parenting sessions, health & fitness, arts & crafts, family interaction etc. The group has developed so that the young mums are now identifying learning opportunities that they would like to engage in, and these are running as part of the sessions. Examples of these are taking part in PEEP and adding an accredited element of the programme - SCQF Level 4 & 5. Mums have all started their very own handbook, personal to them and have been setting goals, targets etc. The women have built up relationships/friendships with one another and are now meeting outwith group time, and have accessed other groups such as buggy gym, weaning, expecting something. The groups enables Mums to have a safe space to discuss issues that are affecting them. By using the handbook as a tool, they are all now looking at what they would like to achieve and how the young mums group can support them on their journey.
Priority 4:	
Improve health and wellbeing and reduce social isolation	
Outcomes	**Self-evaluation**
Young people and their families know how and where to access the information and support they need to look	**Girls Group @ Gate 55** There are a number of projects and partnerships running in the South West in community centres and working with high schools

after their mental health and wellbeing	to tackle isolation amongst young people by providing opportunities for young people to talk, make friends and learn new skills. One example is Girls Group @ Gate 55, a girls only, person centred led programme in partnership with the youth workers.
The impact of ACEs is known and taken account of when planning and delivering learning, projects and programmes across Schools and Lifelong learning	YP take part in a variety of activities, which include issued based topics, cooking, confidence & self esteem sessions. Thirteen young women took part in the last term, with a range of outcomes achieved. YP learn through social contact, YP's opinions and views shared and listened to. Sharing views and developing social skills - via team building, issues based sessions etc. Health & well being improved, the girls tried new breakfast bars and fruits as snack. YP managing a range of relationships within the group.
Children and Young People enjoy good mental health through participation in hobbies and activities and increased friendship circles	**ACES**
Children, young people and their families enjoy positive nurturing relationships that support their wellbeing Young people are more aware of the impact of violence, are better equipped to avoid using violence, and more able to defuse potentially violent situations in which they find themselves.	In the South West we have delivered a series of sessions across the locality to raise awareness of the importance of understanding the impact of ACEs. This has involved working with practitioners and community members to identify small changes that they can make in their organisation and to the way they work to become trauma informed. These sessions have involved a film screening then bespoke workshops where participants have been given the space to look at the way they work and importance of understanding reasons behind behaviours. Sessions have taken place across the locality including with library staff, local community forums and work streams leading on priorities for the Locality Improvement Plan. One example of good feedback has been from the work with Saughton prison, this involved staff from different levels and has led to work looking at how the prison can be more trauma informed.
Adults enjoy good mental health though opportunities to participate in activities and be active	**International Women's Day**
	An international women's day film event allowed women in South West Edinburgh to come together to celebrate IWD, with 27 women taking part. The event provided opportunities for women to discuss their views on their neighbourhoods. Moving forward, their views will influence the process of community engagement. The event created a safe place for women to meet and discuss issues which affect them and what they think about their neighbourhood.
	The comments will be used to form themes for community engagement. This informal approach allowed them to speak their mind in a safe space. Childcare and transport allowed mothers with young children to attend and also get back for their children coming home from school. The next step for this is the women engaged in this event are going to be involved in planning and taking ownership for the next international

Outcomes	Self-evaluation
	women's day event, with support from Lifelong Learning and partners in the locality.
Visually and hearing-impaired adults are less socially isolated	
Visually and hearing-impaired children and young people are less socially isolated	
Housebound adults mobile-restricted individuals are more socially connected and through learning and leisure activity	
Children and young people enjoy improved physical health through engaging in outdoor and adventure activity	**Pentland's Youth Sports Club** Free sport youth club provision at Pentland Community Centre from 2-4pm on Fridays. This involved a variety of activities on offer through the 8 week period, in a range of different sports. There were young people who had been excluded from other clubs, and the YWs made a special effort to make sure all who came along could get involved and feel engaged in the activities.
Children and young people enjoy improved physical health through participation in a wide range of sports and physical activity	
Children and young people learn effectively in healthy outdoor environments	

Priority 5:

Develop our workforce skills, knowledge and capacity for improving outcomes for learners of all ages

Outcomes	Self-evaluation
Lifelong Learning staff are aware of relevant policy developments and use this knowledge to improve learner outcomes	
Lifelong Learning staff share good practice and expertise and embed the learning in their own practice	**Connecting with Parents Motivation South West** South West Lifelong Learning Development Officers delivered training to 34 facilitators from a range of services including: Lifelong Learning, Family and Household Support, Psychological Services, NHS. This was aimed at participants who are not involved in delivering evidence-based parenting groups but who are in regular contact with parents of children at high risk of poor outcomes on

	account of their poorly developed self-regulatory capacities. CwPM aims to promote the use of strength-based communication and motivational interviewing skills when interacting with parents. Practicing these skills within the context of children with elevated behaviour problems can really help improve parent engagement.
	Participants feedback indicated the learning outcomes were met:
	- To have increased knowledge & skills of strength-based communication approaches - To have increased knowledge of PoPP aims and PoPP roll-out - To feel confident at feeding back an observation of a child's difficult behaviour to a parent using OARS - To feel confident at engaging and signposting parents in relation to parenting support/PoPP groups

Update: Lifelong Learning Plan Year 1 (1st July 2018 – 30th June 2019)

Contact:

Helen Bourquin, Lifelong Learning Service Manager (North West Locality)

Scott Donkin, Lifelong Learning Service Manager (North West Locality)

Priority 1:
Reduce inequalities, improve equity

Outcomes	Self-evaluation
Leadership across Schools and Lifelong learning is cohesive with shared purpose	Schools and Lifelong Learning is becoming better connected although is not yet consistent across the entire service. The Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing) is a member of the Edinburgh Learns Equity Board and the SEIC (South East Improvement collaborative) Equity Group. This helps connect Lifelong Learning with school leaders around equity, inequality and child poverty.
Joint planning and evaluation across schools and lifelong learning is targeted and effective	Individual lifelong learning teams/officers jointly plan some activity with schools although this tends to be for discreet areas of work. Not all Lifelong Learning Teams hold an equity profile of learners and use this information to plan and evaluate learning.
The equity profile of learners of all ages is well understood and used to plan, interventions, learning and activity	**Family Activities** • LL partnership with Lickety Split to deliver workshop programme Aug 2018 free workshops included light healthy lunch/breakfast 61 children and 34 adults participated. Attracted a broader pool of families including those who wouldn't normally engage in this kind of play drama activity. Shy children gained in confidence. Parents had increased opportunities to engage in play time with their children • Lifelong Learning worked in partnership with ELREC and Craigroyston PS to deliver multicultural celebration for parents and children . Range of performances, music, quizzes for kids, multicultural foods shared. Opportunities for barriers to start to breakdown , more understanding of different cultures and sharing and celebration of other cultures. 250 participated. **Family Learning**

	Range of Family Learning provision delivered in primary schools:
	- Time for a Story and ESOL Family Learning (including bi-lingual support) - Primary 1/2/3 bookbug/read, write, count - Stay and Play nursery sessions - Transition to P1 - Storytelling sessions - Family Fortunes - Family Connect Parents felt more integrated into their child's school, felt more able to support and/or be involved in their child's learning. Parents felt more comfortable in school setting . There were Increased opportunities to spend time with children and parents gained in skills to facilitate their child's learning. 340 participants **Early Intervention** 2x weekly Pregnancy Cafes plus 1: 1 health literacy support for referred parents Partnership with voluntary sector. Parents referred by midwives, Health visitors, Family Nurse Partnership . Given range of pre and post natal support on a range of topics . Also provided opportunity for education opportunities for parents . Parents felt attendance improved their social situation, tackled isolation, gave them access a support system, enabled them to receive advocacy support e.g. with social services, improved their emotional well-being and enabled them to receive financial advice/ help getting home ready for baby. 123 adults +71 under 3's

Priority 2:
Reduce the achievement and attainment gap, between those learners (of all ages) facing the greatest and least disadvantage

Outcome	Self-evaluation
Food anxiety, hunger and learning loss during school holidays is reduced	*Discover!* is a strategically led partnership approach to poverty proofing the school holidays and builds on *1 in 5 Raising Awareness of Child Poverty*. It offers opportunities for increasing numbers of families affected by poverty. There is a ***Discover!*** Hub in each of the localities during all school holidays. A consistent citywide programme offers fun learning opportunities such as music, sport, storytelling, with support and advice for parents and carers (income maximisation with CHAI, Home Energy Scotland, Transactions Team and Skills Development Scotland). There are also cookery classes and trips with breakfast, lunch and transport provided. The School Uniform Bank and Hey Girls (free sanitary products and discussion/workshops) also contribute to ***Discover!*** where ever possible with relaxation and wellbeing (such as yoga, head and hand massage) also offered. Schools and other professionals

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	recommend *Discover!* to families and parents/carers must attend with their children.
	Locality Lifelong Learning Development Officers (LLDOs) contribute to the delivery of *Discover!* at the locality hubs each holiday. One of the Lifelong Learning Service Managers (LLSM) from each locality sits on the *Discover!* Steering Group.
	Royston Wardieburn Community Centre and West Pilton Neighbourhood Centre Community Centre were used during the pilot phase in Summer and Craigroyston High Schools was used during the pilot in October 2018. Since the roll out of *Discover!* (from Christmas 2018/19 – present), Forrester High School and Pirniehall/St. David's Primary Schools have been the North West *Discover!* Hubs.
Learners of all ages, regardless of their socio-economic situation, access all lifelong learning opportunities in school, out of school and in the community and affordability is not a barrier	**Family Activities** • Royston Wardieburn Community Ceilidh Feb 2019. 250 attendance Opportunity to socialise with families, friends and neighbours. Local children performed poetry. Very diverse attendance- Scottish and BAME and European. 6th year running and numbers increase each year. Joint planning and delivery with LL, vol sector and local community. Real feel good factor and opportunity to share cultures. • LL facilitated Puppet Animation Festival performances in NW venues April 2019. Affordable family activities for children, young people and families during school easter holidays. Tickers Free or £1. High quality sessions normally less accessible due to price/location. 56 adults, 70 children, 18 young people participated
A culture of Getting It Right is in place in all learning settings and establishments	Increasingly *Discover!* is part of Child Planning Meetings as schools recognise its contribution to getting it right and helping improve outcomes for pupils. Several LAC children attend *Discover!* and in some cases is considered a safe environment for parents to have unsupervised access and to spend quality time with their children. The parents and their children report better relationships, increasing confidence, making new friends and learning new skills together.
Our looked After child and Young people are supported to achieve	

Priority 3: *Improve skills for learning, skills for life and skills for work and personal fulfilment for learners of all ages*

Outcomes	Self-evaluation
Learners of all ages are aware of the different pathways available to them and make informed choices about their next steps	**Youth Provision** • LL working in partnership with Active schools and youth projects during holiday programmes and through Discover, provided opportunities for disadvantaged to engage in activities, meet new friends, learn new skills, gain in confidence and sustain learning over holiday break. • Working in partnership with Craigroyston High and third sector partners to support 17 young people to positively engage with the Activity Hub seeking to secure positive destinations. Majority of these young people display significant social issues requiring dedicated support. 5 Young people achieved sustained progression. • LL Worked with primary and secondary schools, outdoor learning and youth projects to run and assist with outdoor learning programmes. Bikeability with 4 schools. D of E with 6 schools at Bronze/Silver/Gold. 4 cycling days on Discover. Cycling day at Glentress for young people with support needs. Young people gained in skills and confidence, made friendship and overcame fears. • Almond Youth Digital Art Project Feb -Sept 2018 6 young people from Queenferry HS worked with visual artist making digital artworks as part of community consultation, learned how to work as a team, creative consultation methods, photography and how to make digital art works. Exhibited their artworks and presented findings a Youth Talk sept 2018. Exhibition Kirkliston Library July 2019. At least 200 people will have seen their art works. **Adult Learning** • Adult Literacy provisions lead to Learners planning and achieved their learning goals including applying for volunteering opportunities and jobs. Some progressed onto a Creative Writing Course. Students described how, for the first time, they had been able to get ideas on the page. How exciting it was for them that what was in their head was finally able to reach the page. At the end of the third course they told us they felt more confident generally, that they were excited by what they had written, and amazed that they had gone from writing one or two lines per writing exercise to writing half a page. • Adult Learners note a significant increase in confidence and development in a range of skills and knowledge: writing formally for others (e.g housing dept), carrying

	out research, reading books for the first time, taking on a role of responsibility in an organisation. 23 participants in total for all literacy groups
	• SQA Level 4 Working in Early Education and Childcare delivered to 6 enabling opportunity to progress onto College
	• LL partnership with Edinburgh College to deliver ESOL provision. ESOL learners to gain in skills and confidence, were more easily able integrate into their community, support their children's learning and access services more easily. 80 participants
	• Range of Outlook courses delivered. Participants felt less isolated and had opportunities to progress their learning 46 participants
Children, young people and adult learners are increasingly confident in identifying their interests, strengths and skills	

Priority 4:
Improve health and wellbeing and reduce social isolation

Outcomes	**Self-evaluation**
Young people and their families know how and where to access the information and support they need to look after their mental health and wellbeing	LL provided access to cultural activities at little or no cost for those who wouldn't normally access
The impact of ACEs is known and taken account of when planning and delivering learning, projects and programmes across Schools and Lifelong learning	• **Opening Event EIF 2nd Aug 2019**. Co-ordinated a group visit to the opening event Edinburgh International Festival in partnership EIF was offered, Free ticket and 36 free day bus passes were offered to members of the community 60 people participated. People attended in family and friend groupings. 15 were older people. Most had not been to an International Festival event before and verbal feedback has been that they really enjoyed the experience. Numbers offered tickets 14under 16's, 46 adults. (50 people attended)
Children and Young People enjoy good mental health through participation in hobbies and activities and increased friendship circles	• **Bilbao Choral Society Concert Queens Hall Oct 2018** Coordinated free tickets for 16 adults (mainly 60+ from the community to attend the event.) Feedback was very positive, they enjoyed the experience. Delivered in partnership EIF staff.
Children, young people and their families enjoy positive nurturing relationships that support their wellbeing Young people are more aware of the	**Older People**

impact of violence, are better equipped to avoid using violence, and more able to defuse potentially violent situations in which they find themselves.	• Creative writing group at Drumbrae for older people with transport provided enable social contact, overcame isolation, build to skills and confidence. Group felt they had made new friends, gained in confidence and skills, been able to share stories and get out of the house. 13 on register
Adults enjoy good mental health though opportunities to participate in activities and be active	• Spring Chicks weekly group at RWCC providing lunch, social contact, gentle exercise, adult education and program of trips through summer. All contribute to programme planning. Members felt social networks had increased, they had gained in confidence, had opportunity to learn and go on a range of trips throughout holiday so didn't feel so isolated. 25 on register

Young People
• The YouthTalk programme has been delivered in Queensferry / Kirkliston and Clermiston/Corstorphine/Drumbrae. This has involved around 1,800 young people having a say on issues that are important to them and subsequently helping re-design services. Key issues around mental health, exam related stress, feeling safe and employability have been raised and will form action plans.
• Delivering YouthTalk outcomes in Queensferry and Kirkliston included the development of two dedicated sports based programmes during the summer holidays. Young people highlighted access to a wide range of sports can help tackle isolation and improve active lifestyles. 3 activities per day over 6 days average 35 young people per session.
• Working with Queensferry high school, exam stress was supported by LLDO providing coaching and study tactics. This involved 30 young people who all reported the engagement and support as positive. LLDO works closely with school and whilst the school offer this, a slightly different approach was used.
• Supporting delivery of Healthy Respect (sexual health etc) initiative with Queensferry High nurse to provide dedicated support and advice to pupils as a drop in service. 3 sessions with an average of 30 young people at each session.
• Working in partnership with LGBT Scotland to support the creation of a dedicated LGBT youth |

Outcomes	Self-evaluation
	• club as requested via YouthTalk – operational Oct 19. • Drumbrae Open All Hours offering a Gym accreditation process with 11 young people completed the programme encouraging more use out with planned activity. • Based on feedback from young people, Open All Hours at Drumbrae Leisure centre is now offered 32 weeks and includes summer holidays. Average attendance 80 young people per session. Put in pace sports based youth work specialists to help support improved delivery.
Visually and hearing-impaired adults are less socially isolated	
Visually and hearing-impaired children and young people are less socially isolated	
Housebound adults mobile-restricted individuals are more socially connected and through learning and leisure activity	
Children and young people enjoy improved physical health through engaging in outdoor and adventure activity	
Children and young people enjoy improved physical health through participation in a wide range of sports and physical activity	
Children and young people learn effectively in healthy outdoor environments	

Priority 5:

Develop our workforce skills, knowledge and capacity for improving outcomes for learners of all ages

Outcomes	Self-evaluation
Lifelong Learning staff are aware of relevant policy	• Child Protection Training level 1/2 provided to in house to front line library staff – 90 attended

developments and use this knowledge to improve learner outcomes	• Train the Trainer Child Protection training delivered to 8 LLDO staff and they are in process of delivering training. • PEEP Learning together training delivered to 32 CEC staff • Connecting with Parents Motivation course delivered to 15 staff • PEEP Learning together Accreditation for practitioners City and Guilds 13
Lifelong Learning staff share good practice and expertise and embed the learning in their own practice	

APPENDIX 10A

Stockbridge Library Lifelong Learning Service Plan

Priority 1: **_Reduce inequalities, improve equity_**
Outcomes:
- Leadership across Schools and Lifelong learning is cohesive with shared purpose
- Joint planning and evaluation across schools and lifelong learning is targeted and effective
- The equity profile of learners of all ages is well understood and used to plan, interventions, learning and activity

Priority 2: **_Reduce the achievement and attainment gap, between those learners (of all ages) facing the greatest and least disadvantage_**
Outcomes:
- Learners of all ages, regardless of their socio-economic situation, access all lifelong learning opportunities in school, out of school and in the community and affordability is not a barrier

		Evidence
	Key activities: Wide range of free learning activities focussing on reading for pleasure and discussion: • Book discussion groups for adults • Audio book group for people who are visually impaired • Chatterbooks group for children ages 8-11 • Weekly Bookbug sessions and ad hoc outreach • Share-a-story – sharing stories with parents and under 5's (weekly) • Free author events throughout the year, with emphasis on National Events ie Book Week Scotland	
	Key outcomes • All events are free and open to all • Events are targeting at different age groups • Increased participation in the library, affecting book membership, visitor numbers and book borrowing.	Wide promotion of events on social media and through NW Newsletter and through partner organisations. Evidenced through monthly performance statistics, attendee numbers and book borrowing trends.

Literary Laughs Book Quiz (in aid of Homeless Charity Crisis at Christmas) – we had 8 book groups attend this event.


Author event with Tim Bell – talk and audience (30 in attendance) discussion about the socio-economic backdrop to Irvine Welsh's *Trainspotting.*
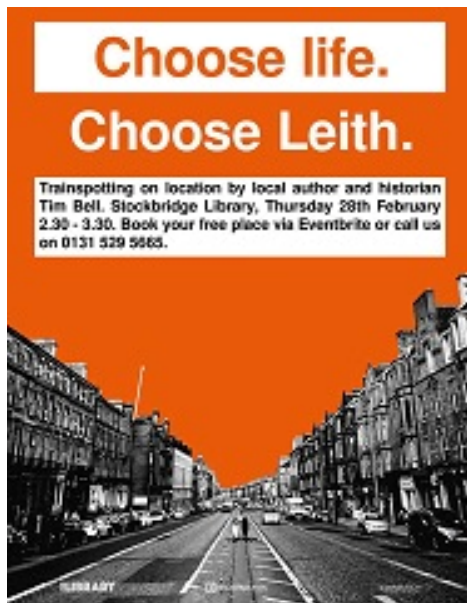
Book Scotland Event _ Be More Pirate – author event run at Stockbridge Library in collaboration with the Scottish Book Trust.
This was a free event. The local business community in Stockbridge was targeted as the main audience.

Poster promoting a range of different activities for children and adults, including: Chatterbooks reading group for kids; French Conversation Café, Writer's Group; Discussion Group; Audio Book Group
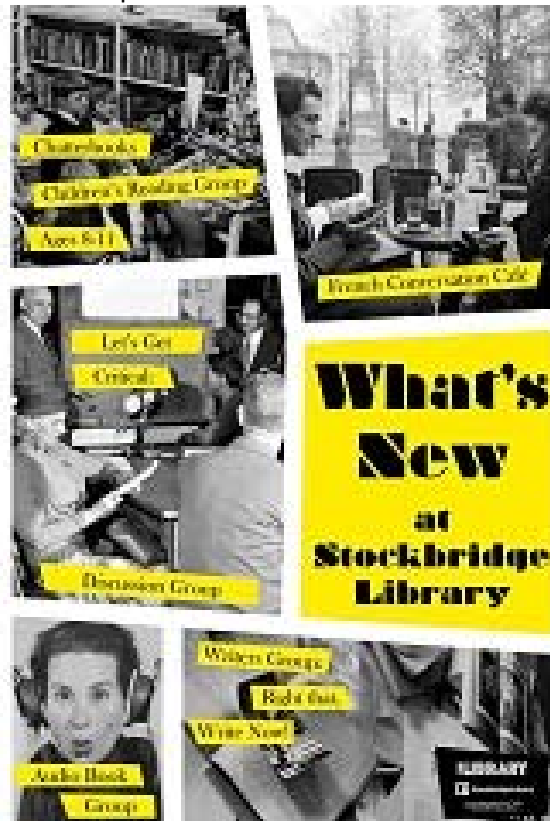
Bookbug Week the big picnic– May 2019 (30 adults, 30 children). This was in collaboration with **The Yard**, George V Park. 	**Puppet Animation Festival** – bringing arts to the heart of the community. Audience 40 (adults and children)
Muirhouse Library Breakfast Club Created to support hungry young people over the summer holidays. Operated Monday to Friday delivering healthy option breakfast to around 25 young people each day for 6 weeks. Developed in partnership with Pilton Community Health Project and regeneration Contractors – Robertsons who provided funding for food.	

- A culture of Getting It Right is in place in all learning settings and establishments

Staff Training and Development	Evidence
Key activities • Child Protection training for all staff, attendance at mandatory training • GIRFEC training - CECIL	
Key outcomes • All staff are briefed and trained at appropriate level of Child Protection Training	Recorded on MYPeople

-
- Our looked After child and Young people are supported to achieve

Priority 3: **_Improve skills for learning, skills for life and skills for work and personal fulfilment for learners of all ages_**

Outcomes:
- Learners of all ages are aware of the different pathways available to them and make informed choices about their next steps
- Children, young people and adult learners are increasingly confident in identifying their interests, strengths and skills
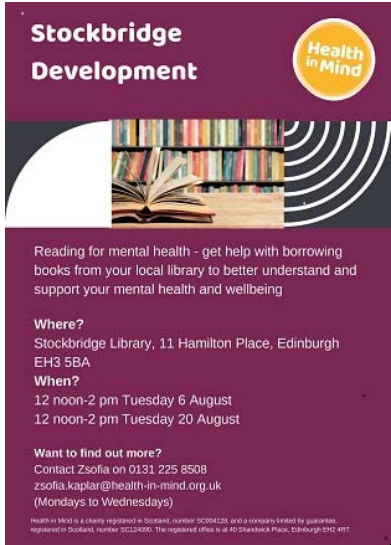
Library User Education	Evidence
Key activities • Digital Education; Visually impaired IPAD group; Digital workshops for children and adults • Workplace training for young people – workplace training in collaboration with local secondary schools • Business Gateway Workshops • Codorjojo coding club for children	 Targeted at older adults, focussing on online safety. 10 attendees.
Key outcomes • Digital Education, including awareness of online safety; learning new skills to overcome disability. Developing digital skills for children – includes building confidence and competence with new software.	

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	Digital skills workshop for children as part of this year's summer reading challenge. 10 attendees. Children's work was exhibited online on our facebook page.

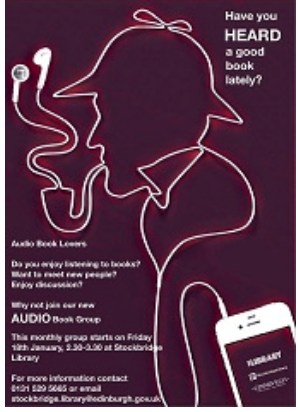**_Priority 4: Improve health and wellbeing and reduce social isolation_**
Outcomes:
- Young people and their families know how and where to access the information and support they need to look after their mental health and wellbeing

Library as information provider	Evidence
Key Activities • Community information – sharing and sign posting • Collaborative working with other organisations to promote and enhance access to local services • Collaborative working with Health in Mind to deliver 'Bibliotherapy' sessions	Bibliotherapy events with _Health in Mind_

- Visually and hearing-impaired adults are less socially isolated

	Evidence

Key activities	
• Weekly IPad support group for Visually Impaired people • Audio Book Group. Monthly group – most participants are visually impaired. • Hearing aid service • Currently planning Accessible Cinema – to launch Oct/Nov 2019. This new service will be open to adults/children and families	 Audio Book Group – 8 members. The group also attended an event at the Edinburgh Book Festival to see Rosemary Goring - Herstory
Key outcomes	
• Combat social isolation • Create positive links with existing groups in the library to extend services, ie Macular Degeneration Group and RNIB	

- Visually and hearing-impaired children and young people are less socially isolated
-
- Housebound adults mobile-restricted individuals are more socially connected and through learning and leisure activity

	Evidence
Key activities • Housebound service for adults	
Key outcomes	

-
- Children and young people enjoy improved physical health through engaging in outdoor and adventure activity

- Children and young people enjoy improved physical health through participation in a wide range of sports and physical activity Children and young people learn effectively in healthy outdoor environments

Priority 5: ***Develop our workforce skills, knowledge and capacity for improving outcomes for learners of all ages***

<u>Outcomes</u>:

- Lifelong Learning staff are aware of relevant policy developments and use this knowledge to improve learner outcomes

- Lifelong Learning staff share good practice and expertise and embed the learning in their own practice

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