

Notice of meeting and agenda

Education, Children and Families Committee

10.00 am Tuesday, 3rd March, 2020

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 Any items under “Private Business” will not be published, although the decisions will be recorded in the minute of this meeting.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 Thistle Foundation (in relation to item 8.1 – Motion by Councillor Laidlaw)
- 3.2 Edinburgh Interfaith Association (in relation to item 7.8 – Promoting Equality)

4. Minutes

- 4.1 Minute of the Education, Children and Families Committee of 10 December 2019 - submitted for approval as a correct record 7 - 20

5. Forward Planning

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7. Executive decisions

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7.5	Response to Petition: Review Changes to English as an Additional Language for Dalry Primary School – Report by the Executive Director for Communities and Families	185 - 230
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7.7	School Roll Projections and Rising School Rolls – Report by the Executive Director for Communities and Families	243 - 260
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7.11	Revenue Monitoring 2019/20 – Month Nine Position – Report by the Executive Director for Communities and Families	285 - 292

8. Motions

8.1 Motion by Councillor Laidlaw – Thistle Foundation Children’s Wellbeing Project

“Committee notes:

- 1) The success of the Children’s Wellbeing Projects piloted by the Thistle Foundation - the Craigmillar based charity supporting the well-being of individuals with long-term conditions - that has supported children at Brunstane and Castlevie Primary Schools to better manage their worries, cope with difficult emotions and best respond to change.
- 2) That following a pilot in 2018, the 2018/19 project extended the work from a programme of six standalone sessions to working with children across the school year, with children at Castlevie aged between 8-10 years and those at Brunstane 6-8 years.

Committee recognises:

- 1) That the schools involved have an above average number of children with additional support needs and catchments that fall within SIMD areas 1 and 2.
- 2) That the best way to prevent Adverse Childhood Experiences is through preventative action with Health and Wellbeing with the project supporting the requirement in the Curriculum for Excellence to support ‘mental, emotional, social and physical wellbeing’.

Committee asks:

- 1) Officers to review the results of the projects to date and assess how these principles and partnership working could be applied in other schools across the North East and

beyond.”

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, Tuesday 10 December 2019

Present:

Councillors Perry (Convener), Dickie (Vice-Convener), Bird, Booth (substituting for Councillor Mary Campbell), Burgess, Day (substituting for Councillor Griffiths for item 7.9), Griffiths (items 1 to 7.8 and 7.10 onwards), Key, Laidlaw, Mowat (substituting for Councillor Webber for item 14 onwards), Rust, Webber (items 1 to 13) and Young.

Religious Representatives

Fiona Beveridge, Monsignor Anthony Duffy and Rabbi David Rose.

Parent Representative

Alexander Ramage

1. Towerbank Primary School – Catering Provision

(a) Deputation – Towerbank Parent Group

The deputation provided the Committee with a brief insight into their work to try and improve school meals for children and young people attending Towerbank Primary School and thanked Council officers and elected members for their advice and assistance over the past three years.

There was no on-site cooking facility at Towerbank and meals were currently prepared at Portobello High School and delivered to the primary school on a daily basis.

Some food did not travel well and parents/carers and Council officers had been working to find a solution to cooking such food items on-site at Towerbank.

The deputation asked the Committee to support the proposal to fund a hybrid kitchen project at the school.

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

Information was provided on a number of actions undertaken at Towerbank Primary School relating to its status as a dining centre. Towerbank Parent Group had been working with Council officers to improve the quality of school meals.

The feasibility of a hybrid model of food production at Towerbank had been examined whereby dishes were largely prepared off site but were cooked or assembled on site to improve quality and uptake of school meals.

Proposed changes were reported that could be delivered within existing budgets together with those that would require an additional investment to be approved.

Decision

- 1) To note the changed location of the current production kitchen for Towerbank Primary School from Portobello High School to St John's RC Primary School.
- 2) To note that funding for a pilot hybrid kitchen model at Towerbank Primary School would be considered as part of the budget setting exercise for 2020/21.

(References – Education, Children and Families Committee 9 October 2018 (item 7); report by the Executive Director for Communities and Families, submitted)

2. Petition – Review Cuts to English as an Additional Language for Dalry Primary School

A petition had been received from Dalry Primary School Parents and Carers Council relating to the reduction in the provision of English as an Additional Language (EAL) in Dalry Primary School.

The petitioners were heard in support of their petition and highlighted their concerns that no consultation had been undertaken with the school community prior to the decision being made to reduce the provision of EAL. They stated that reductions would significantly impact the workload of teachers to the detriment of all children. Reducing the EAL provision was indirect discrimination under the Equality Act as this would disproportionately disadvantage pupils with little or no English language.

The petitioners asked that the Council:

- Reinstatement of the EAL service provision to 3 days 1 hour until a proper consultation with parents and teachers had been undertaken.
- Give assurances that any future service provision changes would be properly consulted on with proper notice.
- Initiate an inquiry into the statutory responsibilities under the Equality Act in terms of producing an equalities impact assessment.

Decision

- 1) To note that the new EAL model would not be introduced into Dalry Primary School this academic session.
- 2) To agree that the previous 2016 and 2017 reports on introducing the new EAL model into the Authority's schools would be circulated to members for information.
- 3) To request the Executive Director for Communities and Families to report on the benefit assessments set out in these reports and what status the interim Equality Impact Assessment (EIA) had to these documents. To note that the Council's

Head of Legal and Risk was reviewing whether correct legislative procedures had been adhered to in terms of the production of the original EIA in the 2016 and 2017 reports and that this legal opinion would be shared with members as soon as it was available.

- 4) To request that the Executive Director for Communities and Families report back on the issues set out in the petition to the next meeting of the Committee in March 2020; the report to include information on what consultation and engagement had taken place with the school community; information on whether Dalry Primary had been disproportionately impacted or if it was a city wide issue; to provide evidence where the EAL model had been effective in other schools and to look at the EAL model specifically relating to Level 1 and Level 2 learners.
- 5) In advance of the report called for, to circulate a briefing note to Committee members on the practical information available at this time regarding why it had been necessary for parents and carers to submit an FOI request to gain information about the Equalities Impact Assessment and why that EIA was not signed and dated; this information to also be shared with the Parent Council.
- 6) To note that the Convener and Vice-Convener had arranged a further meeting with the Parent and Carers Council to discuss the issues raised.

(Reference - report by the Chief Executive, submitted)

3. Deputation – Edinburgh Local Association of the Educational Institute of Scotland - Results of Survey on Violence at Work

The deputation had previously presented information to the Committee on the results of a joint survey by UNISON and the EIS on incidences of violence experienced by teachers, nursery nurses and pupil support assistants in Edinburgh schools.

Priority issues identified at that time were the need for consistency of guidance, training and reporting across the school estate and that all complaints would receive a response detailing actions taken.

As previously advised, a further survey had been undertaken to measure progress and the deputation provided information on the outcomes of that survey. A huge amount of work had been done over the period and there had been some improvement in better reporting and better communication and discussion of sharing of experiences. However, this was still not having the desired impact on the ground that was being sought and both teaching staff and children were still being adversely impacted by violent incidents.

Decision

To ask the Executive Director for Communities and Families to provide an update report back to Committee on violence against teachers in two cycles.

(Reference – Education, Children and Families Committee 11 December 2018 (item 4))

4. Minute

Decision

To approve the minute of the Education, Children and Families Committee of 16 August as a correct record.

5. Energy in Schools Annual Report

An overview was submitted of 2018/19 energy use, associated carbon emissions and energy expenditure across the Council's School Estate. Detailed information was provided active projects and initiatives to improve energy management and reduce energy and carbon emissions across the school estate.

Decision

- 1) To note the report and the positive steps underway to improve energy efficiency and reduce carbon emissions across the Council's school estate.
- 2) To note that the school estate was responsible for approximately half of this Council's energy use, energy costs and associated climate-changing carbon emissions, principally from the use of fossil fuels to heat and light our schools.
- 3) To recognise that, to achieve the Council's aim of reaching net-zero carbon by 2030, there would have to be an extremely significant reduction in these carbon emissions within the next 10 years.
- 4) To welcome the work being done on energy management accreditation, Passivhaus standards for new schools and research into deep retrofit of energy efficiency in existing council buildings.
- 5) To note that there was no comprehensive information in the report about the significance of these and other measures as regarded to being able to achieve the net-zero 2030 target.
- 6) To call for a further report that would provide a route map for achieving net-zero carbon by 2030 in the school estate and to refer this on to the Policy and Sustainability Committee to decide the appropriate timeline.

(References – Policy and Sustainability Committee 6 August 2019 (item 10); report by the Executive Director of Resources, submitted)

6. Minutes

Decision

To approve the minute of the Education, Children and Families Committee of 8 October 2019 as a correct record.

7. Work Programme

The Committee's work programme updated to December 2019 was presented.

Decision

To note the work programme.

(Reference – Work Programme 10 December 2019, submitted)

8. Rolling Actions Log

The Rolling Actions Log for December 2019 was presented.

Decision

- 1) To close the following actions:
 - Action 2 – Lifelong Learning Service Officers
 - Action 4 – Anti-Bullying
 - Action 10 – Arts and Creative Learning Update
 - Action 25 – Primary and Special School Lets Update
- 2) To update the rolling actions log to reflect the decisions taken at this meeting.
- 3) To otherwise note the remaining outstanding actions.

(Reference – Rolling Actions Log – 10 December 2019, submitted)

9. Business Bulletin

The Business Bulletin for December 2019 was presented.

Decision

- 1) To note the Business Bulletin.
- 2) To amend the text of the business bulletin in relation to Promoting Equality to reflect that young people were taking the lead in the Equalities Steering Group.
- 3) To invite representatives of the Educational Institute of Scotland to attend the Steering Group.

(Reference – Business Bulletin, submitted)

10. School Roll Projections and Rising School Rolls

Information was presented on the latest school roll projections together with identified actions which were required to be taken for individual schools.

It was proposed to provide an update report to the March meeting of the Committee outlining the progress made in taking forward these actions and their implications.

Decision

- 1) To note the intention to progress the actions arising from School Roll projections as set out in Appendices 1 and 2 of the report.

- 2) To note the intention to return a report to Committee in March 2020 providing an update on the actions taken.
- 3) To note the intention to report to the Finance and Resources Committee in January 2020 the financial implications of 'live' Rising Rolls projects.

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

11. Update on Trinity Academy Wave 4 Project

The preferred option for Phase 2 investment as part of the Wave 4 programme of refurbishment of Trinity Academy was presented. Approval was also sought to progress this option should Phase 2 funding be confirmed as part of the budget setting process in February 2020.

Decision

- 1) To approve the preferred option for Phase 2 of the Trinity Academy Wave 4 Project as set out in paragraph 4.2 of the report.
- 2) To note that an update report would be submitted at the end of the feasibility stage.

(References – Education, Children and Families Committee 21 June 2018 (item 3); Finance and Resources Committee 10 October 2019 (item 7); report by the Executive Director for Communities and Families, submitted)

Declaration of Interest

Alex Ramage declared a non-financial interest in the above item as his son attended one of the schools in the Wave 4 programme.

12. Update on Wester Hailes Education Centre Working Group

Information was provided on the proposed actions agreed at the Wester Hailes Education Centre (WHEC) Working Group to improve educational and other opportunities for young people in the area.

The Working Group consisted of parents and teachers from WHEC and its feeder primaries, elected members and relevant Council officers.

Decision

- 1) To note the work ongoing by the working group to improve outcomes for pupils attending Wester Hailes Education Centre.
- 2) To note a further update would be provided following agreement of the Council Budget on 20 February 2020.

(References – Education, Children and Families Committee 14 August 2018 (item 6); report by the Executive Director for Communities and Families, submitted)

13. Communities and Families Excursions and Schools and Lifelong Learning Staff Travelling and Working and Overseas Policies

In response to a motion by Councillor Mary Campbell, proposed changes to the Communities and Families Excursion Policy and the Staff Travelling and Working Overseas Policy were submitted.

Decision

- 1) To note the changes to the overseas section of the Communities and Families Excursions Policy regarding a consideration of the Council's 1 in 5: Raising Awareness of Child Poverty strategy and the Council's net zero carbon target for 2030.
- 2) To note changes beyond the Overseas Section in the Communities and Families Excursions Policy and to the Schools and Lifelong Learning Staff Travelling and Working Overseas Policy regarding a consideration of the Council's 1 in 5: Raising Awareness of Child Poverty strategy, and the Council's net zero carbon target for 2030.
- 3) To note the recent and planned work detailed in a new action plan set out in Appendix 9 of the report.
- 4) To note the planned direct and meaningful consultation with young people and creation of supplementary guidance and resources including an audit tool for establishments.
- 5) To approve the updated Communities and Families Excursions Policy and Schools and Lifelong Learning Staff Travelling and Working Overseas Policy.

(References – Education, Children and Families Committee 12 December 2017 (items 21 and 22); report by the Executive Director for Communities and Families, submitted).

14. Communities and Families Policy and Guidance on Sponsorship

A revised policy and procedures on sponsorship targeted at primary and secondary school pupils through events, visits and partnership working was submitted for approval.

Decision

- 1) To amend paragraph 3.3 of the Policy statement to read "... may conflict with the Council's Strategies, Policies and moral or ethical standards."
- 2) Thereafter, to approve the updated policy and guidance on sponsorship in Communities and Families.

(References – Education, Children and Families Committee 7 March 2017 (item 12); Policy and Sustainability Committee 6 August 2019 (item 11); report by the Executive Director for Communities and Families submitted).

15. Pricing Policy – Community Access to Secondary Schools and Outdoor Learning

Information was submitted on proposals to introduce an additional charge for use of secondary schools outside of core hours and a variable fee structure for outdoor learning centres to support participation in core education provision linked to reducing inequality.

Decision

- 1) To note an additional non-core hour charge of between £10 per hour and £50 per hour for community access to secondary schools' which would be subject to ratification by the Council as part of setting the Council's 2020/23 budget. The charge to become effective from 1 April 2020.
- 2) To note 20/21 and 21/22 Outdoor Learning residential prices for school residential and commercial users which would be subject to ratification by the Council as part of setting the Council's 2020/23 budget.
- 3) To note that Council approval was required for the delegation of authority for Outdoor Learning pricing to be varied based on demand and agree that the Chief Executive include this when he next reported to Council on the Scheme of Delegation to Officers.

(References – Education, Children and Families Committee 16 August 2019 (item 14); report by the Executive Director for Communities and Families, submitted).

16. Outdoor Learning

Information was provided on the transformational change carried out by the Council's Outdoor Learning team whilst maintaining significant progress and performance in relation to the residential centres.

The team continued to develop affordable onsite/local outdoor learning including Duke of Edinburgh's Award, policy review and renewal and significant training. Reducing inequality and contributing to the Council's net zero carbon target were key priorities across all areas.

Decision

- 1) To note the performance and progress since the last outdoor learning report, and upcoming development work, particularly linked to reducing inequality and supporting the Council's net zero carbon target.
- 2) To continue to support the recommendation that The City of Edinburgh Council's Primary Schools chose Benmore or Lagganlia as their first choice of a fully serviced residential outdoor learning week providing there was available space during the peak period of mid-February through to mid-November.
- 3) To request a report back to Committee in two cycles on how schools could ensure that young people from low income families were not excluded from experiencing residential outdoor learning, the percentage of young people who

were not attending outdoor learning and the reasons why, and investment required to allow appropriate financial support to be available to address the reducing poverty and inequality agenda; the report to also include data on numbers of children attending and details of funding in place to allow them to attend.

- 4) To record the Committee's thanks and appreciation to staff at all the outdoor centres for their work and commitment.

(Reference – Education, Children and Families Committee 12 December 2017 (item 20); report by the Executive Director for Communities and Families, submitted)

17. Edinburgh Learns – Pathways to Develop Our Young Workforce

A summary was provided of the work of the Quality Improvement and Curriculum Service in collaboration with schools and partners to support the improvement of pathways to develop our young workforce in educational settings and schools.

The Edinburgh Learns Pathways Framework focused on improvement in employability skills and sustained, positive school-leaver destinations for all young people.

In response to a motion by Councillor Laidlaw, information was also provided on the breadth of learning in the senior phase across all Edinburgh secondary schools.

Decision

- 1) To approve the Edinburgh Learns Framework: Pathways to develop the young workforce set out in Appendix 1 of the report by the Executive Director for Communities and Families.
- 2) To receive further annual reports from the Edinburgh Learns Pathways Strategic Board to ensure impact of this framework across educational settings.
- 3) To note the findings from a recent survey of all Edinburgh secondary schools on the breadth of learning in the senior phase as set out in Appendix 2 of the report.

(References – Act of Council No.14 of 30 May 2019; report by the Executive Director for Communities and Families, submitted).

18. Edinburgh Learns Inclusion Framework

A summary was provided of the work of the Edinburgh Learns Framework Board during 2019-20 together with information on local data to support the local authority's inclusive practice.

During this period, the Edinburgh Learns Inclusion Framework had been consulted on, finalised and issued to all schools. The Framework ensured the multi-disciplinary shared approach to inclusive practice strategy sat within the citywide strategy for school improvement and planning.

The Board planned to meet three times annually and the annual report would pull together relevant data to track inclusive practice. The Board would use data to identify key strategic tasks in relation to inclusion.

Decision

- 1) To note the completion of a clear framework and vision for inclusion including consultation with children and young people.
- 2) To note the completion of the recent school survey of flexible (part time) timetables as part of the framework board actions.
- 3) To receive annual reports on inclusion.
- 4) To agree that the board would have a minimum of three meetings annually. The board would identify strategic tasks in relation to inclusion and liaise with senior managers to request the establishment of working groups to progress them.
- 5) To note the continued hard work of pupils, staff, parents and partners to develop positive and inclusive learning communities.

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

19. School Session Dates Amendment 2020/2021

In response to a motion by Councillor Laidlaw, the outcome of the consultation with head teachers on a proposal to change the last day of term to Tuesday 22 December 2020 with a return date of Tuesday 5 January 2021 was reported. The date change had also been discussed by the Consultative Committee with parents. The majority view of responses received had indicated agreement with the proposed change.

Decision

To approve the amendment to the Christmas holiday dates for 2020/2021.

(References – Education, Children and Families Committee 5 March 2019 (item 16); Consultative Committee with Parents 5 December 2019; report by the Executive Director for Communities and Families, submitted)

20. Supporting Inclusion Flexible Timetables

Information was provided on the survey into the implementation of the flexible timetables procedure and recording process. The survey demonstrated that flexible timetables were used sparingly, when appropriate, and that the views of children and young people were sought and heard in the planning process. Appropriate inter-agency involvement was evident in both planning meetings and individual support plans for learners.

Decision

To note the results of the survey into the implementation of the flexible timetables procedure and recording process and to agree the next steps.

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

21. South East Improvement Collaborative

An update was provided on progress being made with the six workstreams which formed Phase 2 of the South East Improvement Collaborative Plan. The Plan aimed to improve attainment and achievement including closing the attainment gap and to improve quality in schools and early years settings.

Decision

- 1) To note the progress of the work to date and next steps.
- 2) To note the updated South East Improvement Collaborative Phase 2 plan.
- 3) To request further updates as appropriate.

(References – Education, Children and Families Committee 11 December 2018 (item 13); report by the Executive Director for Communities and Families, submitted)

22. Revenue Monitoring 2019-20 – Month Six Position

Information was provided on the projected month six revenue monitoring position for the Communities and Families Service based on analysis of actual expenditure and income to the end of September 2019 and expenditure and income projections for the remainder of the financial years.

Decision

- 1) To note the net residual budget pressure of £4.45m which remained at month six.
- 2) To note that approved savings and operational efficiencies in 2019/20 totalled £4.334m, with £3.009m on track to be delivered in full, £0.320m assessed as amber pending further detailed implementation plans and £1.005m assessed as being at risk of not being delivered.
- 3) To note that the Executive Director for Communities and Families was taking measures to reduce budget pressures and progress would be reported to the Finance and Resources Committee on 23 January 2020 and to the meeting of this Committee on 3 March 2020.

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

23. Primary and Special School Lets Update – Performance Information October 2019

An update was provided on the key performance indicators relating to the School Lets Team during October 2019.

Decision

- 1) To note the data on the performance of the School Lets Team in October 2019.
- 2) To note the intention to monitor and revise the performance targets to better match the timescales set out by the Asset Management Works Programme and Facilities Management colleagues.

- 3) To note the intention to improve customer service by exploring different options.
(References – report by the Executive Director for Communities and Families, submitted)

24. Breakfast Clubs at St Francis' RC, Niddrie Mill and Ferryhill Primary Schools - Update

An update was provided on the attendance of St Francis' RC and Niddrie Mill Primary pupils who currently or previously attended the Venchie referred breakfast club.

Information was also submitted on attendance of Ferryhill Primary pupils who no longer attended Drylaw referred breakfast club.

Decision

- 1) To note the process for children and families to transition from the Venchie referred breakfast club into the universal breakfast club at St Francis' RC and Niddrie Mill Primary School.
- 2) To note that the attendance pattern of children continuing to attend the Venchie referred breakfast club broadly followed the attendance pattern of St Francis' RC and Niddrie Mill Primary Schools.
- 3) To note the continued progress of Ferryhill Primary School universal breakfast club.
- 4) To agree that key evidence provided indicated that there was no significant, detrimental impact on the attendance of children as a result of their transition from the referred to the universal breakfast clubs.
- 5) To request that the Executive Director for Communities and Families submit a follow up report in Summer 2020 providing monitoring information on attendance figures relating to children and families transitioning from The Venchie breakfast club into the universal breakfast club at St Francis' RC and Niddrie Mill Primary School.

(References – Education, Children and Families Committee 8 October 2019 (item 2); report by the Executive Director for Communities and Families, submitted)

25. Motion by Councillor Mary Campbell – Appointments to Sub-Committees and Working Groups

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

“Committee:

- 1) Agrees to replace Councillor Mary Campbell with Councillor Steve Burgess on the Consultative Committee with Parents, Sub-committee on Standards for Children and Families and Committee on Pupil Student Support.
- 2) Agrees to replace Councillor Gavin Corbett with Councillor Mary Campbell on the Corporate Parent Member Officer Group.”

- moved by Councillor Mary Campbell, seconded by Councillor Burgess

Decision

To approve the motion.

26. Motion by Councillor Laidlaw – Thistle Foundation’s Children’s Wellbeing Project

Decision

To note that Councillor Laidlaw had withdrawn his motion.

27. Motion by Councillor Young – Queensferry High School

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

“On the 31st March 2020, pupils of Queensferry High School will move into their new school building. As part of the transition, parents were advised in November that the school will be closed for an additional 4 days before the start of the Easter break.

Committee:

- regrets that parents were notified of this proposal without any prior engagement, and that local ward councillors were not consulted in advance
- recognises that the transfer of the school community into the new building, is a major logistical undertaking
- Acknowledges that all parties involved are keen to minimise the disruption to pupils and their education, especially at this time of exam preparations
- Notes that parents have expressed concern about the 4 additional days of closure and the challenge this creates for working parents who need arrange alternative childcare or take annual leave/unpaid leave • Notes that there will be no pre-existing ‘holiday clubs’ in place to provide an alternative option, as this is normal term time for other schools

- Notes that the next Education Committee is scheduled for March 2020 which is too late to consider any proposals to mitigate this impact

Council therefore requests a survey of parents on their ability to accommodate these 4 days without financial or other loss before the end of term, and a member briefing by 31 January 2020 to cover the following:

- the experience of the transition for Boroughmuir High School, and what lessons were learned in minimising the impact on pupils and childcare
- the pupil numbers affected in each academic year for QHS
- the findings of the parent survey as requested above
- proposals for different ways to provide an additional holiday club type service (or alternative solution informed from the results of the survey) and recommendations on how this could be delivered within the Communities and Families existing budgets.

Due to the lack of a committee meeting date to formally agree on the briefing recommendations, Council agrees to delegate to group spokespeople and council officers to review the proposals and agree any implementation of a solution.”

- moved by Councillor Young, seconded by Councillor Laidlaw

Decision

To approve the motion by Councillor Young.

Work Programme

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	Title / description	Purpose/Reason	Lead officer	Directorate	Progress updates	Expected date
1	Energy in Schools	Annual Report		Resources	Annual	December 2020
2	South East Improvement Collaborative	Annual Report		Communities and Families	Annual	December 2020
3	Revenue Monitoring	Quarterly Report	Brendan O'Hara	Communities and Families	Quarterly	March 2020 August 2020 December 2020
4	Implementing the Programme for the Capital Coalition Commitments	Six Monthly Report	Andy Gray Bernadette Oxley Crawford McGhie	Communities and Families	Six Monthly	May 2020
5	Edinburgh Community Learning and Development Partnership Plan 2018-21	Annual Report	Paul McCloskey	Communities and Families	Annual	March 2021

Agenda Item 5.1

	Title / description	Purpose/Reason	Lead officer	Directorate	Progress updates	Expected date
6	Appointments to Sub-Committee on Standards for Children and Families, Consultative Committee with Parents and Working Groups 2019/2020	Annual Report	Lesley Birrell	Chief Executive	Annual	May 2020
7	Edinburgh Child Protection Committee Annual Report	Annual Report	Euan Currie	Communities and Families	Annual	October 2020
8	Raising Attainment – Frameworks for Learning – Teaching and Learning	Annual Report	Lorna Sweeney	Communities and Families	Annual	October 2020
9	Educational Attainment in Broad General Education	Annual Report	Lorna Sweeney	Communities and Families	Annual	October 2020
10	Senior Phase Attainment	Annual Report	Lorna Sweeney	Communities and Families	Annual	May 2020
11	Edinburgh Learns Inclusion Annual Report	Annual Report	Lorna Sweeney	Communities and Families	Annual	October 2020
12	Edinburgh Learns Equity	Annual Report	Lorna Sweeney	Communities and Families	6 monthly update	May 2020 December 2020
13	Edinburgh Learns Health and Wellbeing	Annual Report	Lorna Sweeney	Communities and Families	Annual	May 2020

	Title / description	Purpose/Reason	Lead officer	Directorate	Progress updates	Expected date
14	Edinburgh Learns Learning Together Framework for Parental Engagement and Involvement	Annual Report	Lorna Sweeney	Communities and Families	Annual	August 2020
15	Lifelong Learning Plan	Annual Report	Lorna Sweeney	Communities and Families	Annual	October 2020
16	Reducing Child Poverty	Six Monthly		Communities and Families	Six Monthly	May 2020

Education, Children and Families Committee Upcoming Reports

Appendix

MAY 2020		
Report Title	Directorate	Lead Officer
Respect for All – Bullying and Prejudice	Communities and Families	Lorna Sweeney
Edinburgh Learns – Equity	Communities and Families	Michelle Moore
Edinburgh Learns – Framework for Digital Learning	Communities and Families	Lorna Sweeney
Edinburgh Learns – Health and Wellbeing	Communities and Families	Lorna Sweeney
Assessment and Moderation	Communities and Families	Lorna Sweeney
Response to Incident Survey	Communities and Families	Lorna Sweeney
Educational Attainment in Primary and Secondary Schools Senior Phase Annual Report	Communities and Families	Lorna Sweeney
Raising Attainment in Mathematics Strategy	Communities and Families	Lorna Sweeney
Improving Attainment - Care Experienced and Young People Fund	Communities and Families	Martin Gemmell

Report Title	Directorate	Lead Officer
Schools and Early Years – Playground Development	Communities and Families	Robbie Crockatt
Corporate Parenting Action Plan	Communities and Families	Scott Dunbar
Child Poverty Action Unit Update	Communities and Families	Linda Lees
Supporting Children and Young People’s Mental Health and Wellbeing in School	Communities and Families	Pattie Santilices
Transfer of Management of Secondary School Sports Facilities to Edinburgh Leisure	Communities and Families	David Bruce
Edinburgh Leisure – Free and Affordable Activities	Communities and Families	David Bruce
Sport and Outdoor Learning	Communities and Families	David Bruce
Outdoor Learning	Communities and Families	Andrew Bradshaw
Travel Demand Programme – Home to School Transport	Communities and Families	Stewart Connell
What Kind of Edinburgh	Communities and Families	David McGuire John Heywood
Choose Youth Work	Communities and Families	John Heywood

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Rolling Actions Log

Education, Children and Families Committee

3 March 2020

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
1	07-03-17	<u>Communities and Families Policy and Guidance on Sponsorship</u>	To review the policy in March 2018.	Executive Director for Communities and Families	December 2019	December 2019	Recommended for closure. Updated Policy was approved by Committee in December 2019.
2	12-12-17	<u>Edinburgh Leisure – Free and Affordable Activities</u>	To request a report on the transfer of management of sport facilities at the remaining Council owned and managed secondary schools. To request the Culture and Communities Committee ask for a report from Edinburgh Leisure on how they, as a partner, are	Executive Director for Communities and Families	May 2020		Decision relating to Action 30 below will also be included in this report. Edinburgh Leisure to take this to Culture and Communities in March 2020 as agreed by the

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>helping to reduce child poverty and the cost of living for families in the city through:</p> <ul style="list-style-type: none"> • 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. <p>To request that this report is referred to the Education, Children and Families Committee and Child Poverty Action Unit for information.</p>				C&C Convener and Vice-Convener and then to Education Children and Families in May 2020.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
3	14-08-18	Appointments to Sub-Committees, Etc Wester Hailes Working Group	To submit a progress review and update to the Education, Children and Families Committee in six months.	Executive Director for Communities and Families	March 2020 December 2019		Update report submitted to Committee in December 2019. Further update on agenda for this meeting
4	14-08-18	Sport and Outdoor Learning	To agree a further and more detailed report on Community Asset Transfer of sports facilities shall be presented to this Committee in 2018/19.	Executive Director for Communities and Families	May 2020		Committee requested in December 2019 for a report in two cycles on how schools can ensure that young people from low income families are not excluded from experiencing residential outdoor learning, the percentage of young people who were not attending outdoor

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							learning and the reasons why and investment required to allow appropriate financial support to be available to address the reducing poverty and inequality agenda: the report to also include data on numbers of children attending and details of funding in place to allow them to attend.
5	14-08-18	<u>Edinburgh Community Learning and Development Partnership Plan 2018-21</u>	That Committee notes the Edinburgh Community Learning and Development Plan 2018-2021 and will receive annual updates on progress.	Executive Director for Communities and Families	March 2020		This report was considered by the Edinburgh Partnership on 18 December 2019.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							Report on agenda for this meeting
6	09-10-18	Towerbank Primary School – On-Site Cooking of School Meals	<p>1. To ask that additional detail be provided to the next sitting of the Committee to include:</p> <p>(a)- Details on why six deliveries per day are still required and if this could be reduced.</p> <p>(b) Details of when and why the access point covered by point 3.6 was removed from planned works; and if such works should be considered even if no changes are made to catering in light of the current requirement for vehicles to access</p>	Executive Director of Resources	May 2020		<u>December 2019</u> Committee agreed that consideration be given to funding a pilot hybrid kitchen model at Towerbank Primary School as part of the budget setting exercise 2020/21.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>the servery via the playground.</p> <p>(c)- Further exploration into the alternative/hybrid models, for example Rieber micro kitchens, including a break-down on requirements based on component parts of the existing menu.</p> <p>(d) Quotations for options explored from a range of contractors with costings available for review by committee members.</p>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>2. To agree to set up a working group, comprising a representative from each political group, or ward member, with officers and interested parties from Towerbank to explore further options for a hybrid model, including the micro kitchens currently used in Hull, other options for drainage, an</p> <p>examination of the foods best prepared on site, and if there are any intermediate steps that could be put in place as part of a journey to a production kitchen</p>	Executive Director of Resources			<p>Recommended for closure.</p> <p>Political Groups have been contacted to nominate members for the Working Group.</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			3. A report covering the options explored by the Working Group should be presented to Committee when the work is complete.				
7	09-10-18	Lifelong Learning Plan	To agree to receive an annual progress update report.	Executive Director for Communities and Families	October 2020		<u>October 2019</u> An update was provided to Committee on 8 October 2019 as part of the report on Lifelong Service Plan/Arts and Creative Learning Update.
8	09-10-18	Raising Attainment: Frameworks for Learning: Teaching and Learning	To ensure impact of this framework by requesting an annual update on the quality of Teaching and Learning.	Executive Director for Communities and Families	October 2020		<u>October 2019</u> An update was provided to Committee in the report on Educational Attainment in the BGE, 2018-19 on 8 October 2019.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
9	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 2020		<u>October 2019</u> An update was provided to Committee in the report on Educational Attainment in the BGE, 2018-19 on 8 October 2019.
10	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	Date to be confirmed		
11	11-12-18	Energy in Schools Annual Report	1) To note that an annual progress report will be submitted to Committee in 2019	Executive Director of Resources	TBC December 2019		<u>December 2019</u> Committee called for a further report that provides a route map for achieving net-

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>on Energy in Schools.</p> <p>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.</p>				zero carbon by 2030 in the school estate and refers this to the Policy and Sustainability Committee to decide the appropriate timeline.
12	11-12-18	<u>Community Access to Secondary School Sport Facilities – Impact of Introduction of Non-Core Hour Charges</u>	To request that officers work in partnership with clubs to create a strategy which supports the wider inclusion agenda which would enable access to Council facilities without additional charges being imposed and return with a report in two cycles	Executive Director for Communities and Families	March 2020		Report on agenda for this meeting.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			outlining how this will be managed.				
13	11-12-18	Update on South East Improvement Collaborative	Request a further annual update.	Executive Director for Communities and Families	December 2019	December 2019	Recommended for Closure.
14	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	August 2020		
15	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 comes to Education, Children and Families Committee in two cycles.	Executive Director for Communities and Families	December 2019 October 2019	December 2019	Recommended for Closure Updates were provided to Committee in October and December 2019.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
16	11-12-18	<u>Early Years 1140 Expansion: Progress and Risk Update</u>	Request an Admissions and Appeals update report in December 2019.	Executive Director for Communities and Families	March 2020		An update on early years expansion was provided to Committee on 8 October 2019. Report on agenda for this meeting
17	05-03-19	<u>Promoting Children's Rights, Equalities and Inclusion in Schools and Services</u>	Detailed information on attendance figures and part-time timetables to be included in the next report to Committee.	Executive Director for Communities and Families	December 2019	December 2019	Recommended for closure.
18	05-03-19	Motion by Councillor Laidlaw - Adjustment of Christmas Holiday 2020/21 School Year	Agrees to consult with head teachers on the proposition that the term ends on Tuesday 22 December and returns Tuesday 5 January and report back to Committee after two cycles.	Executive Director for Communities and Families	December 2019	December 2019	Recommended for Closure.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
19	21-05-19	<u>What Kind of Edinburgh? Outcomes and Next Steps</u>	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	December 2019	December 2019	Recommended for closure. A progress update on Children and Young People's Participation was included in the Business Bulletin at the December meeting.
20	21-05-19	<u>Future Statutory Consultation Requirements</u>	To approve that draft statutory consultation papers are brought forward to future Committee meetings for consideration before publication after informal consultation with affected communities.	Executive Director for Communities and Families	Ongoing		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
21	21-05-19	<u>Improving Attainment – Care Experienced Children and Young People Fund</u>	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 work will impact on Fund spend next year and beyond.	Executive Director for Communities and Families	March 2020		Report on agenda for this meeting
22	21-05-19	<u>Choose Youth Work</u>	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		An update is included in the Business Bulletin for this meeting
23	21-05-19	<u>Senior Phase Attainment 2018/19</u>	To agree to receive further annual reports on attainment/improvements in performance in the Senior Phase.	Executive Director for Communities and Families	May 2020		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
24	21-05-19	Response to Incident Survey	<p>Ensure that any future report includes details on:</p> <ul style="list-style-type: none"> • Quality assurance to ensure that incidents are reported correctly and consistently. • 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. 	Executive Director for Communities and Families	Ongoing		
25	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	December 2019	December 2019	Recommended for closure.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
26	21-05-19	Edinburgh Learns: Framework for Digital Learning	To request a report in December 2019 which details the progress made on the implementation of the digital strategy. This should focus on any technical difficulties encountered with the infrastructure and any technical support required as identified by the officer working group including cluster technicians, school budgets and the affordability of hardware, and Wi-Fi access at home.	Executive Director for Communities and Families	May 2020		
27	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	May 2020		
28	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	Executive Director for Communities and Families	December 2019	December 2019	Recommended for closure.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>subject choice, methods for gaining qualifications, including National Qualifications, Skills for Work, Vocational Qualifications, and 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.</p>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
29	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.	Executive Director for Communities and Families	May 2020		
30	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.	Executive Director for Communities and Families	March 2020		Report on agenda for this meeting
31	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.	Executive Director for Communities and Families	December 2019	December 2019	Recommended for closure. Reported to December meetings of this Committee and Finance and Resources Committee.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
32	08-10-19	Promoting Equality	<p>1) Update to be provided in the Business Bulletin for the December Committee to include:</p> <ul style="list-style-type: none"> Information on communications which have taken place with young people in the deputation and across the city to explain in a user-friendly way the actions being taken forward by the Council together with proposed next steps to promote equality across the city. 	Executive Director for Communities and Families	March 2020		<p>Report on agenda for this meeting</p> <p>An update was included in the Business Bulletin for the December meeting of the Committee.</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<ul style="list-style-type: none"> • Information on what engagement has taken place with young people across the city in terms of leading change on promoting equality. • information on ways in which a better understanding of black history in Edinburgh and Scotland could be included in the school curriculum. <p>2) To agree that a report is presented in March 2020 to provide sufficient time for the impact of proposed actions at section 5 to be evaluated.</p>		March 2020		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
33	08-10-19	Primary and Special School Lets Update: Impact of the Asset Management Works Programme on Summer Holiday Bookings	<p>1) To note the unprecedented access pressures on the Primary and Special School estate where 51 schools were part of the Asset Management Works (AMW) Programme.</p> <p>2) To 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.</p> <p>3) To request an impact report of the AMW Programme on Term Time bookings academic year 2019/20 for the next Committee meeting, the report to include customer satisfaction data.</p>	Executive Director for Communities and Families	December 2019	December 2019	<p>Recommended for closure.</p> <p>Customer satisfaction data was included in report to Committee in December 2019.</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
34	08-10-19	<u>Children and Young People's Participation</u>	Request a further report on participation and progress relating to the top priorities in six months, to be delivered by children and young people.	Executive Director for Communities and Families	March 2020		Report on agenda for this meeting
35	08-10-19	<u>Preventing and Responding to Bullying and Prejudice Amongst Children and Young People</u> –	To provide an update in the Business Bulletin for the December Committee giving details on the level of additional resource that would be required to establish a service to support children and young people with reporting bullying including racist bullying.	Executive Director for Communities and Families	December 2019	December 2019	Recommended for closure. Update was included in the Business Bulletin for the December Committee meeting.
36	08-10-19	<u>Early Years 1140 Expansion: Progress and Risk Update Report</u>	To note the intention to return a report on the revised Early Years Admissions Policy to Education, Children and Families Committee in March 2020.	Executive Director for Communities and Families	March 2020		Report on agenda for this meeting

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
37	08-10-19	Edinburgh Learns Inclusion Annual Report	To agree to receive further annual reports on inclusion. To 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.	Executive Director for Communities and Families	October 2020		
38	08-10-19	Edinburgh Learns Pathway Framework		Executive Director for Communities and Families	December 2019	December 2019	Recommended for closure. Report approved by Committee in December 2019.
39	08-10-19	Breakfast Clubs: St Francis RC, Niddrie Mill and Ferryhill Primary Schools	To agree to receive a further update in two committee cycles.	Executive Director for Communities and Families	December 2019	December 2019	Recommended for closure. Report approved by Committee in December 2019.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
40	08-10-19	Motion by Councillor Arthur – Reducing Child Poverty and Hunger (see agenda)	<p>1) 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.</p> <p>2) 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.</p>	Executive Director for Communities and Families	May 2020		March 2020 This will be included in the report on the child poverty action plan in May 2020.
41	10-12-19	Deputation – Edinburgh Local Association of the EIS – Results of Violence at Work Survey	To ask the Executive Director for Communities and Families to provide an update report back to Committee on violence against teachers in two cycles.	Executive Director for Communities and Families	May 2020		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
42	10-12-19	School Roll Projections and Rising School Rolls	To note the intention to return a report to Committee in March 2020 providing an update on the actions taken.	Executive Director for Communities and Families	March 2020		Report on agenda for this meeting
43	10-12-19	Update on Trinity Academy Wave 4 Project	To note that an update report would be submitted at the end of the feasibility stage.	Executive Director for Communities and Families	Ongoing		
44	10-12-19	Update on the Wester Hailes Education Centre Working Group	To note a further update will be provided following agreement of the Council Budget on 20th February 2020.	Executive Director for Communities and Families	March 2020		Report on agenda for this meeting
45	10-12-19	Outdoor Learning	To request a report back in two cycles on how schools can ensure that young people from low income families are not excluded from experiencing residential outdoor learning, the percentage of young people who were not attending outdoor learning and the reasons why and	Executive Director for Communities and Families	May 2020		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			investment required to allow appropriate financial support to be available to address the reducing poverty and inequality agenda; the report to also include data on numbers of children attending and details of funding in place to allow them to attend.				
46	10-12-19	<u>South East Improvement Collaborative</u>	To request further updates.	Executive Director for Communities and Families	December 2020		
47	10-12-19	<u>Revenue Monitoring 2019-20 – Month Nine Position</u>	To note that the Executive Director of Communities and Families is taking measures to reduce budget pressures and progress will be reported to the Finance and Resources Committee on 23 January 2020 and to the meeting of this Committee on 3 March 2020.	Executive Director for Communities and Families	March 2020		Report on agenda for this meeting

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
48	10-12-19	Breakfast Clubs St Francis' RC, Niddrie Mill and Ferryhill Primary Schools Update	<p>1) To request that the Executive Director for Communities and Families a follow up report in Summer 2020 providing monitoring information on attendance figures relating to children and families transitioning from The Venchie breakfast club into the universal breakfast club at St Francis (RC) and Niddrie Mill Primary School.</p> <p>2) To provide a written briefing to members on the points raised in the material submitted by the The Venchie project.</p>	<p>Executive Director for Communities and Families</p> <p>Executive Director for Communities and Families</p>	<p>August 2020</p> <p>TBC</p>		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
49	06-02-20 (Council)	Motion by Councillor Laidlaw – Curriculum Concerns	<p>Coalition Amendment approved as follows: Council is asked:</p> <p>1) To note that the Scottish Parliament passed a motion on 16 January 2020 agreeing to an independent review of how the Curriculum of Excellence implemented in the senior phase following concerns about narrowing the breadth of subject choices available and the appropriateness of multi-level teaching.</p> <p>2) To recognise that a motion was passed by full Council in September 2019 asking for information on the breadth of subject choice and information was provided to the</p>	Executive Director for Communities and Families	May 2020		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>Education, Children and Families Committee in the report - 'Edinburgh Learns: Pathways to Develop Our Young Workforce'</p> <p>3) To acknowledge the Scottish Government has commissioned an independent review of the Senior Phase focused on the breadth of the curriculum offer, number of subjects and qualitative analysis of the experiences of pupils, parents and carers, and teachers. An interim report is due in June 2020.</p>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			To therefore request the Council response will be reported to the Education, Children and Families Committee for members consideration before submission to the Scottish Government.				



Business Bulletin

Education, Children and Families Committee

10.00am, Tuesday, 3 March 2020

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

Education, Children and Families Committee

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

East of Scotland Para Sport Festival 2020

The annual Para Sport Festival is on the horizon for 2020, welcoming young people from across the East of Scotland with a physical, visual or hearing impairment and providing them with an opportunity to try a range of Para Sports, delivered by some of the best clubs and coaches across the country. This year's festival is scheduled for Friday 27th March 2020 at Forrester / St Augustine's High School, Edinburgh.



The event, previously named the Paralympic Experience Event, is entering its ninth year since inception prior to the London Paralympic Games in 2012. This year's event is especially exciting as we look forward to the Paralympic Games in Tokyo between 25th August and 6th September, showcasing the considerable talents of thousands of para athletes from over 100 countries.

It is a fantastic opportunity for primary and secondary aged young people to experience some of the sports that are successfully showcased at the Paralympic Games. The activities selected reflect the strong club structure in the region and will aim to ignite the transition from the event to more regular sporting activity with one or more of the session's being delivered. Several Scottish Governing Bodies of Sport (SGB's) have also expressed a desire in supporting the event over the years and this further emphasises the amount of collaborative work involved.

The festival is a partnership event between Scottish Disability Sport, [Edinburgh Active Schools](#), [Lothian Disability Sport](#), Borders Disability Sport, [Edinburgh Leisure](#) and the Active Schools Network who work together, along with local club coaches, to offer sessions in athletics (including race running) swimming, boccia, football, orienteering, wheelchair

basketball, judo, goalball and more to the children and young people from East Lothian, Edinburgh, Midlothian, the Scottish Borders and West Lothian. This year's event will also be supported by the [Celtic FC Foundation](#).

Video footage has been captured from previous festivals highlighting the aims and potential impact of the event featuring testimonies from young people, parents, club coaches and professional officers. We hope this footage will prove a useful tool in providing an accurate insight to the event - <https://www.youtube.com/watch?v=JdkfhV4KwNc>

If you are interested in attending the event, please find an online entry form by following the link here. Alternatively, you can download a paper copy of the entry form by clicking here.

If you have any questions surrounding this information then please contact SDS East Regional Manager Neal Herbert on 0770 939 3514 or neal.herbert@scottishdisabilitysport.com.

Directors Annual Assurance Schedule – Communities and Families reported to the Governance, Risk and Best Value Committee on the 14 January 2020 which asked them to note the Community and Families Directorate annual assurance schedule, for scrutiny.

Each year the City of Edinburgh Council requires that Executive Directors complete Certificates of Assurance that represent their view of the effectiveness and appropriateness of controls in their areas of responsibility. These Certificates support the Annual Governance Statement which is a component part of the authority's Statement of Accounts.

An Assurance Schedule, to help prompt Executive Directors and relevant Heads of Service to consider various aspects of their control environment, is circulated in advance of Certificates. The schedule will help highlight any areas of concern.

A review of the process was initiated in response to feedback received in relation to last year's exercise resulting in the implementation of a 'comply or explain' model. The format and design of documentation was also updated to reduce manual administration and implement auto-population of improvement actions. This is designed to help officers to use improvement actions to inform the corporate governance framework self-assessment exercise. The process will continue to be reviewed in line with feedback.

The Governance, Risk and Best Value Committee agreed that an update would be provided on the Education, Children and Families Committee Business Bulletin, including a link to the full report.

<https://democracy.edinburgh.gov.uk/documents/s12584/Item%208.5%20-%20Communities%20and%20Families%20Annual%20Schedule%20of%20Assurance%20Report%20GRBV%2014%20January%202020.pdf>

Green Pencil Awards

Aimed at all Edinburgh children in the P4 to S3 range, this year's competition was launched on 29 August at Blackhall Library by the author Vivian French. The Green Pencil award aims to promote literacy, in particular reading and creative writing, and is all about firing the imagination. It also helps raise awareness and encourages learning about nature and other important environment topics – this years theme was “Going, Going, Gone – Scottish Wildlife in Danger?”. Another aim of the competition is to encourage young people, and their families, to use and join their local library if they are not already a member.

There was a huge number of 1200 entries received from young people via their schools and local libraries across the city. The winners were announced at a ceremony hosted by the Convener of Culture and Communities Committee, Councillor Wilson on 28 November at the Central Reference Library. The overall winner was Charlotte Schlegel from Preston Street Primary School.



Book Week Scotland 2019

Edinburgh Libraries went all out for Book Week Scotland again. Events ranged from meeting over 400 school children with author visits and workshops, our E Read promotion attracting the highest ever check out at 472 times, adult author visits, creative writing workshops making our outreach for BWS to over 700 adults and nearly 900 children. One first time event which received extra funding from Scottish Book Trust was our Library Link “blether” events. Chippy was the favourite Scottish word at McDonald Road library, when six library links from across the city gathered together to celebrate Book Week Scotland. Launched in 1992, Library Link is a bus service which runs in nearly every library across the city for anyone who has difficulty getting to the library because of their age, disability or ill health.



The link services from Corstorphine, Granton, Sighthill, Piershill, Wester Hailes and McDonald Road came together for a 'blether', a chippy and sing song, with entertainment provided by the Ceilidh Crew. Organised by Edinburgh Libraries, our partner The Royal Voluntary Service and with funding from Book Week Scotland, over 40 Library Link members arrived to some classic Scottish tunes from the Ceilidh Crew which had been requested by the guests beforehand, Mairi's Wedding and My Bonnie Lies Over The Ocean both really got the crowd going, before stopping for fish and chips and a blether. The time went all too quickly, and it was soon time for everyone to go home.

Oxgangs Library

For the past year Oxgangs Library have been working hard to improve the green spaces around the library. This has been done with the help of the community, especially the local children who have played a pivotal role in getting things done! Initially the kids seemed unsure, can gardening really be that exciting? Well it turns out... it can! Our first project involved planting some lovely pollinator friendly bulbs at the front of the library, these were a mix of snowdrops, crocus and snakes head fritillary. Although the local earthworm population might be a bit disgruntled, it turns out they have played a key role in getting the kids involved. Who can find the biggest earthworm providing all the motivation needed to get stuck in do some digging. We then set our sights on bigger goals! Our attention was brought to the wonderful Free Trees scheme by the Woodland Trust, so we decided to apply for a hedging pack.

This provided us with a whopping 36 trees, including Dogrose, Dogwood, Crab Apple, Hawthorn and Hazel. These arrived mid-November and were successfully planted once the ground had thawed, again with the kids providing a helping hand.

We are looking forward to these maturing over the next couple of years. Not only will our new hedge provide food and shelter for local wildlife, it will also provide a nice outdoor space where the community can feel closer to, and learn about, nature. If you would like free trees from the woodland trust scheme, please find more details here <https://www.woodlandtrust.org.uk/plant-trees/schools-and-communities/>

Yearly Awareness Weeks - Libraries

Over the year Libraries support those hard to reach customers by making the library more user friendly to these needing a little extra help;.

- Dyslexia Awareness event was a musical event by Dyslexic musicians, over 60 people attending in a relaxed atmosphere in Central Reference Library with stalls of information for adults and children
- Autism Awareness took the form of a panel discussion with Autistic people training, helping Autistic people and again stalls of information.
- Deaf Awareness had us playing host to an amazing author, who went deaf, then regained her hearing, so was able to relate to all in our audience.
- The libraries have film clubs across the city and we now host accessible film events for deaf/hard of hearing with the aim of it being city wide in the New Year

Broomhouse Girls Triathlon Project

Broomhouse Primary School is in an area that is designated 3 on the Scottish Index of Multiple Deprivation with 43% of children qualifying for free school meals. Pupil attendance is well below the national average and annual pupil turnover is 33% of the school role. Over the course of five weeks a group of female coaches from Edinburgh clubs worked with a group of 27 P6 and P7 girls on all aspects of triathlon – swimming, biking and running, culminating in a mini event.

Having an all-female coaching team was critical to the success of this initiative and the coaches involved were positive female role models for the girls. As female coaches they are aware of the myriad of obstacles for girls and women in sport. Each week the coaches were challenged in different ways and were able to skilfully adapt their session plans and behaviours so that the participants could enjoy the most meaningful experience. Initially, 55% of the girls could not swim and around 40% could not ride a bike. However, by the end of five weeks every girl participating in the initiative felt confident enough to take part in the final event. This is testament to the coaches' belief in the initiative and the reason for becoming involved in the first place. It was critical to the coaches that every girl involved with this project learnt new skills and had fun in the process. There needed to be opportunities for challenge and in order for these challenges to be accomplished the coaches created a supportive environment so that everyone felt they could, for example, fall off their bike and want to get back on it.

Outcomes of the course include: local triathlon clubs now have an ongoing relationship with Broomhouse Primary School and its pupils; an after-school triathlon club is planned for Forrester High School which the majority of participants will attend – this will be led by a young woman who is currently undertaking her UKCC level 1 Triathlon Coaching qualification; and young women from local clubs will be offered the opportunity to undertake their BTF Triathlon Young Activator Award should they wish to be involved with the work at Broomhouse/Forrester



Canal View Primary School and Outdoor Learning Team- Exploring the Local Community via Affordable Outdoor Learning and Active Travel

Throughout November, Primary 7's from Canal View Primary School embarked on an unforgettable adventure programme. They undertook their maiden voyage in canoes along the Union Canal. Initially, the Primary 7's (and some of the staff) were a little apprehensive given that this was a first-time experience for all. With the encouragement of the instructors from Bridge8 and participants' determination, they successfully made their way to Hailes Quarry Park. Meanwhile at the Park, a few other challenges were taking place, including Bushcraft and exploring / identifying the local wildlife. Pupils had to set up their own camp bases to stay warm and dry; using only a small selection of materials. They gathered around the campfire for snacks. Skills, knowledge and experiences were developed throughout the programme. To the delight of the pupils, every week there was a different treat to cook on the camp-fire. They made dough in School and enjoyed it toasted on the camp-fire along with toasted marshmallows. On their journeys back to School, the canoeists were set challenges along the way, which is one of their greatest highlights. On arrival at School, they had a debrief and had to evaluate the day. They enjoyed sharing their experiences and creating next steps for the following week. Staff were impressed with the high levels of teamwork and problem solving evident during the adventure. Pupils constantly had to discuss, evaluate and adapt their designs. These negotiating and communication skills have now been transferred and used within the classroom setting. The pupils used their experiences to develop their writing.

"I love all the cool bugs in the Canal. I love feeding the cute ducks and the beautiful swans. My best memory is when I went canoeing on the Union Canal." P7 Pupil at Canal View PS.

"We would like to thank the Outdoor Learning Team for all of their support and look forward to continuing our outdoor learning experiences in the future." Canal View Primary School.

Congratulations to all the participants and staff at Canal View PS. The Outdoor Learning Team are supporting schools in developing onsite and local outdoor learning programmes. This provides affordable provision and contributes to the Council's net-zero carbon target.

Find out more at <https://www.experienceoutdoors.org.uk/images/Download/Outdoor-Learning-News-Winter-19.pdf>



Football 4s and Soccer 7s Programme

Block 1 of our Primary School Football 4s and Soccer 7s Programme has now concluded for 2019/20. In Block 1 we had over 1500 P4-7 pupils from 56 schools playing trophy-free football every single week. Thanks go to the 200+ leaders who give up their time to take the teams and make this possible. As part of our Development Plan, over 100 leaders attended our inaugural Welcome Meeting and a further 30 attended and completed their 1.1 Early Touches qualification. Block 2 registration for P3s and for new P4-P7 teams will open in January. Thanks to all schools, parents and pupils for making the programme such a success, as well as the Scottish FA, Hearts Community and Hibs Community Foundation for the partnership support

EDINBURGH PRIMARY SCHOOLS 2019/20 BLOCK 1
FOOTBALL 4S & SOCCER 7S PROGRAMME

56 SCHOOLS

183 TEAMS

1500+ BOYS AND GIRLS EVERY WEEK

Thanks to everyone who has been part of our programme in Block 1! We look forward to seeing you again in the New Year!

"To grow and sustain the value and benefit of Primary School football in Edinburgh for individuals, groups and communities, by providing better quality opportunities for everyone to participate and develop through the game"

SOUTH EAST REGION

EDINBURGH

EDINBURGH THE CITY OF EDINBURGH COUNCIL

Football Performance Programmes



After a series of high-quality selection days, our 2019/20 Edinburgh P7 Select and P6-S1 Progression Academy squads were chosen. These squads receive a weekly performance session as well as participating in four South-East Region festivals across the year, alongside the equivalent squads of Midlothian, East Lothian and Borders. Six of our 20 Progression Academy girls have been chosen to form part of the South East Regional Performance Squad, along with five players from our S1-S3 Sports Academy squad.

Furthermore, five of our former Sports Academy players have also been selected, meaning 16 of the 37 players in the South East Regional Performance Squads have come through our Performance programmes. Well done to all players and coaches involved

Outdoor Learning Team Planning and Development

During December, the Outdoor Learning Team held a planning and development day at Bonaly Scout Centre. This provided an opportunity to start work with colleagues from Schools and Lifelong Learning on the development of Bushcraft. Participants focused on how the Team can build capacity, improve guidance and develop competency across the Council; providing appropriate support and resources. Bushcraft can be used as a standalone activity or as part of a multi-activity programme, with significant benefits and outcomes. Colleagues also discussed and detailed initial ideas on how to create and deliver a new Outdoor Learning Strategy, which will include a significant focus on building capacity, reducing inequality, and contributing to the Council's net-zero carbon target. There was a strong emphasis on how to consult and involve colleagues, families, volunteers and Outdoor Learning partners.



Active Schools North West Dance Shows

The North West Active schools hosted two dance shows at Broughton High School for schools who have been delivering Active Schools Dance Sessions between September and December. With 29 different schools performing and over 250 participants over the two nights, It was great to see some of the dance skills learned and inclusiveness of all the dance groups! Edinburgh Dance Academy performed as special guests with a group performance with Ellie Ferguson, winner of The Greatest Dancer, performing as part of the group. Thank you to the dance providers and instructors for continuing to work in partnership and support the Active Schools programme!



Bonfire Community Improvement Partnership

The Multi Agency Bonfire Community Improvement Partnership had been planning and implementing an overarching plan for supporting our communities in the days preceding and during the bonfire activities within our communities. The group worked together to reduce the amount of flammable material available, ensuring local households were able to dispose of bulk items in a safe and in an environmentally-friendly manner. Support has been provided to local youth providers to support local children, youths and families to enjoy the festivities in a safe and friendly manner. All services worked together on the 5 November to ensure that everyone's safety was paramount across the city and coordinated resources were deployed by all partners. As a result, Edinburgh saw a reduction in the level of emergency calls. Work has been ongoing with the Scottish Government around the public consultation and development of an action plan following the consultation. The Community Safety Minister Ash Denholm attended the City Chambers to Thank all the staff working on bonfire night for their hard work in enabling residents to feel safer and ensure a reduction in calls and Antisocial Behaviour within the city. A report will be prepared for the Edinburgh Community Safety/Justice Partnership following the formal lessons learned exercise.

Craigmillar Tapestry Project

The Craigmillar Tapestry Project was awarded £5000 from the City of Edinburgh Council and the Royal Edinburgh Military Tattoo in December 2018. The purpose of the funding was the delivery of a community art project, resulting in seven embroidered tapestry panels made by the Craigmillar community.

The project was overseen by Connecting Craigmillar, a local community development project, with support from a member of the Council's Lifelong Learning Team. The worker for Connecting Craigmillar organised stitching workshops throughout the course of 2019, supported the community in their involvement, and promoted the initiative locally.

World renowned Tapestry Artist Andrew Crummy delivered seven designs for the panels, each based on a different aspect of Craigmillar's culture and history. The designs include images of Craigmillar Castle, the Niddrie Stone, the Violin / Symbol of Craigmillar Festival Society and the local statue of Helen Crummy, who was one of the founders of the Craigmillar Festival Society.

There were approximately 65 hours of stitching workshops (including and stitching time) delivered overall by the textile artist Dorie Wilkie, to members of the community as well as students at Castlebrae High School and Castlevue Primary School. Parents and carers at Castlevue also participated in the workshops and stitching. The aim of the workshops was to teach different embroidery techniques which could be applied to the tapestries. Six of the tapestry panels have been passed around to be worked upon by members of the community, and the two schools worked specifically on a panel about Agnes Moffat, a child coal bearer in Craigmillar, whose testimony contributed towards a change in law around women and children working in coal mines. The parents and children from Castlevue Primary School focussed on the rights of the child in their stitching themes.

Three community events were held throughout the course of 2019 to promote the project locally: a launch in February 2019, June 2019 - as part of Thistle's 75th anniversary celebrations and a celebration of the progress and completion of some of the panels.

Lifelong Learning supported all above events and helped recruit participants, especially from the local and Syrian Refugee community. In addition to the Scottish local images multiculturalism is reflected in the borders of some of the panels – for example a Kurdish and African panel border.

It has been a wonderful project bringing young and old together, learning new skills, developing creativity as well as celebrating local creative talent and sharing different cultures.

The stitching groups are continuing to meet:

Wednesday, 10.30 am-12.30 pm at Craigmillar Library

Thursday, 1.00 – 3.00 pm at The Thistle Foundation

Funding for Phase 2 of the project has been applied for.

Katie Quinn (Connecting Craigmillar Coordinator) and Birgit Harris (Lifelong Learning)



Craigmillar Tapestry – violin panel (designed by Andrew Crummy) at Castleview Primary celebration event, 5 December 2019.

North Cairntow Project

Since July 2019 a partnership project between MECOPP (Minority Ethnic Carers of People Project) and Lifelong Learning has been delivering jointly funded tinsmithing sessions at North Cairntow, the Gypsy/Traveller site in North East Edinburgh. MECOPP has been supporting the Gypsy/Traveller community for a long time and their staff are well respected and trusted. Prior to starting the project both the tutor and Lifelong Learning Development Officer undertook training provided by MECOPP and Gypsy/Travellers to find out about their life and culture and the prejudices they have to overcome within their unique history. Tinsmithing, a craft traditionally practiced by Gypsy/Travellers, was offered by an adult education tutor who undertook research into the craft before offering practical sessions to the Gypsy/Traveller community.

They were well attended by a broad spectrum of age. The sessions were creative and good fun and gave great opportunities to share conversations. A very successful and enjoyable collaboration between MECOPP and Lifelong Learning. More art and lifelong learning projects are planned for the future.

This work is a testimony to that enduring spirit this community have shown over many years to establish the site in the Craigmillar area, which will go through an upgrade over the next year or so.



Granton Community Centres Public Artwork

“Many Hands Make a Community”

The Royston Wardieburn Community Centre has a new public artwork proudly on display in the centres foyer entrance. The artwork was installed in December and is a legacy of the community’s creative achievements and a successful example of partnership work delivered by local voluntary organisations and Lifelong Learning, who worked together co-producing a multicultural festival and participative art project in the heart of Granton during October 2019.

The Art Project ran over a four-week duration, leading up to a one-day community celebration which engaged the community in a programme of music, dance, crafts and food tasters. The purpose of the art project was to make decorations for the main hall and engage local groups in the making process.

A series of 14 artist lead workshops were devised to reach out to groups of local children, young people, parents and older people who had the opportunity to learn how to make felt, making elements of the design or helped to construct of the larger artwork. The workshops were facilitated by Inspirial Arts artists, who were commissioned to come up with the original designs inspire by a “multicultural, one world theme”.

The community groups which participated in the workshop programme included the Pilton Community Health Projects Chat Café, the community centres youth and children’s clubs, the Granton Youth Centres Friday club, the Spring Chickens 60+ group, Granton Library families group and the Granton Community Gardeners Community meals, held in in the Granton Parish church. A total of 75 people of all ages were engaged in the making workshops and each person had the chance to make their own felt hand which was incorporated into the final art piece called “*Many Hands Makes a Community*”.



Thanks to the CEC events fund, the community centre management committee and partners who deliver a fantastic celebratory event, bringing 250+ members of the community together, to socialise and celebrate the Granton areas uniqueness and cultural diversity, bringing young and old, established and new residents together! The newly installed public artwork is a bold and colourful statement feature, which has proved popular and made an impact on the centre users and visitors. A credit to the artists Craig Betney and Jenny Muirhead for their excellent design and workshops and thanks to all the 75 people who contributed to making the art piece.

“Many Hands Make a Community!” will be enjoyed and seen by the wider community and by centre users for many years to come. Pauline Fordyce
Lifelong Learning Development Officer NW Locality.

Queensferry go Wild

At Queensferry Primary School an alternative week is planned for those children who, for various valid reasons, do not go to Benmore for the P7 residential. The aim is to give them a fun and exciting week with the opportunity to experience some outdoor learning in the local environment. This year they did den building and fire making in the nearby Ferry Glen, with toasted marshmallows of course! Also on the programme was a trip to Beecraigs, kayaking at Port Edgar and some cooking back at the school. This is a great example of inclusion, and ensuring pupils do not miss out.



Blackhall - Goalball

Blackhall Primary School have set up a new sports club for pupils with visual impairments across Edinburgh. Sarah Goulding, parent at Blackhall came up with the idea and working with Active Schools, Lothian Disability Sport and Scottish Disability Sport, a plan was put in place for training needs, funding and how best to publicise the sessions. The funding bid was successful, and the project was granted £548 from Blackhall Sports Committee for equipment. The first session was delivered on Friday 24th January and was a great success! We look forward to introducing more children with a visual impairment to Goalball!



New Pitches Opened at Hunters Hall Park

Convener of Culture & Communities Committee, Cllr Donald Wilson, officially opened the new third generation (3G) pitches at Hunter's Hall Park. Councillor Wilson was joined by children from Edina Hibs and Gold & Gray Soccer Academy along with partners Edinburgh Leisure and the Scottish FA to cut the ribbon and open the pitches for community use.

The £800k investment, funded by Section 75 developers contributions, is the first part of a masterplan to develop new sports facilities at Hunter's Hall Park. Future phases will see new cycling spaces developed along with further infrastructure improvements.

Silver Duke of Edinburgh's Award (DofE) Presentation Evening

The Sport and Outdoor Learning (S&OL) Team, which coordinates the Council's DofE Operator's Licence, hosted the City's Silver Awards Presentation Evening on the 16 January at City Chambers. 89 persons attended, including 39 participants from 10 different DofE Centres. The Council welcomed Peter Moir, Operations Manager from DofE Scotland, to present the awards. Congratulations to all the young people who have recently achieved their Silver Award. The Royal High School Fiddle Group kindly provided the music.



For 2018/19, the total number of City of Edinburgh DofE starters and completions continued to rise to all-time highs. This 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 Edinburgh's communities. Thank you to all the volunteers and participants.

Targeted support has resulted in a significant increase in the number of disadvantaged young people starting a DofE Award in 2018/19. Figures indicate a 4-year high, plus a

29% increase from 2017/18. This remains a key priority; focusing on maintaining the increase in starters and ensuring more disadvantaged young people reach key milestones in their award, including completions. Key contact: Fraser Robertson
Fraser.Robertson@edinburgh.gov.uk

Building Capacity Through New Cycling Training

The Sport and Outdoor (S&OL) Learning Team is leading the way in Scotland in delivering a relatively new suite of CyclingUK training modules. In January, staff from the Council's Benmore and Bangholm Outdoor Centres delivered the Mountain Bike Trail Leader, Night Riding and Expedition modules. Participants included Centre staff and trainee instructors. The S&OL Team will shortly be offering the modules to Council staff, volunteers and partners via a new professional development offer. This is designed to build capacity; deliver regular and progressive affordable outdoor learning; and support the development of cycling across the City. It links in well to the Council's commitment to reducing inequality; improving health and wellbeing; and meeting the net-zero carbon target.



Key contact: Cliff Smith Cliff.Smith@edinburgh.gov.uk

Edinburgh Primary Schools Sports Association (EPSSA)



The EPSSA programme of events continues to grow from strength to strength across the city, welcoming pupils from P5 – P7 from all member schools to a range of sporting festivals and competitions. As the new coordinator, I am working hard to ensure the experience and events that my predecessor Beth Walker established are continued so that primary pupils can have the opportunity to utilise their sporting skills and compete in a fun and positive setting. My highlights have so far included an exciting Sportshall event with champions, Craiglockhart Primary School and runners up Bonaly Primary School qualifying to represent Edinburgh in the East Regional Finals. I have also thoroughly enjoyed hosting the P6 and P7 Netball events at the Oriam and was delighted by the good turnout and sportsmanship on display at our recent Saughton Cross Country Festival. We were even blessed with blue skies!

There is an action packed few months coming up with our historic football tournaments, mixed basketball, Interscholastic athletics, swimming & diving gala and further netball and cross country festivals all featured in our calendar. 2020 is going to be an active year!

Graeme Anderson (EPSSA Coordinator)

Photo – St Cuthbert's PS Cross Country Team at the Saughton Cross Country Festival



HMD 2020 theme is “Standing Together” and marking 75th anniversary of the liberation of Auschwitz-Birkenau, and the 25th anniversary of Genocide of Bosnia

Edinburgh Libraries always commemorates HMD and this year we worked closely with the HMD trust & our Community Libraries and were honoured to host Lejla Damon.

Piershill, Blackhall, Sighthill, Ratho and Stockbridge Libraries, all took part in making “memorial flames” and these are on display in Central Library 27 – 31 Jan.

Lejla was born in Sarajevo on Christmas Day, 1992. Her mother had been raped in a detention camp in Foca by Serb soldiers before somehow making her way to the capital, where she gave birth at Kosevo Hospital.

Two British journalists, Sian and Dan Damon, who were both based out of the hospital that year, happened to interview her mother. The deeply traumatised Bosniak woman said in the footage that they filmed that she feared that she might “strangle” the days-old child, or that the baby might grow up to be like the men who raped her.

Lejla states she is NOT a victim and has had a privileged life and that it is now time to give back. Lejla’s goal is to eventually have gained enough experience and knowledge in the corporate world to enable her to join an NGO and make a difference.

Meanwhile Lejla volunteers, for “Remembering Srebrenica War Child” and with her friend they are building links to children born of war around the world, from Iraq to Myanmar to South America to Africa and beyond.

Lejla spoke to 50 S1 pupils at Tynecastle High School and the event was excellent. Some of the questions presented by the pupils were extremely thought provoking.

In the evening members of the public came to Reference Library to hear Lejla speak and commemorate Holocaust Memorial Day and for our audience to be able to tell their stories.

If you were Robbie Burns

Children across Edinburgh Libraries (schools and community branches) were challenged to put themselves into Robert Burn’s shoes for the day and imagine what would our Bard be writing about if he were alive today, would he be reciting his poems on youtube, sending we tweets about mice on twitter or would he be winning a grammy for his raps?

The results included a design to show us what his Instagram page would look like from Liberton High school, but the overall winner was a poem named “Lay Me Down In A Bed Of Daisies” from a pupil at St Augustine’s High School who felt that Burns would still be inspired to this day by the beauty of Scotland’s nature.

The competition was run to compliment the Burns themed competition that runs every year in our sister city Dunedin in New Zealand.

Go Safe With Ziggy Campaign

All branch libraries across Edinburgh received copies of the Go Safe With Ziggy Campaign books that promote road safety and are gifted to all children across Scotland in Primary one. Ziggy aims to equip children with the road safety skills needed to keep them safe now and in later life. Many libraries have created displays around the books to encourage parents to use the books as part of their bedtime story routine.

Macmillan @Edinburgh Libraries

Macmillan @Edinburgh Libraries is a volunteer-led service providing emotional, financial and practical signposting within Drumbrae, Leith, Morningside, Portobello and Craigmillar Libraries in addition to an Information Hub at Central Library. Set up in 2016, the team of specially trained volunteers are on hand to answer any questions, providing confidential information and support to people affected by cancer, whether they are newly diagnosed, finished treatment, a family member, carer or friend.



They aim to give “time away” from a medical environment and offer a friendly face and a listening ear. Each Library offers a daily Drop In Session from 10.30am-2.30pm where no appointment is needed and there is no limit on the amount taken with each person. They are informal, warm and welcoming spaces, with tea and coffee provided where people can find lots of information on cancer and its impacts, as well as reading material that may help on a range of topics such as healthy eating or physical activity.

People affected by cancer are often disabled and disempowered by both the condition and the organisations that support them leading them to withdraw from their communities not knowing who to turn to for support. The team of volunteers provide one of the greatest gifts we can give to people and that is time. Time to listen, time to understand what the real issues and concerns are. They then use their skills and knowledge to provide a holistic, person centred approach when providing support and information when its needed most. Plus, this service greatly benefits from the ability to provide support and information within a free accessible community setting open to all.

The Service is now seeing many repeat visits within the Library showing that the accessibility to provide that “open door policy” encourages people to come back if they have further questions or concerns. The volunteers have also had people return to share good news stories as they have felt they have been with the throughout. In the words of one of our volunteers “knowing that we have been there for them, in good times or bad, and for them to then thank me for my time makes me feel very humble that I can be there for someone when they need it most”.

Education, Children and Families Committee

10.00am, Tuesday, 3 March 2020

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 with participation work in several interlinked contexts and against the top five priorities identified by children and young people;
 - 1.1.2 Agree the next steps outlined in section 5.
 - 1.1.3 Request a further report in March 2021.

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 / david.maguire@edinburgh.gov.uk |

Tel: 0131 529 6507

Children and Young People's Participation

2. Executive Summary

- 2.1 This report sets out progress in relation to children and young people's participation and highlights key examples from across the city where children and young people have made a difference in terms of their own experience, their schools and communities, and the city as a whole. The report identifies the key issues that children and young people have raised across a range of participation activities.

3. Background

- 3.1 Previous reports in May and October 2019 have outlined progress in relation to children and young people's participation, including *What kind of Edinburgh?* and the establishment of a Children and Young People Participation Group. Committee requested a further report on participation and progress relating to top priorities in March 2020.

4. Main report

4.1 Children's Services Plan 2020-23 engagement

- 4.1.1 The key messages from the children and young people who took part in *What kind of Edinburgh?* have formed the basis of the Children's Partnership's engagement around priorities for the forthcoming Children's Services Plan 2020-23. Children and young people, parents and carers, and staff have been asked to prioritise the key messages under the plan's headings of Best Start, Bridging the Gap and Being Everything You Can Be. This means that the plan will be based on and shaped by feedback from children and young people as well as other stakeholders.
- 4.1.2 Responses have come from a range of groups, including young people from ThroughCare and Aftercare, the Champions Board, pupil/student councils, voluntary sector provision and others. Children and young people have also responded on an individual basis.

4.2 Youth Climate Action Summit

4.2.1 The City of Edinburgh Council is proposing to develop a City Sustainability Strategy, a ten-year plan to take action on climate change with an aim for the city to become carbon-neutral by 2030. As part of this, the Council hosted a Youth Climate Action Summit on Friday 28 February 2020. This Youth Climate Action Summit took place at around the same time as the launch of the 'Year of COP' and formed part of the lead-in to COP 26, which will be held in Glasgow in November 2020

4.2.2 A small short-life planning group, was responsible for scoping, planning and delivering the Summit. This was young people-led, with participants drawn from the School Climate Strikers and the Scottish Youth Parliament. The Summit was attended by over 100 S1-S3 young people. A second event for primary children is planned for later in spring.

4.3 Main Revenue Grant programme, 2020-23

4.3.1 One of the questions for applicants to the recently completed Main Revenue Grant programme asked them to identify one key message from What Kind of Edinburgh and detail how the service to be funded would respond to this message. These messages were identified by the children and young people who took part in What Kind of Edinburgh. The messages were:

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

4.4 Youth Participation Fund

4.4.1 The focus of this small annual fund (maximum ward £1500) was based on the priorities identified by young people. The criteria was informed by participation events with young people, including Youth Talk, What Kind of Edinburgh and Young Edinburgh Action, and adopted the key messages and top priorities as voiced by them. The fund criteria are as follows:

Safety

- Engage young people in promoting safety in their communities and city

Health and wellbeing

- Encourage and enable young people to make positive and healthy choices which benefit emotional and physical wellbeing
- Build positive relationships

Fairness

- Engage in making our communities fairer and more equal
- Promote young people rights

Youth Participation

- Support young people to have an active role in your organisations decision-making processes
- Encourage young people to be active citizens within their community
- Support participation in local, citywide and national decision-making processes

Lifelong Learning

- Engage young people in a positive accredited learning experience

4.4.2 In order to apply for the funding, organisations were required to work with young people to identify and agree a project or piece of work to be delivered. Young people were expected to play a central role in this process so that the applications submitted were based on ideas that they had generated. Awards were agreed for the following pieces of work:

1. 6VT: to invest in their newly elected youth board via a leadership and teambuilding three-day residential.
2. About Youth: to support the delivery of a 10-week rock-climbing and personal development group for young people aged 12 to 15.
3. The Citadel: to fund a weekend residential for the Youth Reporters group, where they will record a short film about young people and mental health.
4. Dance Base: to provide, for 1 year, two free places to young Edinburgh-based dancers from disadvantaged backgrounds, and to further subsidise places for up to five young Edinburgh-based dancers.
5. Goodtrees Neighbourhood Centre: to fund cooking workshops, staffing and equipment to measure young people's physical activity each week, with weekly challenges set to see who can be most active.
6. Green Team: to fund a Youth Panel, an Advisory Young Person's Board comprising young people who are taking part in Green Team programmes. It will support four bi-monthly sessions plus provide 12 Youth Panel places at a residential training and development weekend.
7. Jack Kane Centre: to develop and further enhance young people's active involvement in decision-making process within the Jack Kane Community Centre. The project will specifically focus upon interactive informal educational group work sessions which will encourage young people to explore the complexities of decision-making process and active participation.
8. Light up Learning: to form a Youth Advisory Group made up of LUL mentees from Castlebrae High School.
9. Sighthill Community Centre (Gate 55): to fund workshops with the youth club around the theme of Health and Well-being.
10. People Know How: to work with groups of 20 young people in S1 and deliver a series of 12 interactive workshops, led by our facilitators. During the workshops, the young

people will learn about their rights. The aim is to build skills in conflict-resolution and give young people the tools to protect their own and each other's rights.

11. Pilton Youth and Children's Project: to work with young people at PYCP to create a mural which will be displayed at a launch night at the project for the community and invited guests.

Evaluations of these pieces of work will be available in summer 2020.

4.5 YouthTalk

4.5.1 YouthTalk has progressed in five areas with almost 4,000 young people involved to date, helping identify local improvements and highlighting more strategic issues. YouthTalk is currently underway in North West (West/East Pilton, Granton, Muirhouse, Drylaw). To date, 942 young people have been involved with the early stages.

4.5.2 YouthTalk involves different stages. Whilst methods vary, the programme is similar to that introduced in 2013 and consists of:

- Straw poll – different approaches have been used including a voting response to a basic question around services, to using a postcard to gather views across a number of questions. The poll is undertaken across the community e.g. libraries, schools, youth clubs.

The information is distilled to help identify common themes;

- Discussion Groups – Young people are asked to provide more meaning to the issues highlighted. This can involve community mapping to identify specific areas of concern, facilities and activities;
- The 'Gathering' - Young people join adults including elected members, community members, key partners and third sector organisations to discuss key issues and identify potential solutions.

4.5.3 Following the gathering, further work is required to develop actions to address the key outcomes. This centres on those that can be delivered at a locality level. This can also involve some re-engagement with young people and partners to validate proposed activity. Appendix 1 provides a detailed account of activity that has taken place or is planned in the coming months in the areas involved, and shows the priority or activity identified and the progress to date.

4.5.4 Three main themes have emerged:

- Safety
- Cyber safety
- Mental health

- 4.5.5 Some local activity can be introduced to support these themes; however, citywide actions are more likely to create greater continuity of approach, address resource implications and ensure relevant partners are fully engaged.
- 4.5.6 It is recognised that locality based YouthTalk processes provided some insight to the themes highlighted; however, more detailed discussion is required with young people to fully understand the scale of these issues. Discussions are underway to develop a citywide YouthTalk event which would seek to bring together young people from across the localities to engage with senior officials, partners and elected members to help identify potential actions and/or identify how they can influence associated strategies. The citywide 'gathering' can also celebrate young people's involvement in YouthTalk across the city.

4.6 Young People's Participation in Schools

- 4.6.1 Quality Improvement Education Officers from within the Schools and Lifelong Learning team, two of whom are members of the Participation Group, have been working directly with schools this session, delivering professional learning for school staff on empowering learners through participation in decision-making across the four arenas of:
- Learning, Teaching and Assessment
 - Opportunities for Personal Achievement
 - Decision Making Groups
 - Links with the Wider Community
- 4.6.2 All staff in seven schools have engaged with this, with a further eight signed up for sessions this academic year and 35 schools for the academic session 2020/21.
- 4.6.3 Learners from **Wester Hailes Education Centre** undertook successful learner participation in decision making in the arena of Learning, Teaching and Assessment through the *Classroom Partnership* they created, which formed part of their Rights Respecting Schools Silver accreditation. They focussed on Article 13 (Freedom of expression) and Article 28 (Right to an education) to create a model whereby core expectations were established by learners regarding their expectations of teacher actions during lessons, and equivalent expectations were established regarding pupil actions within lessons.
- 4.6.4 **Broughton High School** recently achieved Rights Respecting Schools Bronze status in November, taking the total of schools across the city to 46 Bronze, 21 Silver, and 10 Gold.

4.6.5 Some of many current examples of participation in schools:

- **St Peter's RC Primary School** – Every child participates in a fortnightly pupil voice group during curricular time, centred around the themes of the United Nations 17 Sustainable Development goals, where pupils self-select the group they wish to contribute to, and groups have an opportunity to feed back to the whole school.
- **Dean Park Primary School** – Learners have been engaging in whole-school self-evaluation using the Scottish Government *How Good is OUR School* document. They have been focussing on evaluating the theme of 'our school and community', and pupils from **Liberton Primary** have also begun to engage with this resource for participation.
- **Hermitage Park Primary School** has been increasing pupil participation in decision-making across the school through the work of their pupil community groups including Leafy Leithers, Bully Busters, Hermie's Rights Protectors, and Hermie Helps Community Group.
- Pupils from **Broughton High, Corstorphine Primary, Murrayburn Primary, St Cuthbert's RC Primary and St John Vianney RC Primary** took part in the *Future Schools Project* which involved them designing learning environments for their school which would lead to improved learning and teaching. They presented their submissions at the Education Buildings Scotland Conference where John Swinney, Deputy First Minister, announced the winner: St. John Vianney.
- Pupils from **St Andrew's Fox Covert RC Primary School and Gracemount High School** presented at the Scottish Parliament on World Children's day to celebrate the 30th Anniversary of the United Nations Convention on the Rights of the Child. This included St Andrew's Fox Covert pupils talking about gender inequality and stereotypes, and a Gracemount HS pupil giving a short talk to the whole conference about the importance of young people engaging in discussion around children's rights and how their voice is so important as it represents the future of our country.

4.6.6 Some examples of good practice in learner participation are evident in many schools. However, there is still much work to be done across the city in terms of facilitating and promoting young people's participation in decision-making across all four arenas. Gaps in this area reflect the national picture (outlined in the Education Scotland Thematic Review of Pupil and Parent Participation, 2019) and can also be seen in Summarised Inspection Findings from HMI. The gaps identified include: young people influencing not just what they learn but how they learn and are assessed; young people deciding on the opportunities for personal achievement that are offered; young people leading and influencing the direction of their decision-making

groups; and young people making decisions about their work with the wider community.

4.7 Mind of My Own

- 4.7.1 Mind of My Own is an app which allows children and young people to express their views and have them taken into account by professionals of their choosing.
- 4.7.2 The Children's Practice Teams and Children and Young People's Review Team have purchased a licence to use Mind of My Own, mainly with children and young people who are looked after or subject to child protection registration. Social workers have been provided with mobile phones which allow them to go into the app with the child or young person and help them to choose what they want to say and to who. The child does not have to accept their social worker's help to use the app but the provision of the right technology to social workers means that we can give them that support if they wish.
- 4.7.3 We did this because children and young people told us they found it difficult to express their views at meetings such as children's hearings, Looked After Child Reviews, and Child Protection Case Conferences, due to the number of adults present and the formality of these meetings. They also told us that they increasingly use technology to communicate and that they would like us to find more ways for them to engage with our systems using technology rather than other methods such as using a paper form or being asked to say what they think to a roomful of adults.
- 4.7.4 Usage of Mind of My Own has been building in Edinburgh from a slow start: in the four months from August to November was a very encouraging increase from 14 children/young people submitting Mind of My Own statements in August 2019 to 50 in November.
- 4.7.5 There are some great examples in which use of the app has made a real difference to children and young people. In one case a young person used the app to disclose physical abuse by a relative which had previously gone undetected. This was investigated and a clear safety plan has been put in place for the young person. In another case, a young child used the app to express her views to a children's hearing about how much she wanted to see her mum. This was taken into account by the children's hearing and her contact with her mum was increased.

4.8 Community-based youth and children's work

- 4.8.1 All community-based youth and children's organisations use different methods and levels to encourage and promote youth and children's

participation. This will range from after school clubs using play principles of child-led play and free play through to, for example, open-access youth clubs making sure that young people influence the youth club programme.

- 4.8.2 For some children and young people, participation at these levels is enough. Although children and young people in community-based settings will voice opinions in relation to wider decisions that affect them, it is often the youth worker that is looked to - by the young person - to carry these opinions (voice of child or young person) forward into key decision-making forums or arenas; the child or young person may not be attracted to that level of participation.
- 4.8.3 What is important is that all levels of participation should be respected - for some it will be having a say in the youth club weekly programme and for others they will strive for more involvement in political decision-making. One level is no more valid than the other, and we should seek evidence of participation where children and young people already engage and at the level at which they feel comfortable participating.

5 Next Steps

5.1.1 Building on *What kind of Edinburgh?*, it is proposed to investigate how we might embed participation in the Children's Services Plan 2020-23 by giving children and young people a central role in the implementation of the plan. More specifically, how might children and young people be involved in order to:

- make suggestions on specific actions and policies needed to implement the plan and how children and young people can be involved in these developments;
- check in with the partnership board on progress with, and delivery of, its commitments;
- embed participatory mechanisms across children and young people's services.

In partnership with the Children's Parliament, our intention would be to explore ways in which meaningful and creative participation of children and young people could be incorporated into both policy and practice across the partnership.

5.1.2 Each YouthTalk process is revisited every three years to ensure young people continue to be at the centre of co-designing service delivery. In terms of managing wider outcomes and key themes, work is underway to develop a city-wide YouthTalk that will bring together young people who have been involved locally with an aim of creating a better understanding of key issues within each theme. This will help to inform action planning against key strategies e.g. Community Safety, Youth Justice. The Youth Participation Team and YouthTalk are currently working together to ensure that young

people are involved in the development of the Community Safety Strategy. A key step will be to seek a representative group of young people to act as a 'Checkpoint' group who can come together to help those responsible for strategy delivery better understand the impact of activities against the agreed actions. Discussions are underway to organise a citywide Youth Talk 'gathering' in which some of the cross-cutting, big strategic issues that have been identified can be explored and better understood.

- 5.1.3 In response to a request from committee members, work has started to develop a mechanism by which young people can contact elected members directly with issues of concern or interest. The #whatkindofedinburgh has had limited success so far in relation to the priorities for the Children's Service Plan but will continue to be promoted. Other possibilities with social media will also be investigated, including potentially an adapted version of Mind of My Own. Staff should also ensure that information about any locality events which are focused on the participation of children and young people are circulated to the relevant elected members in order that they might attend. A circulation list of key contacts in relation to learner participation across schools is being developed. This will make the circulation of information about participation activities easier and more effective. It could also act as a conduit for children and young people to feed in comments and suggestions.
- 5.1.4 We will also produce an accessible summary of young peoples' engagement activities and outcomes twice each year, which we will circulate to schools directly and to youth agencies via LAYC and EVOC. The summary will ask for feedback, comments and suggestions from young people. We will ask for these to be sent to the Participation Group and/or directly to elected members (we will include contact details). Additionally, the summary will contain an update on the Council's main policy/strategy developments (e.g. proposals to make Edinburgh carbon-neutral by 2030) and invite young people to comment on these to the appropriate officers and Elected Members. Our intention is that this mechanism will keep schools and youth groups 'in the loop' on a regular basis with live issues which are being raised by children and young people. It will show progress around them and invite suggestions on the issues they think should be considered, enabling children and young people to contribute their thoughts and work into policy shaping and implementation. We will trial this over the next year and report on progress in March 2021.

In addition, we will investigate any similar work taking place in other local authorities and look to incorporate or adapt successful practice where appropriate.

5.1.5 Top Priorities

Across all of the activities set out above, a number of key issues and themes are regularly highlighted. These are:

- Safety (including in communities, online and places where children and young people feel safe)
- Mental health
- Poverty and inequality
- Participation and being able to exercise rights
- Climate change

6. Financial impact

- 6.1 The participation of children and young people in the progress of the Children's Services Plan, which would be carried out in partnership with the Children's Parliament, would need to be funded. It is expected that this will be met from existing resources.

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.

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.
- 8.4 Children and Young People's Participation, E, C and F Committee 8 October 2019.

9. Appendices

- 9.1 Appendix 1 - YouthTalk Activity Progress

Appendix 1

Education, Children & Families Committee – YouthTalk Update March 2020

YouthTalk – City wide lead officer: **Scott Donkin – Lifelong Learning Service Manager –**
scott.donkin@edinburgh.gov.uk – 529 5001

Youth Talk – Queensferry / Kirkliston		Date of Gathering: 14th Sept 2018	Lead Officer: Martin Bell Martin.bell2@edinburgh.gov.uk
Pledge/Outcome	Associated Action	Progress to date	Planned activity
Young people feeling isolated as a result of LGBT issues will be better supported and valued in their community	Establish dedicated LGBT youth club and other support services	<ul style="list-style-type: none"> • Focus group created in high school in response to young people indicating they would like a social/support group out of school • Partnership working between lifelong learning & LGBT Scotland - creating LGBT inclusive group - POLARI averaging 8 – 12 young people per session • LGBT Scotland to lead on project from 3rd October 2019 - 30th April 2020 <p>Services include;</p>	Fully review pilot initiative with potential to continue longer term activity.

		<ul style="list-style-type: none"> -Lead on the delivery of a weekly LGBT Youth Group in Queensferry Oct 3rd – April 30th -Provide staff and management support -Deliver training to NW Youth Workers -Provide regular updates on progression of the group -6-month evaluation report including statistics, feedback and recommendations -Design and print flyers -Provide refreshments and resources 	
Improving support around mental health, especially around exam time:	Establish focus group and agree activity	<ul style="list-style-type: none"> • Focus group created, the following supports were put in place: <ul style="list-style-type: none"> - 19 x one to one sessions carried out in Queensferry High School before exam time to help reduce anxiety - Feedback from guidance staff and young people very positive. - Local libraries allowed pupils access to come and study at certain times offering them free refreshments, study resources and printing services. 	<p>Re-launching a Healthy Respect Drop-in at Queensferry High School as a partnership with the school nurse, offering young people support around their well-being, relationships and sexual health.</p> <p>Put in place exam support for 2020</p>

Improve how information is provided to young people about local service provision	Find the best way to communicate with young people to let them know what's happening in their area and seek their feedback.	<ul style="list-style-type: none"> • Queensferry / Kirkliston YouthTalk Facebook page established and monitored by Youth Engagement Partnership 	
Establish a programme of music-based activity aimed at supporting existing talent and helping foster new talent	Identify appropriate opportunities to develop alongside existing activity	<ul style="list-style-type: none"> • An opportunity arose to have an outdoor music concert showcasing 4 local young people's talent, held during the ferry fair week. Very good turn out and positive feedback received. 	Continue to identify opportunities to develop activities.
Increasing opportunities available to young people aged 14 +		<ul style="list-style-type: none"> • Tree of Life Project - Cyrenians - awarded £5,000 (Combination of Choose Youth Work and Locality funding) <p>Details of project:</p> <p>To offer 30 care-affected young people aged 14+ from South Queensferry</p> <p>and Kirkliston area the opportunity to join a dedicated youth work project</p>	Evaluation of project

		<p>which recognises their unique needs and required outcomes.</p> <p>The project will follow the 'Tree of Life' approach which allows them to take control of their story-telling, visualizing strengths, struggles and dreams.</p> <p>As a group the participants will create an inspiring arts sculpture to stand in an outdoor space.</p>	
There will be an increase in the number of young people engaging in sports-based activity	Organise a festival of sports with a range of taster sports available	<ul style="list-style-type: none"> • SPARKS FEST – Sports, Physical Activity & Recreation for Kirkliston & South Queensferry's young people - 2 weeks of FREE physical activity in both communities replacing aspects of the traditional summer programme. 	Re-engage young people to identify further sports-based activity and to plan summer 2020 activity

Youth Talk – North West – Western Schools Catchment (Royal High, Craigmount, St Augustine's, Forrester)		Date of Gathering: 21st June 2019	Lead Officer: Steven Kipanda Steven.kipanda@edinburgh.gov.uk
Pledge/Outcome	Associated Action	Progress to date	Planned activity
Develop and improve wider	Create Local Drama Group	<ul style="list-style-type: none"> • Local Youth Engagement Partnership (YEP) Input • Funding identified 	Local youth Drama group to be established

range of youth activities		<ul style="list-style-type: none"> • Venue Identified • Community arts group identified • Group to commence Jan/Feb 2020 	
	Create accessible out of school sports provision	<ul style="list-style-type: none"> • Local YEP Input • Funding identified • Venues identified (Craigmount & Royal High school) 	<p>2x Local Multi sports activities aimed at increasing physical activity</p> <p>Service to commence in Spring 2020</p>
	Create new accessible youth club	<ul style="list-style-type: none"> • Local YEP Input • Funding identified. • Venue Identified/CCC. • Commenced October 2019 • 15 young people regularly attending Thursday youth club • (S1 – S6) 	1x youth Drop ins
Mental health and well being	Create a youth advice / counselling service in partnership with Corstorphine Community Centre	<ul style="list-style-type: none"> • Local YEP Input • Funding identified. • Venue Identified. • Recruitment begins January 2020 • Website and marketing development 	Youth advice / counselling service to commence March 2020
Improve Community safety	Create more positive / diversionary activities	<ul style="list-style-type: none"> • Local YEP Input • Funding application submitted CGF. • Venue Identified / Drumbrae Library Hub • Recruited youth workers December 2019 	2x youth drop ins

		<ul style="list-style-type: none"> • 2 new youth activities commence end of January 2020 	
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YouthTalk – South West Edinburgh (Wester Hailes)	Date of Gathering: 10th May 2019	Lead Officer: Carol Tuzun carol.tuzun@ea.edin.sch.uk
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Pledge/Outcome	Associated Action	Progress to date	Planned activity
Our young people will feel safe in their community	Work with local Police to identify known hotspots with a view to improving patrols	<ul style="list-style-type: none"> • Police in attendance at the Gathering – listened to young people’s concerns 	Further discussion with police and young people to identify specific areas
	Create more positive / diversionary activities	<ul style="list-style-type: none"> • Work underway to identify specific locations that would benefit from some refresh and/or changes to service delivery 	Reconnect with young people to finalise plans
	Improve communications to ensure young people are aware of what’s available		Identify ways to link different providers to create more unified approach to communication methods and materials
	Link wider concerns of feeling unsafe to city wide YouthTalk approach	<ul style="list-style-type: none"> • Inputs from participants provided to YouthTalk lead officer – key concerns include Gang culture, drug dealing/addiction, alcohol sales, Police presence, Racism 	City Wide YouthTalk 2020

Our parks and greenspaces will offer improved resource to increase positive participation	Tackle dog fouling, especially in and around play areas		Discuss with Place team to identify possible measures alongside young people e.g. campaigns, poo bags
	Improve access to play for primary school children		Discuss with Place team to identify possible measures alongside young people Identify opportunities to link 'play' to summer programmes
	Identify areas that could benefit from improved football (including goalposts) facilities and cycling facilities		Discuss with Place team to identify possible measures alongside young people Identify opportunities to link 'play' to summer programmes
The image of the area will be improved (e.g. general cleanliness)	Actions to be identified		

Aspirations and commitment of young people will be recognised via YouthTalk Report	Report to be written and to include inputs and discussions at Gathering as a record for all partners and young people	<ul style="list-style-type: none"> • Work underway 	Report to be circulated across all partners, young people and interested individuals
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Youth Talk – North East (Leith)	Date of Gathering: 28th June 2019	Lead officer: Graham Neal Graham.1.Neal@ea.edin.sch.uk
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Pledge/Outcome	Associated Action	Progress to date	Planned activity
Reduce access to alcohol for young people and increase young people's awareness of risks of alcohol and drug use	Establish positive connection with North East Action On Alcohol	<ul style="list-style-type: none"> • Connection made with North East Action On Alcohol • North East Action On Alcohol has worked with young people to co-design a workshop which gathers views from across the community about how to reduce alcohol-related harm. • Blue Light disco planned for late March 2020- partnership between LL, Vol Sector projects, Police Scotland and Leith CC Man Com. As well as providing a 'dry' space for young people, we will also be having stalls for different groups, which will include information on alcohol and other substances. 	Blue Light disco, Leith CC, March 2020

Increase young people's safety in and around local parks and green spaces	Establish connection with Community Parks Officer	<ul style="list-style-type: none"> • Requested to meet CPO early next year to discuss specific issues raised by Leith YouthTalk. 	
Increase young people's online safety	Engage with Leith Academy	<ul style="list-style-type: none"> • Partners have contributed to parents' evenings in school – promoting CEOP and Think U Know online resources to parents • Public access computers will be used at the Blue Light Disco to run online workshops on online safety. 	
Increase young people's access to sport and physical activities, especially at weekends	Establish connection with Hibernian Gamechanger and Edinburgh Leisure	<ul style="list-style-type: none"> • Gamechanger has offered free activities to local youth organisations • Edinburgh Leisure has offered additional access to NRG Zone gym accreditation for young people 	
Young people will be supported to continue to influence local services and oversee outcomes from process	Establish YouthTalk Action Group	<ul style="list-style-type: none"> • A Leith Youth Talk Action Group has been established – to enable partner organisations to work collaboratively to deliver outcomes which have been identified through the YouthTalk project in Leith 	

Youth Talk – South East (Liberton Gilmerton)		Date of Gathering: 29 March 2019	Lead Officer: Kenny Curtis Kenny.Curtis@edinburgh.gov.uk
Pledge/Outcome	Associated Action	Progress to date	Planned activity
Tackle territorialism and concerns about safety	Concerns have been fed into the Locality CIP and city YouthTalk lead. Tackle issues relating to two Local Secondary Schools	<ul style="list-style-type: none"> • Police put two officers into each school to reassure young people • Additional youth engagement has been undertaken in the area, particularly Valley Park 	Undertake further engagement with young people and learn more about their concerns
Ensure young people can influence service delivery through continued engagement	Create a reference group/ young person's forum in the area from the Youth talk group	<ul style="list-style-type: none"> • Group has been set up and has met regularly. Over 12 have been interested but there is a regular attendance of 6. 	Group has met with Local Councillor. Has met with local social work manager and there is a planned meeting with the Police Liberton Gilmerton Youth Forum to recruit a Project Worker
Tackle mental health and well being	Hots team have focused on the issues of mental health linking with the YouthTalk priority.	<ul style="list-style-type: none"> • 2 girls groups planned • An LGBT group has been formed 	Groups will be supported

Tackle Poverty	Opportunities for young people have been explored	<ul style="list-style-type: none"> • Pre-employability group set up for one group of young people at Liberton High 	This has then developed to Employability groups being set up to run in two community centres
	Maximize has focused on this area	<ul style="list-style-type: none"> • Report indicates that families have been able to claim over £250,000 in additional benefits. 	To continue to look at possible initiatives that increase awareness of entitlement
Young people can access a wider range of youth activities	SEEYA , South East Edinburgh Youth Work Alliance	<ul style="list-style-type: none"> • Regular meetings in place • Information and priorities from Youth Talk have been shared and discussed regularly within the group • SW to support Lib-Gil Youth Talk with Creative Arts to express actions 	Agreed action Locality CEC YW staff made aware of all priorities and Ideas to Go Forward from the gathering to integrate into their clubs.

YouthTalk activity underway:

North West - North Edinburgh – Lead Officer: Allan Hosey – allan.hosey@ea.edin.sch.uk

South East – Central Edinburgh – Lead Officer: Jade Mooney – jade.mooney@edinburgh.gov.uk & Hannah Bradley - Hannah.1.Bradley@ea.edin.sch.uk

North East – Craightinny/Duddingston – Lead Officer – Alan Stewart alan.stewart2@edinburgh.gov.uk

Education, Children and Families Committee

10am, Tuesday, 3 March 2020

2020/23 Communities and Families Grants to Third Parties Programme

Item number
Executive/routine
Wards All
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the actions taken to develop and implement the new Communities and Families 3rd Party Grants Programme as agreed by the Committee in June 2019 and August 2019.
 - 1.1.2 Approve the recommended awards against each of the five identified priorities. Full details are attached as appendix 1.
 - 1.1.3 Note that awards will run for a period of three years from 1st July 2020 to 30th June 2023.
 - 1.1.4 Note that a Small Grant Programme will be run again for financial years 2021/22 and 2022/23
 - 1.1.5 Note that an Integrated Impact Assessment has been undertaken and will follow.

Alistair Gaw

Executive Director of Communities and Families

Contact: David Hoy, Commissioning Officer

E-mail: David.Hoy@edinburgh.gov.uk | Tel: 0131 469 3457

2020/23 Communities and Families Grants to Third Parties Programme

2. Executive Summary

- 2.1 This report contains details of the background, how the new programme was delivered and the recommended awards under the new three-year grants programme.

3. Background

- 3.1 In May 2015 the Education, Children and Families Committee agreed recommendations made by the Member Officer Working Group to run a three-year Main Grant Programme (2016-19) and an annual Small Grants Programme.
- 3.2 The Main Grant Programme was delivered with the agreed criteria. However, issues were raised about the assessment and grant allocation process. On this basis, at its meeting of 11 February 2016, the Education, Children and Families Committee agreed to reconvene the 'Third Party Payments Short Life Working Group' to discuss the lessons learned. Edinburgh Voluntary Organisation Council (EVOC) was co-opted onto the group. The group also considered the Small Grants Programme and reported its findings to Committee on 11 October 2016.
- 3.3 A number of changes were implemented to the Small Grant Programme based on the working group's recommendations.
- 3.4 In December 2016, Committee agreed recommendations contained in the [Youth Work Funding 2017-2019](#) report, which agreed awards for eight organisations until March 2019 alongside the development of a participatory budgeting process to award smaller grants to support open access youth work. An update report was presented to Committee at its meeting in August 2017.
- 3.5 In May 2018, Committee agreed to an extension to March 2020. To support the delivery of a new process, this was followed by a further extension to June 2020, for recipients of current grants within the original 2016-19 Main Grants Programme, and the 2017-19 Youth Work Grants Programme.
- 3.6 Adoption of the Integrated Children's Services Plan 2017-20 provided a smaller set of rewritten strategic objectives. On this basis, the amended grants programme required a much sharper focus to ensure achievement against these objectives.

Adoption of the objectives also supports the administration's inclusive vision for the city, specifically, to improve resources for disadvantaged young people and their families

- 3.7 This sharper focus, combined with the work and actions undertaken to develop and deliver the 2020/23 grants programme, has enabled recommendations of awards included in this report, which provide new opportunities to support work that both compliments and supports Council objectives to improve the overall health and wellbeing of young people and their families. Delivery of the improved 3rd Party Grants Programme 2020-23, highlights a commitment to: the delivery of Council expectations; build on feedback from partners; consider previous experience and the lessons learned.
- 3.8 The new process has resulted in recommendations for awards against each of the five identified priorities. Details of the recommended awards is attached as appendix 1. The new grants will run for a three-year period between 1st July 2020 and 30th June 2023.

4. Main report

Development and delivery of the new programme

- 4.1 During 2019, to add to the previous feedback collected and ensure the new programme had clear and widely accepted assessment criteria for each of the priorities, additional engagement across the voluntary sector was undertaken. This included, a survey monkey questionnaire, and citywide and locality consultation events.
- 4.2 The new 3rd Party Grants Programme 2020-23 opened in September 2019 and invited applications from organisations clearly focused on delivering outcomes against one of five identified priorities linked to the Integrated Children's Service Plan.
- 4.3 Each of the five different priorities has specific outcomes expected, a percentage share of the overall budget and a maximum annual award. These are as follows:
- 4.3.1 Improve learning and developmental outcomes for disadvantaged babies, infants, children, young people and their families including care experienced young people. An allocation of 45-55% of the total budget, with a maximum award of £120,000.
- 4.3.2 Improve mental Health and wellbeing outcomes for children, young people and their families. An allocation of 6-8% of the total budget, with a maximum award of £50,000.
- 4.3.3 Support the personal and social development of young people through the delivery of effective universal youth work programmes. An allocation of 28-32% of the total budget, with a maximum award of £100,000.
- 4.3.4 Improve the level of participation in learning opportunities for all secondary school age young people and continue to increase positive destinations. An allocation of 8-10% of the total budget, with a maximum award of £50,000.

- 4.3.5 Ensure that children and young people's health and wellbeing are not damaged by alcohol and drugs through the delivery of effective drugs and alcohol prevention work and substance misuse services. An allocation of 3-5% of the total budget, with a maximum award of £40,000.
- 4.4 Actions taken to improve and deliver the new programme included:
- 4.4.1 the production of two new documents a Programme Overview and Applicant Guidance Notes;
 - 4.4.2 a reviewed and updated application form;
 - 4.4.3 delivery of applicant briefing sessions in four Localities and the city centre;
 - 4.4.4 assessment training for 33 officers;
 - 4.4.5 communications;
 - 4.4.6 a logging and tracking system;
 - 4.4.7 assessment process including moderation when required;
 - 4.4.8 IIA;
 - 4.4.9 Committee report for approval of the recommended awards;
 - 4.4.10 All relevant documentation was made available on-line; and
 - 4.4.11 Finance processes and ongoing monitoring of recipient progress will continue over the life of the grants.
- 4.5 Edinburgh Voluntary Organisation Council (EVOC) and Lothian Association of Youth Clubs (LAYC) were key links and invited to review the information included in the draft guidance documents.
- 4.6 To support applicants a series of Briefing Sessions were provided. One daytime session was delivered in each of the four Localities and one evening session was offered in Waverley Court. Over 100 individual organisations attended. The slides from the Briefing Sessions are attached as appendix 2.
- 4.7 Based on feedback from organisations attending the sessions, the word count for questions 1.1 and 1.2 in the application form was increased from 500 to 750 words.
- 4.9 To assist applicants, the guidance notes and updated application form gave tips on the detailed information we were looking for in each question. The 10 questions in the updated form encouraged and demanded more robust and thought-out applications. The successful bids are those from recipients who: recognise the need to know their communities; listen to young people; can clearly describe the work they will do; the impact it will have; understand the benefits of working in partnership; and importantly, how they will learn, evolve and deliver evidence of progress in the next three years.
- 4.10 Applications closed at noon on 22 November 2019. 196 applications were received from 129 organisations, however ten of these applications were incomplete and therefore 186 applications were taken forward for assessment. All have been recorded on a database to enable analysis and tracking of the processes. Details of

the numbers of applications across the five funding priorities are include in Appendix 3

- 4.11 The assessment involved 32 officers from across Communities and Families. Each assessor received training. Overall the group of assessors completed 558 assessments (three individual assessments of each application). Assessors used the standard scoring process, with responses for each of the individual 10 questions being scored between 0-4, dependant on the quality of information provided in the response. Any application assessed with a question scoring a differential of 2 or more, were independently reviewed by a Moderator.
- 4.12 The budget for 2020-21 of this three-year programme is confirmed at £3,470,712. Applicants have been advised that the level of funding for future years cannot be guaranteed and will be subject to future budget decisions. Award levels have been set at the 2020/21 request figure contained in the application information.
- 4.13 An Integrated Impact Assessment (IIA) has been undertaken and will follow.
- Small Grant Programme**
- 4.14 On account of clashes in the timescales for the main 3rd Party Grants Programme and the normal small grants application timelines, the Small Grant Programme was not run for 2020-21 but will resume for the financial year 2021-22.

5. Next Steps

- 5.1 The 2020-23 Main Grants Programme will commence on 1 July 2020 as described in this report.
- 5.2 The annual Small Grant Programme will next run in the financial year 2021/22.
- 5.3 Each grant recipient will be required to complete a funding agreement that details SMART targets to be achieved by the organisation within the funding period. The achievement of these targets will contribute to an identified Strategic Aim within the Integrated Children's Services Plan.

6. Financial impact

- 6.1 The annual value for the grant awards recommended in appendix 1 totals £3,371,523 which will leave a balance of £99,189 available for the small grant programme in subsequent years.

7. Stakeholder/Community Impact

- 7.1 This report builds on the work and reports addressing the previous Main Grants programme (2016-19) and changes as recommended in the [Lessons Learnt report](#) approved by Committee in October 2016

- 7.2 The funding priorities identified for this grants programme address the needs of vulnerable children, young people and families across the city. Whilst there are no specific geographical allocations being used, it is expected that the bulk of the activity being delivered with awards from this programme will take place in SIMD (Scottish Index of Multiple deprivation) areas 1 and 2. In addition, to spread the benefits across the city, no single Locality will be awarded more than 30% of the total budget available for priorities one and three.
- 7.3 The funding of activity by third parties through grant aid contributes to the Council's delivery of its Equality Act 2010 duty to seek to eliminate unlawful discrimination, harassment and victimisation, and to advance equality and foster good relations.
- 7.4 The awarding of grants to third parties enables the Council to meet Climate Change (Scotland) Act 2009 Public Bodies Duties as well as contributing to the city's Sustainable Edinburgh 2020 objectives
- 7.5 There was engagement involving stakeholders to review the third party grants process throughout 2016. Specifically, this included reforming the Elected Members Working Group and an online consultation with third party organisations. This work resulted in the [Lessons Learnt report](#) approved by Committee in October 2016. Additional engagement was undertaken in 2019.
- 7.6 Additional engagement about the development of the 3rd Party Grants Programme 2020-23 was undertaken in late 2018 and early 2019.

8. Background reading/external references

- 8.1 [Children and Families Grants to Third Parties 2015/16 Education Children and Families Committee 19 May 2015](#)
- 8.2 [Children and Families Grants to Third Parties 2016/19 Education, Children and Families Committee 06 October 2015](#)
- 8.3 [Member Officers' Working Group – Lessons Learnt from Review of Revenue Grants Programme Education, Children and Families Committee 11 October 2016](#)
- 8.4 [Youth Work Funding 2017-19 Education Children and Families Committee 13 December 2016](#)
- 8.5 [Choose Youth Work: Youth Work Participatory Budgeting – Phase 1 Education Children and Families Committee 15 August 2017](#)

9. Appendices

- 9.1 Appendix 1 – Recommended Awards
Appendix 2 – Applicant Briefing session slides
Appendix 3 – Application information
Appendix 4 – Integrated Impact Assessment (to follow)

Appendix 1 Grant Award Recommendations 2020-23

Funding Priority 1

Funding Priority 1 - Improve learning and developmental outcomes for disadvantaged babies, infants, children, young people and their families including care experienced young people								
Organisation	Project Title	Citywide or Locality	20/21 Request	2020-21	2021-22	2022-23	2023-24	Total
Citadel Youth Centre	Citadel Families Project	NE	60,771	45,578	60,771	60,771	15,193	182,313
People Know How	Positive Transitions	NE	30,190	22,643	30,190	30,190	7,548	90,570
Cross Reach	CrossReach Counselling Services East	Citywide	62,259	46,694	62,259	62,259	15,565	186,777
Pilmey Development Project	PDP Youth Work Services	Citywide	20,053	15,040	20,053	20,053	5,013	60,159
Children 1st	With Families	SE	118,335	88,751	118,335	118,335	29,584	355,005
ProjectScotland	Youth Engagement Volunteering Project	Citywide	29,646	22,235	29,646	29,646	7,412	88,938
Volunteering Matters	Edinburgh Mind Matters	Citywide	99,214	74,411	99,214	99,214	24,804	297,642
Sleep Scotland	Sleep Edinburgh	Citywide	17,137	12,853	17,137	17,137	4,284	51,411
CHAI	Financial Capability and Health Visitors Project	Citywide	32,667	24,500	32,667	32,667	8,167	98,001
Smart Play Network	Play Plus Toy Library	Citywide	15,970	11,978	15,970	15,970	3,993	47,910
YMCA Edinburgh SCIO	Plusone Mentoring	Citywide	50,726	38,045	50,726	50,726	12,682	152,178
Pilton Youth and Children's Project	Bridges to Learning	NW	86,554	64,916	86,554	86,554	21,639	259,662
Home Link Family Support	Early Years Family Learning Opportunities	SE	50,126	37,595	50,126	50,126	12,532	150,378
Big Hearts Community Trust	Kinship Care Programme	Citywide	48,309	36,232	48,309	48,309	12,077	144,927
Salvesen Mindroom Centre	Direct Help and Support for families that have children and young people with learning difficulties	Citywide	58,200	43,650	58,200	58,200	14,550	174,600
Circle	Haven	NW	119,361	89,521	119,361	119,361	29,840	358,083
Home-Start Leith & North East Edinburgh	HSLNEE Core Costs	NE	98,913	74,185	98,913	98,913	24,728	296,739
Tailor Ed Foundation	Early Years Service	Citywide	28,825	21,619	28,825	28,825	7,206	86,475
LGBT Youth Scotland	Getting it Right for LGBT Young People in Edinburgh	Citywide	43,560	32,670	43,560	43,560	10,890	130,680
WHALE Arts	Play, Create, Participate	SW	31,852	23,889	31,852	31,852	7,963	95,556
Venture Scotland	The Journey To Change Programme : The Etive Challenge Course	Citywide	101,921	76,441	101,921	101,921	25,480	305,763
The Green Team Ltd	Educational Support Programme	Citywide	16,665	12,499	16,665	16,665	4,166	49,995
Barnardos	Caern Autism-Friendly Support	Citywide	79,101	59,326	79,101	79,101	19,775	237,303
The Yard	Early Years and Families Service at The Yard	Citywide	113,299	84,974	113,299	113,299	28,325	339,897
A Sure Start for Families	Sure Start Edinburgh	SW	115,740	86,805	115,740	115,740	28,935	347,220
Edinburgh Leisure	Looked After and Active	Citywide	42,677	32,008	42,677	42,677	10,669	128,031
			1,572,071	1,179,053	1,572,071	1,572,071	393,018	4,588,182

Funding Priority 2

Funding Priority 2 - Improve mental health and wellbeing outcomes for children, young people and their families								
Organisation	Project Title	Citywide or Locality	20/21 Request	2020-21	2021-22	2022-23	2023-24	Total
The Junction Young People Health and Wellbeing	Nested Provision: One to One Support	NE	49,944	37,458	49,944	49,944	12,486	149,832
Edinburgh Rape Crisis	STAR	Citywide	50,000	37,500	50,000	50,000	12,500	150,000
Waverley Care	Children and Families Service	Citywide	32,062	24,047	32,062	32,062	8,016	96,186
Rock Trust	Youth Homelessness Health and Wellbeing	Citywide	47,650	35,738	47,650	47,650	11,913	142,950
Cruse Bereavement	Bereavement support - Children and Young people	Citywide	11,149	8,362	11,149	11,149	2,787	33,447
Place2Be	Whole School Mental Health Support	Citywide	50,000	37,500	50,000	50,000	12,500	150,000
Edinburgh Women's Aid	CEDAR	Citywide	49,500	37,125	49,500	49,500	12,375	148,500
			290,305	217,729	290,305	290,305	72,576	870,915

Funding Priority 3

Funding Priority 3 - Support the personal and social development of young people through the delivery of effective universal youth work programmes								
Organisation	Project Title	Citywide or Locality	20/21 Request	2020-21	2021-22	2022-23	2023-24	Total
Muirhouse Youth Development Group	MY Youth	NW	90,000	67,500	90,000	90,000	22,500	270,000
Pilton Youth and Children's Project	Universal Youth Work – Youth Zone	NW	94,341	70,756	94,341	94,341	23,585	283,023
Citadel Youth Centre	Community Based Youth Work	NE	100,000	75,000	100,000	100,000	25,000	300,000
Venture Scotland	The Etive Challenge Course	Citywide	95,331	71,498	95,331	95,331	23,833	285,993
Pilmey Development Project	PDP Youth Work Services	NE	21,766	16,325	21,766	21,766	5,442	65,298
Lyra	Young Artists	NE	21,261	15,946	21,261	21,261	5,315	63,783
LGBT Youth Scotland	Getting it Right for LGBT Young People in Edinburgh	Citywide	35,591	26,693	35,591	35,591	8,898	106,773
Canongate Youth	All About Youth	SE	99,302	74,477	99,302	99,302	24,826	297,906
Edinburgh City Youth Cafe	6VT Drop In	Citywide	81,865	61,399	81,865	81,865	20,466	245,595
Granton Youth	GY Works	NW	49,032	36,774	49,032	49,032	12,258	147,096
SCOREScotland	Inter Cultural Youth Provision	SW	35,350	26,513	35,350	35,350	8,838	106,050
Wester Hailes Youth Agency	Drop In Provision	SW	48,420	36,315	48,420	48,420	12,105	145,260
Friends of the Award (Edinburgh and the Lothians)	Supporting young people to gain accredited awards	Citywide	84,290	63,218	84,290	84,290	21,073	252,870
Oi Musica CIC	Brass Blast Beginners	NE	26,416	19,812	26,416	26,416	6,604	79,248
Jack Kane Centre Community Wing	Youth State	NE	64,725	48,544	64,725	64,725	16,181	194,175
Lothian Association Youth Clubs (LAYC)	Supporting Best Outcomes for Children and Young People	Citywide	91,987	68,990	91,987	91,987	22,997	275,961
People Know How	Positive Transitions (All Aboard)	Citywide	19,482	14,612	19,482	19,482	4,871	58,446
			1,059,159	794,369	1,059,159	1,059,159	264,790	3,177,477

Funding Priority 4

Funding Priority 4 - Improve the level of participation in learning opportunities for all secondary school age young people and continue to increase positive destinations								
Organisation	Project Title	Citywide or Locality	20/21 Request	2020-21	2021-22	2022-23	2023-24	Total
Muirhouse Youth Development Group	MY Youth & MY Time	Citywide	46,883	35,162	46,883	46,883	11,721	140,649
The Princes Trust	Achieve – Developing the skills and confidence to Live, Learn and Earn	Citywide	50,000	37,500	50,000	50,000	12,500	150,000
Spartans Community Football Academy	North Edinburgh Youth Work Academy	NW	50,000	37,500	50,000	50,000	12,500	150,000
Citadel Youth Centre	Citadel Connect	NE	14,634	10,976	14,634	14,634	3,659	43,902
Rural and Urban Training Scheme Ltd.	Road to Success	Citywide	37,826	28,370	37,826	37,826	9,457	113,478
Impact Arts	CashBack to the Future; Creative Play	Citywide	32,195	24,146	32,195	32,195	8,049	96,585
Light Up Learning	Student – Led Learning	Citywide	40,413	30,310	40,413	40,413	10,103	121,239
Lothian Autistic Society	Basecamp2	Citywide	25,120	18,840	25,120	25,120	6,280	75,360
			297,071	222,803	297,071	297,071	74,268	891,213

Funding Priority 5

Funding Priority 5 - Ensure that children and young people's health and wellbeing are not damaged by alcohol and drugs through the delivery of effective drugs and alcohol prevention work and substance misuse services								
Organisation	Project Title	Citywide or Locality	20/21 Request	2020-21	2021-22	2022-23	2023-24	Total
The Junction Young People Health & Wellbeing	Nested Provision: Outreach: Substance Use Prevention, Education and Support	NE	39,963	29,972	39,963	39,963	9,991	119,889
Fast Forward	Going Forward	Citywide	31,588	23,691	31,588	31,588	7,897	94,764
Hibernian Community Foundation	Don't Start It	Citywide	13,000	9,750	13,000	13,000	3,250	39,000
Edinburgh Young Carers	Supporting young carers caring for a parent/s with addiction issues	Citywide	28,456	21,342	28,456	28,456	7,114	85,368
Cross Reach	CrossReach Counselling Services East	Citywide	39,910	29,933	39,910	39,910	9,978	119,730
			152,917	114,688	152,917	152,917	38,229	458,751

Communities and Families Grants 2020/23

Application Process

3rd Party Grants



1

Important Dates

- Application Closing Date –
Friday 22 November 2019 (noon)
- December 2019/January 2020 –
Assessment process
- March 2020 - Report containing award
recommendations to Education,
Children & Families Committee



2

2

Documentation

Three Documents

- Programme Outline
- Applicants Guidance Notes
- Application forms (organisations and consortiums)

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Background

- Grants Review
- Three Year Awards
- Must help deliver against outcomes included in the Integrated Children's Service Plan
- Five specific identified funding priorities
- What young people have told us - *'What Kind of Edinburgh?'* key messages

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Assessment

- Assessors will all receive training
- Three officers will assess and score each application
- Moderators will review scoring differentials
- Table of organisations produced ranked according to score

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Scoring

Mark	Criteria
Unacceptable 0	Nil or inadequate response – Fails to demonstrate an ability to meet the requirements.
Poor 1	Response is partially relevant but generally poor. The response addresses some elements of the requirement but contains insufficient/limited details or explanation to demonstrate how the requirement will be fulfilled.
Acceptable 2	Response if relevant and acceptable. The response addresses a broad understanding of the requirements but may lack details on how the requirement will be fulfilled in certain areas.
Good 3	Response if relevant and good. The response sufficiently detailed to demonstrate a good understanding and provides detail on how the requirements will be fulfilled.
Excellent 4	Response is completely relevant and excellent overall. The response is comprehensive, unambiguous and demonstrates a thorough understanding of the requirement and provides detail of how the requirement will be met in full.

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Weighting

Question	Weighting
1.1	4
1.2	4
1.3	4
1.4	3
1.5	3
1.6	2
1.7	3
1.8	3
1.9	2
1.10	2

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Multiple applications?

- Organisations can submit up to 3 applications - this allows a range of services – each one should address a different 'funding priority'
- Consortiums can submit another one application for a relevant service. Organisations can do this as either a lead, or as a partner in the consortium.
- Therefore, the maximum number of applications per organisation is **four**.

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Application Form

- Part A – Organisation or consortium details
- Part B – Your proposal(s)
- Part C – Your costs and finances
- Part D – Organisation or consortium declaration & checklist

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Part A

- Contact details – key contact and chair
- Volunteers
- Child Protection
- In kind support
- Equalities
- Accounts and auditing
- Bank details

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Part B

KEY LINKS

- Integrated Children's Service Plan Outcomes – 5 identified priorities
- *What Kind of Edinburgh?* key messages



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Five Funding Priorities

1. **Improve learning and developmental outcomes for disadvantaged babies, infants, children, young people and their families including care experienced young people (max award £120,000)**
2. **Improve mental health and wellbeing outcomes for children, young people and their families (max award £50,000)**
3. **Support the personal and social development of young people through the delivery of effective universal youth work programmes (max award £100,000)**
4. **Improve the level of participation in learning opportunities for all secondary school age young people and continue to increase positive destinations (max award £50,000)**
5. **Ensure that children and young people's health and wellbeing are not damaged by alcohol and drugs through the delivery of effective drugs and alcohol prevention work and substance misuse services (max award £40,000)**



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What Kind of Edinburgh? **key messages**

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

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Part B

- What is the service to be provided
- Evidence of need
- Set SMART Objectives
- Monitoring and evaluation
- Partnership working
- Equalities
- Your links with the community

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Types of Evidence

- Numerical/statistical/SIMD etc
- Trends 3 years or longer
- Research findings/predictions
- Evaluation – good practice/evolution
- Direct feedback from stakeholders
- Professional knowledge
- Progression – attainment/confidence/skills/employment/wellbeing

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Self Evaluation - Tips

How are we doing?

- Are we providing appropriate, accessible, high quality services/activities/ opportunities?
- Are we setting and achieving ambitious targets?
- Are we systematically improving the quality of what we offer?

How do we know?

- Are we gathering evidence to assess how we are doing?
- Are we continuously measuring and evaluating the impact of the services/ activities/ opportunities we provide?

What are we going to do now?

- Are we using the evidence we have gathered to support our strong outcomes and change those that need more development?
- Are we using robust evidence to plan for future developments so they best meet the needs of those we work with and other stakeholders?

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Part C

- Excel spreadsheet
- All applications, up to maximum of three, to be included on this sheet
- Details of how grant to be used (three years)
- Financial projections

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Part D

- Two signatures (at least one from Board/Committee)
- Self Directed Support
- Checklist

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Any questions?



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Further information

- <http://www.edinburghcompact.org.uk/council-funding/children-and-families/>
- CF.Commissioning@edinburgh.gov.uk

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2020-23 Communities and Families Grant Programme Applications

- 196 in total from 129 organisations
- 23 organisations in last hour as part of 71 on 22nd November, 41 on 21st November
- 186 have gone forward for assessment
- 32 officers assessing between 15 to 18 applications each

Funding Priority 1 - Improve learning and developmental outcomes for disadvantaged babies, infants, children, young people and their families including care experienced young people	
Number of applications	64
Year 1 request	3,680,862
Year 2 request	3,770,197
Year 3 request	3,826,580
Total request	11,277,639
Maximum Annual Budget	1,813,477
Minimum Annual Budget	1,483,729

Funding Priority 2 - Improve mental health and wellbeing outcomes for children, young people and their families	
Number of applications	51
Year 1 request	1,841,170
Year 2 request	1,864,971
Year 3 request	1,897,747
Total request	5,603,888
Maximum Annual Budget	263,774
Minimum Annual Budget	197,831

Funding Priority 3 - Support the personal and social development of young people through the delivery of effective universal youth work programmes	
Number of applications	43
Year 1 request	2,172,996
Year 2 request	2,216,177
Year 3 request	2,259,977
Total request	6,649,150
Maximum Annual Budget	1,055,096
Minimum Annual Budget	923,209

Funding Priority 4 - Improve the level of participation in learning opportunities for all secondary school age young people and continue to increase positive destinations	
Number of applications	17
Year 1 request	618,407

Year 2 request	619,247
Year 3 request	623,882
Total request	1,861,536
Maximum Annual Budget	329,718
Minimum Annual Budget	263,774

Funding Priority 5 - Ensure that children and young people's health and wellbeing are not damaged by alcohol and drugs through the delivery of effective drugs and alcohol prevention work and substance misuse services	
Number of applications	11
Year 1 request	361,415
Year 2 request	363,620
Year 3 request	365,875
Total request	1,090,910
Maximum Annual Budget	164,859
Minimum Annual Budget	98,915

Education, Children and Families Committee

10am, Tuesday, 3 March 2020

Edinburgh Community Learning and Development Partnership Plan 2018-2021

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 the Edinburgh Community Learning and Development Plan 2018 - 2021 and will receive annual updates on progress.

Alistair Gaw

Executive Director for Communities and Families

E-mail: Alistair.gaw@edinburgh.gov.uk | Tel: 0131 529 3001

Contact: Paul McCloskey, Strategic Manager CLD & Libraries

E-mail: paul.mccloskey@edinburgh.gov.uk | Tel: 0131 529 6156

Edinburgh Community Learning and Development Partnership Plan 2018-2021

2. Executive Summary

- 2.1 Led by the Council Lifelong Learning service, the Community Learning and Development Partnership (CLDP) produced an Edinburgh CLD plan for 2018-2021. The CLDP is accountable to the Edinburgh Partnership for the delivery of the plan and has updated the Edinburgh Partnership, 18 December 2019, on progress. The CLDP now wishes to inform the Committee of this update and some of the next steps for the work of the CLDP.

3. Background

- 3.1 Under the powers of the 1980 Education (Scotland) Act, the Council has to fulfil the Requirements for Community Learning and Development (Scotland) Regulations 2013.
- 3.2 The plan specifies how the local authority will co-ordinate this community learning and development with other people (including partners) who provide this activity; what action the local authority will take to provide community learning and development over the three years; what action the other people including partners will take to provide community learning and development; any needs for community learning and development which will not be met within the period of the plan.
- 3.3 The CLDP plan is half way through a three year timeframe and in December 2019 it reported on progress to the Edinburgh Partnership.
- 3.4 The CLDP now wishes to update Committee on this progress and next steps.

4. Main report

- 4.1 The CLD Partnership, with largely new membership, produced a CLD plan for 2018-21.
- 4.2 Key developments in the last year are:
- 4.2.1 The partnership has reviewed and revised its terms of reference to strengthen governance and accountability, with a Board and Delivery Group structure.

- 4.2.2 Partners have reviewed sections 2 and 3 in the plan - *Improving life Chances of people* and *Building stronger, more resilient communities*, adopting an approach which has fewer actions and a sharper focus on the contribution of the partnership - the added value to community learning and development.
- 4.2.3 The premise is - less is more: it is better to do a few quality collaborations well.
- 4.3 In the past year, as a direct result of the partnership:
 - 4.3.1 Following Education Scotland feedback, partners are sharing data much more: an example is using data to support future planning for English as a second or additional language (ESOL) planning and delivery. ESOL partnership meetings now take place.
 - 4.3.2 The new membership has led to improved co-working and training between partners, particularly in youth work and adult learning.
 - 4.3.3 The sharing of data on adult learner profiles to assist programme planning has improved.

5. Next Steps

- 5.1 Publish revised sections 2 and 3 (and all CLDP papers) on the Edinburgh Partnership website).
- 5.2 Develop the role of the Board to strengthen the governance and accountability of the partnership, adding value to community learning and development policy and practice.
- 5.3 Raising awareness of the plan is an area for improvement as is developing ways of reflecting and demonstrating the influence of the learner voice across partners in community learning and development.

6. Financial impact

- 6.1 The CLDP Board will identify, agree and contribute the resources needed to achieve shared outcomes
- 6.2 The Board has a further role in helping to identify and seek funding opportunities to progress priorities.

7. Stakeholder/Community Impact

- 7.1 The plan reflects some of the priorities identified through the Locality Improvement Plans consultation, an evaluation of the CLD plan 2015-18, face to face conversations and questionnaires with learners and volunteers, Council and partner staff workshops, audit of the four locality action plans, the developing Local Outcome Improvement Plan and its themes, relevant council, partner and community plans.

- 7.2 In making publicly available the plan and all CLDP papers (through the Edinburgh Partnership) there is a need to promote more widely the ideas in the plan and to seek feedback and comment from citizens and groups who could benefit.
- 7.3 The Board is developing a Risk Register to identify and monitor risks to the delivery of the Plan.

8. Background reading/external references

N/A

9. Appendices

- 9.1 Appendix 1 The Edinburgh Partnership Update is attached along with the updated CLDP terms of reference, revised section 2 and 3 and a plan progress update.
- 9.2 Appendix 2 Edinburgh Community Learning and Development Plan update to Education, Children and Families Committee 14 August 2018.

Edinburgh Community Learning and Development Plan

Changing lives through learning

2018 – 2021





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CLD: Vision

By 2021 community learning and development activity will have enabled people, particularly those people who are more vulnerable or disadvantaged, to make positive changes in their lives and in their communities through learning.

Welcome

Welcome to the Edinburgh Community Learning and Development (CLD) Partnership plan which sets out our collective ambition to make a positive difference for people in Edinburgh.

We recognise that a wide range of organisations deliver community learning and development in the City. These include the public and third sector working with children, young people and adults. The intention of the plan is to add value to this existing delivery by identifying where we as a partnership can bring fresh thinking and ideas to address what are often longer term, so called 'thorny' issues. The partnership will do this by using data to identify some of these intractable issues; consider what actions have worked in the past or are working presently, both in Edinburgh and in other local authorities, to address these issues; engage with target groups to co-design service activity and harness the collective resources across the partnership, focusing on actions which will bring about positive change and progress.

The plan therefore does not reflect the broader CLD activities already reported in other plans. It will however monitor this broader range of CLD activity, promote sharing of good practice and challenge Council and partner organisations where it feels that there is lack of activity or the activity itself is less effective in meeting identified needs and/ or national and City priorities.

Thank you to learners, volunteers, partners and CLD staff who have contributed to the plan development. This contribution has been carried out through evaluation of the CLD plan 2015–18, face to face conversations and questionnaires with learners and volunteers, Council and partner staff workshops, an audit of key themes in the four locality action plans, the developing Local Outcome Improvement Plan and its themes, relevant council, partner and community plans.

The plan is a living document and as such will be reviewed and amended in light of experience and changing needs and expectations.

Ian Brooke and Paul McCloskey

The Partnership welcomes comments and feedback on the plan and you can do this by contacting Ian or Paul as below.

Ian Brooke

Deputy Director Edinburgh Voluntary Organisations Council, Edinburgh CLD Partnership Chair

ian.brooke@evoc.org.uk

Tel 0131 555 9100

Paul McCloskey

Lifelong Learning Strategic Manager (CLD and Libraries)

Paul.mccloskey@edinburgh.gov.uk

Tel 0131 529 6156/07990 772 333

What will the CLD Partnership change and improve in Edinburgh?

The changes and improvements fall into four main areas:

Planning for Improvement

Reflection and self-awareness through self-evaluation are fundamental for good CLD practice: seeking to improve professional competencies around community learning and development and continually improving practice in order to become more effective and have greater impact. The Partnership will champion self-evaluation, share and promote examples of how this has led to improved practice and outcomes for citizens.

It will also champion the effective use of data through workshops to improve staff knowledge and in sharing data across partners in order to inform effective practice.

Improving the life chances for people of all ages

Youth work is intrinsic to community learning and development and to meeting the needs of children and young people, who have a right to experience the best possible start in life. It isn't easy being young today and sometimes, through circumstances beyond their control, they may find life particularly challenging. Delivering high quality youth work requires high quality youth work practitioners: confident and competent, knowledgeable and skilled, ambitious for children and young people and able to help them achieve their potential and be the best they can be. The Partnership will champion existing competencies for youth work, identifying and developing training to enable staff to effectively communicate with young people, appreciate and understand their realities. There is a perception among partners that children and young people from black, Asian and minority ethnic communities do not engage widely in youth work. There are likely to be a number of reasons for this. The Partnership will establish a baseline of participation levels and consult with young people to explore potential barriers to participation and identify ways in which these could be overcome.

Literacy and numeracy are important life skills and not having these can be a disadvantage in a society which assumes the possession of these skills. The Partnership seeks to more effectively meet the needs of the learners including the systematic use of individual learner plans that clearly identify learner progression.

It recognises the need to be more creative in engaging people who would not necessarily want to come forward or identify themselves as being someone in need of literacy and numeracy support.

Mental health and wellbeing touches all of our lives. Staff sometimes lack knowledge and communication skills in communicating effectively with people who are affected by mental health issues. The Partnership will work alongside existing training plans and programmes to share knowledge of what is available and to create new staff learning opportunities.

Building stronger, more resilient communities

Social isolation, linked increasingly to poor health outcomes, can occur in rural and urban environments and has been linked to wider changes in society. There are a range of organisations in Edinburgh which exist to connect people who are socially isolated. The Partnership will look at examples of the impact of models in Edinburgh and beyond and work on how good practice models could be extended and professional awareness of what is available improved.

Involving local people in decision making and services design, while a key Christie Commission recommendation and intrinsic to community empowerment, isn't always as widely adopted as it could be. The Partnership will look at successful models within and outwith Edinburgh and seek to encourage the adoption of effective forms of local decision making.

Monitoring and Reporting

One of the issues for community learning and development has been, albeit that some good practice examples exist, a lack of consistency in data gathering and in particular baseline performance gathering and reporting.

A consequence of this is that what is at times excellent work remains hidden as staff are not able to demonstrate improvement and change. The Partnership will develop a means of monitoring and reporting information to measure the impact of CLD Partnership activity in this CLD plan. It will also identify existing mechanisms and those in development which together will ensure that that it has an overview of the impact of citywide CLD activity.

Unmet need

There is a requirement to identify unmet need – as in those needs which will not be met in the three years of the plan. The Partnership will seek to interpret what this means for Edinburgh and the role of the CLD Partnership, identifying potential unmet need during the first year of the plan. Certainly, at a time of unprecedented budgetary constraint, it behoves the Partnership to, as Jim Collins states, 'confront the most brutal facts of your reality'. It may be that CLD, as much as it needs to define what it can do, needs to also define what it cannot do.

A three year plan

As a result of engagement with partners and an exercise to identify key priorities, the plan shows a greater level of detail in year one; some of these year one actions may extend into years two and three. A list of additional themes for years two and three are included at the end of the plan. Plans are living documents and planning an organic process. The more detailed picture for year two will be teased out during the course of year one; the detail of year three will be developed in year two.

This approach recognises the need for flexibility in planning: being able to adapt to unforeseen circumstances, as needs change and demand on resources increases or other resources become available. These changing needs and demands will require improved partnership and collaborative working, in order to target resources and develop services for those most vulnerable and disadvantaged in society, a tenet of community learning and development.

'The true measure of any society can be found in how it treats its most vulnerable members'
Mahatma Gandhi

What is Community Learning and Development?

Community Learning and Development (CLD) supports primarily disadvantaged or vulnerable groups and individuals to engage in learning, personal development and active citizenship, bringing about change in their lives and communities. CLD is a distinctive process of engagement and support, with a learning content that is negotiated with learners.

Community Learning and Development activity has a strong focus on early intervention, prevention and tackling inequalities.

Community Learning and Development is widely understood to include:

- * community development (building the capacity of communities to meet their own needs, engaging with and influencing decision makers)
- * youth work, family learning and other early intervention work with children, young people and families
- * community-based adult learning, including adult literacies and English for Speakers of Other Languages (ESOL)
- * learning for vulnerable and disadvantaged groups in the community, for example, people with disabilities, care leavers or offenders
- * volunteer development
- * learning support and guidance in the community.

Community Learning and Development's specific focus should be:

- * Improved life chances for people of all ages, through learning, personal development and active citizenship
- * Stronger, more resilient, supportive, influential and inclusive communities.



The Edinburgh CLD Partnership Plan

Community Learning and Development (Scotland) Regulations 2013

Under the powers of the 1980 Education (Scotland) Act, the City of Edinburgh Council, in common with every local authority, has to fulfil the Requirements for Community Learning and Development (Scotland) Regulations 2013. Local authorities are expected to:

- * Identify target individuals and groups and their needs in regard to community learning and development
- * Assess the degree to which these needs are being met
- * Identify barriers to the adequate and efficient provision of community learning and development
- * Publish a (three year) plan which specifies:
 - How the local authority will co-ordinate this community learning and development with other people (including partners) who provide this activity
 - What action the local authority will take to provide community learning and development over the three years
 - What action other people including partners will take to provide community learning and development
 - Any needs for community learning and development which will not be met within the period of the plan

Consultation is intrinsic to the development of the plan. Consultation with learners who are representative of the target groups, people including partners who provide community learning and development, volunteers, sessional staff, Council staff, other organisations and groups relevant to the provision of community learning and development. The result of this consultation is an Edinburgh CLD Partnership Plan which is relevant to the community learning and development needs and aspirations of Edinburgh's citizens and communities.

The plan is an evolving document that is reviewed annually and amended in light of changing priorities and circumstances.

Who is involved in creating the plan?

The Community Learning and Development Partnership is involved in writing, developing, reviewing and monitoring the plan. This planning process is led by the Lifelong Learning Strategic Manager (CLD and Libraries). Central to the development of the plan is consultation and engagement: with learners, volunteers, members, target groups, sessional staff, partners, Council staff, others involved in community learning and development activity.

The Community Learning and Development Partnership includes organisations with a citywide remit including representatives from National Health Service Lothian, Police Scotland, Edinburgh University, Edinburgh College, Edinburgh Youth Work consortium, Edinburgh Voluntary Organisations Council, Volunteer Edinburgh, Desire Lines (Arts and Cultural Sector), Edinburgh Leisure, Lothian Association of Youth Clubs, Skills Development Scotland, Workers' Education Association, the Council Lifelong Learning and Strategy and Insight teams.

The CLD Partnership acts as the main agency for the strategic development of CLD in the city and provides governance for the three year plan through:

- * Sharing good practice and developing new areas of work in response to new and emerging needs
- * Ensuring the plan reflects Council and partner community learning and development activity in response to new and emerging needs
- * Overseeing the extent, quality and impact of community learning and development activity across the city
- * Developing a performance framework to monitor progress and identify strengths and areas for improvement
- * Advising the Edinburgh Partnership on community engagement and empowerment
- * Learning from good practice in other local authorities



The wider legislative and policy context for the plan

A wide range of national and local guidance, plans and policies provide a framework to inform and influence the plan. Some of these key documents are listed below:

[How good is the learning and development in our community?](#) This key self-evaluation resource supports quality improvement in community learning and development. The quality indicators reflect the context within which community learning and development partners operate, focusing on the impact of CLD provision including work with young people, adults and communities.

[Strategic Guidance for Community Planning partnerships: Community Learning and Development \(2012\)](#) promotes a more integrated approach to support active community participation in planning and delivery of services.

[The Requirements for Community Learning and Development \(Scotland\) Regulations 2013](#) provides the legislative framework for Community Learning and Development.

[National Youth Work Strategy 2014–2019](#) aims to improve outcomes for young people through youth work.

[Adult Learning in Scotland – Statement of Ambition 2014](#) sets out the ambitions for adult learning in Scotland, defining three principles for adult learning: that it is lifelong, life-wide and learner-centred.

[Adult Literacies in Scotland 2020: Strategic guidance \(ALIS 2020\)](#) aims to promote equal access to and participation in literacies learning for all adults.

[A professional development framework for Scotland’s adult literacies workforce](#) aims to develop professional development of workers, leading to improved achievement and progression by literacies learners.

[Welcoming Our Learners: Scotland’s ESOL \(English for Speakers of Other Languages\) Strategy 2015–2020](#) sets out the importance and context of ESOL learning in Scotland.

Wider policy context:

- * [Children and Young People \(Scotland\) Act 2014](#) legislation on the rights of children and young people in Scotland
- * [Getting it right for every child \(GIRFEC\)](#) is the national approach in Scotland to improving outcomes and supporting the wellbeing of children and young people
- * [Developing Scotland’s Young Workforce](#) is a response to the challenge of youth unemployment
- * [Opportunities For All – Post-16 transitions – Policy and Practice Framework](#) aims to provide guidance for those involved in supporting post-16 transitions, and the planning and delivery of education, training and careers information advice and guidance for young people in Scotland.
- * [Community Empowerment \(Scotland\) Act](#) aims to help communities to do more for themselves and have more say in decisions that affect them.
- * [Skills for Scotland: A Lifelong Skills Strategy](#) has a vision for a smarter Scotland with a globally competitive economy based on high value jobs, with progressive and innovative business leadership.



What are the local policies and plans which influence the plan?

'Live Well in Later Life', Edinburgh's Joint Commissioning Plan for Older People 2012–2022 covers care and support services to older people over 65 years of age and aims to improve outcomes for older people.

Youth and Children's Work Strategy for Edinburgh 2017–20 provides a framework for the delivery of children and young people's services

The Edinburgh Children's Partnership Children's Services Plan 2017–20 directs strategic planning, development and delivery of children and young people's services on behalf of the Edinburgh Partnership.

The Edinburgh Partnership is the community planning partnership for Edinburgh. The aim of the Partnership is to deliver better outcomes for communities, and particularly for those experiencing the greatest inequality. How it does this is set out in a Local Outcome Improvement Plan. This plan focuses on partners working together to address poverty and inequality with the priority themes covering income maximisation, housing and place, education and employability. Community participation and influence is central to the work of the Partnership.

This citywide activity is complemented by four Locality Improvement plans (LIPs), one for each of the South West, North West, South East and North East localities. The LIPs aim to deliver better outcomes for individuals and communities by simplifying and strengthening existing improvement planning and partnership working, placing communities at the heart.



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

Over the last 10 years	Over the next 10 years
<ul style="list-style-type: none"> * Edinburgh has been one of the fastest growing local authorities in the UK * Edinburgh has an estimated population of 506,000 which makes it the second most populous city in Scotland and the 7th in the United Kingdom * From 2005 to 2015, the population of the city grew by 10% – over 49,000 people * This is more than double the growth seen across Scotland, and faster than that of any other city 	<ul style="list-style-type: none"> * Analysis suggests that Edinburgh is likely to see further population growth – it is estimated that it will reach 567,000 by 2030 * The projected population increase from 2014 – 2024 is 44,500 people (9%) with strong growth at both ends of the age spectrum * The population aged 12 – 17 is projected to grow by around 23% in this period * The population aged over 75 is projected to grow by 25%, almost 3,000 people over the same 10 year period

This growing population is one of the most visible signs of Edinburgh's success. However, not all citizens share in that success and alongside the affluent areas, Edinburgh contains some of the most deprived communities in Scotland.

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

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

Mental Health

There are an estimated 120,000 people in Edinburgh who experience either common or complex mental health issues, which equates to over 25% of the population.

Percentage of Young People from Black, Asian and Ethnic Minority communities attending school in Edinburgh where the main home language is not English

BAME young people: Primary/Secondary Schools	Percentage attending in 2015 (%)	Percentage attending in 2017 (%)	Percentage increase (%)
Percentage of BAME pupils in Primary School	17.9 %	20.2 %	2.3 %
Percentage of BAME pupils in secondary school	14.7 %	16.6 %	1.9%
Percentage of BAME young people in Primary and Secondary schools	24.2%	27.5%	3.3%

Annual Pupil Census (Strategy & Insight)



Section 1: Planning for improvement

Steps taken by the CLD Partnership to identify and put in place actions that will result in a continuous cycle of improvement for all partners

High level improvements	1.1 Improve self-evaluation across the CLD Partnership, ensuring it is consistent and systematic.					
	1.2 Improve the way in which data is gathered, shared, analysed and used for planning and evaluation across the CLD Partnership.					
	1.3 Improve mechanisms for reporting on the impact of Community Learning and Development as a community of practice.					
	1.4 Increase engagement with all stakeholders in training, planning and evaluating CLD activity.					
Outcomes		Links to other plans and strategies	Time scale	Actions	Leads (lead name in bold)	Key Performance Indicators/ Measures
1.1 1.3 1.4	A culture of self-evaluation and improvement exists across the CLD Partnership	Team Plans: Strategic teams CLD Plan: Lifelong Learning Locality Improvement Plans: Locality teams	Jan 2017 and ongoing Review annually from July 2019	Support colleagues to strengthen practices in self-evaluation using How Good is Our Frameworks Develop a Lifelong Learning service-wide self-evaluation calendar Introduce Lifelong Learning staff and relevant CLD partners to Improvement Methodology	Christine McKechnie Lifelong Learning John Heywood Lifelong Learning Caroline Lamond Lifelong Learning	Most staff report increasing confidence and skills in using self-evaluation through attendance at, and feedback from, training and Continuous Lifelong Professional Learning Number of staff attending training

1.1	Self-evaluation is embedded across the CLD Partnership	Education Authority (NIF) Improvement Plan Lifelong Learning	Ongoing Review annually from July 2019	Deliver a structured programme of self-evaluation and data training for partners	Paul McCloskey Lifelong Learning	Baseline templates are updated annually in July with a snapshot annually in October/ November
1.2	Staff and partners confidently engage in a continuous cycle of planning and evaluation Using data to inform planning and generating evidence to demonstrate impact is routine and embedded in practice	CLD Plan: Lifelong Learning Integrated Children's Services Plan: Identified strategic leads for Lifelong Learning Locality Improvement Plans: Lifelong Learning Growing the Learning Culture in CLD: A strategy statement and framework for action		Managers create more opportunities for joint planning and evaluation and practice sharing All teams and partners contribute to writing reports for Education, Children and Families Committee demonstrating the impact of planned activity Lifelong Learning staff actively encourage partners to participate in joint self-evaluation and training opportunities Increase the number of staff who become members of the CLD Standards Council	Ian Brooke Edinburgh Voluntary Organisations Council Christine McKechnie Lifelong Learning John Heywood Lifelong Learning Caroline Lamond Lifelong Learning Helen Bourquin Lifelong Learning	

Section 2: Improving life chances for people of all ages

Steps taken by the CLD Partnership to promote prevention and early intervention, and reduce inequalities

High level improvements	2.1 Increase the focus of the CLD Partnership on activities that are designed to intervene early.				
	2.2 Increase the focus of the CLD Partnership on activities and interventions where the purpose is preventative.				
	2.3 Increase the focus and capacity of the CLD Partnership to reduce inequalities and improve life chances for people of all ages.				
Outcomes	Links to other plans and strategies	Time scale	Actions	Leads (lead name in bold)	Key Performance Indicators/ Measures
Year 1					
2.1 2.2 2.3	<p>We have learning opportunities which are designed to meet the needs and support the ambitions of vulnerable and disadvantaged groups and individuals</p> <p>Vulnerable groups and individuals are engaged through effective collaborative planning and co-ordination</p> <p>Vulnerable and disadvantaged groups and individuals are able to access facilities and participate in social, cultural and learning opportunities</p>	<p>Our ambitions for improving the life chances of young people in Scotland: National Youth Work Strategy 2014–2019</p>	<p>A set of competencies and skills for sessional youth work staff will be identified.</p> <p>Sessional Youth Work staff will be upskilled through workforce development opportunities offered through the CLD Partnership.</p> <p>Training opportunities will be promoted and shared with partners. This will include digital skills and social media; how to encourage participation of children and young people from minority communities; people’s mental health and wellbeing.</p>	<p>Simon Jaquet Edinburgh Youth Work Consortium</p> <p>Laurene Edgar Lothian Association of Youth Clubs</p> <p>John Heywood Lifelong Learning</p> <p>Tommy George Edinburgh Leisure</p> <p>Jackie Stewart Lifelong Learning</p>	<p>Youth work providers adopt Youth Link competencies</p> <p>Numbers attending training</p> <p>Evaluation and feedback from staff participants shows % increase in upskilling and confidence</p> <p>Examples of improved practice</p> <p>Promotional materials distributed to city youth work providers</p> <p>Training opportunities shared with partners regularly</p>

2.3	Barriers to participation in youth work provision for young people from Black, Asian and Minority Ethnic communities are reduced			<p>Develop a means of actively recruiting youth workers from Black, Asian and Minority Ethnic (BAME) communities</p> <p>Carry out an assessment/ audit of what barriers may exist, real or perceived, for BAME youth from mainstream provision. Assessment needs to look at what provision is provided within communities and how mainstream could interact with that</p> <p>Establish a baseline for numbers of BAME young people participating in youth work provision across the city.</p> <p>Young people from Black, Asian and Minority Ethnic (BAME) communities will be targeted to become more involved in local youth work provision</p>	<p>Julie Coyle Skills Development Scotland</p> <p>John Heywood Lifelong Learning</p> <p>Paul Wilson Volunteer Edinburgh</p> <p>Laurene Edgar Lothian Association of Youth Clubs</p> <p>Gordon McLean Lifelong Learning</p>	<p>% increase in participation by young people from BAME communities</p> <p>Increase in targeted campaigns for BAME communities</p> <p>Carry out consultation with key agencies and identify barriers to BAME participation</p> <p>Carry out annual audit of BAME participation</p>
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2.3	Meet the needs of the learners involved including the systematic use of individual learner plans that clearly identify learner progression	Adult Learning in Scotland Statement of Ambition (2014)		<p>Literacy and Numeracy provision will be reshaped to meet the needs of the users of the service.</p> <p>Develop pathways and progression routes for adults where a literacy/ numeracy need has been identified.</p> <p>Resources are targeted to develop new, first step literacy provision for adults and families.</p> <p>Provide shared practice events for literacy practitioners to identify 'Literacy Challenge' activities to engage new and hard to reach learners.</p> <p>CLD Partnership to revisit the delivery of literacy and numeracy classes within the workplace.</p>	<p>Sheila Duncan Lifelong Learning</p> <p>Archie Campbell Workers Educational Association</p> <p>Diane Gordon Edinburgh College</p> <p>Tommy George Edinburgh Leisure</p> <p>Gordon McLean Lifelong Learning</p>	<p>Examples of learner progression</p> <p>All learners have an individual learning plan in place.</p> <p>Where relevant learners have a progress tracker in place.</p> <p>Percentage of new courses and learners</p> <p>Number of adult literacy shared practice events delivered.</p> <p>Number of participants at events and training completing evaluations.</p> <p>Increase in numbers of new learners in literacy provision</p>
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				Professional Development Award Literacies training to be offered to Lifelong Learning Development Officers		Number of LLDOs trained in PDA in literacies
2.3	Staff will be able to better communicate and work with people affected by mental health issues	Scottish Government Mental Health Strategy 2017–2027	April 2019 and ongoing thereafter	<p>Share existing training and development programmes and create new learning opportunities in this area.</p> <p>Increase partner staff awareness and knowledge around mental health and wellbeing for people of all ages</p>	<p>Moyra Burns NHS Lothian</p> <p>Diane Gordon Edinburgh College</p> <p>Sheila Duncan Lifelong Learning</p>	<p>Number of places for mental health training offered by the college</p> <p>Numbers of staff attending mental health training courses in college</p> <p>Number of training sessions delivered (adults, children and young people)</p> <p>Numbers of staff evaluations completed</p> <p>Increase in awareness and knowledge by participants in the CLD partnership</p>

Section 3: Building stronger, more resilient communities

Steps taken by the CLD Partnership to build the capacity and agency of communities

High level improvements	3.1 Provide more opportunities for local communities to participate in decision making and the co-design and delivery of service.				
	3.2 Improve skills, knowledge and confidence of communities to build active participation.				
	3.3 Local people feel their voices are heard and are more connected and invested in their communities.				
Outcomes	Links to other plans and strategies	Time scale	Actions	Leads (lead name in bold)	Key Performance Indicators/ Measures
Year 1					
3.1 3.2	Community groups and individuals have the opportunity to be engaged in planning and evaluation of services Skills and learning opportunities are co-ordinated by partners and communities to ensure that provision is targeted and reaching those most in need	June 2019	Partners will be involved in this review The CLD Partnership will contribute to a review of criteria applied to the distribution of funding through the Third-Party Revenue Grants.	John Heywood Lifelong Learning Ian Brooke Edinburgh Voluntary Organisations Council Laurene Edgar Lothian Association of Youth Clubs Simon Jaquet Edinburgh Youth Work Consortium Jackie Stewart Lifelong Learning	Number of consultations undertaken and feedback from events Number of community events dedicated to planning and evaluation of services Completion of review of 3rd Party Revenue Grants by March 2019 CLD Partnership established to provide support to those most in need Standing agenda item on regular CLD partnership meetings to discuss skills and learning opportunities for those most in need

						Meetings held quarterly Equalities Impact Assessment will be reviewed at 6 monthly intervals.
3.2	Vulnerable people are supported to reduce sense of loneliness and social isolation by building better connections between services.			Look at the impact of models such as Community Connectors in Frome (Dorset) and Next Door App. Audit similar programmes in Edinburgh, share this information widely. Look at how successful initiatives can be extended to other parts of the City	Paul Wilson Volunteer Edinburgh Ian Brooke Edinburgh Voluntary Organisations Council Peter Strong Locality Manager (NW) Kevin McLean Police Scotland	Reported improvements in vulnerable people feeling less isolated as a result of improved local/city connections Carry out a SWOT analysis of identified models Evaluate existing practice Evaluate improvements to be implemented
3.1	Local communities are more involved in decision making (particularly people who don't usually participate in dialogue) and their capacity to effect change is increased.		May 2019	Learn from other successful models within and outwith Edinburgh eg: Fife model which focused on political literacy, asset transfer and helping people define and address local issues (partnership of Fife College and CLD). Consider role of 'critical thinking' for citizens as part of this process.	Archie Campbell Workers Education Association Sheila Duncan Lifelong Learning Jackie Stewart Lifelong Learning	Number of community decision making events Evaluate feedback from decision making events Examples of successful model looked at and implemented

3.1 3.3	Citizens are more involved in deciding how budgets are spent.		February 2019	Explore different ways of engaging people in communities of all ages to influence the budgeting affecting their lives, eg Canny Cash	Jan-Bert van den Berg Artlink Ian Brooke Edinburgh Voluntary Organisations Council	Identify examples of good practice Contribute to council wide budget engagement exercise
3.1 3.2 3.3	Community Centre Management Committees are confident in managing and making the most of local assets	Community Empowerment (Scotland) Act	December 2019	Training programme developed and implemented Review and revision of Community Centre Handbook Development of Keyholder policy	Ian Brooke Edinburgh Voluntary Organisations Council Paul McCloskey Lifelong Learning Helen Bourquin Lifelong Learning Caroline Lamond Lifelong Learning	Number of training courses delivered Number of participants attending training Evaluation of training Annual review of keyholder policy and handbook Contribute to the strategic asset review that includes community centres



Section 4: Monitoring and reporting

Steps taken by the CLD Partnership to improve governance, monitoring and reporting

High level improvements	4.1 Strengthen the governance arrangements for CLD and the links with Locality Governance					
	4.2 Improve and strengthen the monitoring of CLD across the partnership					
	4.3 Improve mechanisms for reporting on the impact of the CLD Partnership					
Outcomes	Links to other plans and strategies	Time scale	Actions	Leads (lead name in bold)	Key Performance Indicators/ Measures	
Year 1						
4.3	There is a clearer understanding of the purpose and impact of CLD across the Council and Community Planning Partnerships.	CLD Improvement Plan Locality Improvement Plans Local Outcome Improvement Plan Lifelong Learning Plan Edinburgh Children's Partnership Children's Services Plan 2017–20:	November 2018	Ensure the Local Outcome Improvement Plan and CLD Plan are aligned and complementary Report on CLD activity through Locality Dashboards Produce and circulate annual report demonstrating impact of CLD across partnership activity Report on CLD activity in Education, Communities and families Business Bulletin Reports to the Locality Committees and the Culture and Communities Committee. Actively participate in CLD Managers Scotland Forum	Paul McCloskey Lifelong Learning Ian Brooke Edinburgh Voluntary Organisations Council Michele Mulvaney Strategy and Insight	Organogram in place (including partners) to show where CLD Partnership sits Regular reporting to appropriate bodies on CLD activity Number of CLD forums attended over number or % held

<p>4.2 4.3</p>	<p>Clear evidence of improved performance is achieved through systematic use of baseline templates</p>	<p>Lifelong Learning plan</p>		<p>Use templates to measure progress</p> <p>Quantitative baseline templates are in place to facilitate clear, consistent monitoring and reporting mechanism</p>	<p>Christine McKechnie Lifelong Learning</p> <p>John Heywood Lifelong Learning</p> <p>Moyra Burns NHS Lothian</p>	<p>All partners on CLD Partnership to complete a baseline template in accordance with reporting cycle</p> <p>Increase provision or uptake through analysis of data from baseline templates</p>
<p>4.1 4.2 4.3</p>	<p>Clear demonstration of impact of CLD Partnership</p>		<p>January 2019</p>	<p>Clear monitoring and reporting of the CLD Partnership plan is established</p> <p>Develop an agreed means of sharing monitoring information to measure the impact of the CLD Partnership plan activity by tabling this at October and January meetings</p>	<p>John Heywood Lifelong Learning</p> <p>Simon Jaquet Edinburgh Youth Work Consortium</p> <p>Diane Gordon Edinburgh College</p> <p>Paul McCloskey Lifelong Learning</p> <p>Helen Bourquin Lifelong Learning</p>	<p>Annual monitoring and reporting of CLD Plan through Education, Children & Families Committee</p> <p>The Edinburgh Partnership Board</p> <p>The CLD Partnership</p> <p>Monitoring information shared with CLD Partnership at CLD Partnership meetings</p>

4.1	The CLD Partnership receives quarterly information on CLD development and activity citywide		March 2019	<p>The CLD Partnership receives annual information on CLD development and activity citywide</p> <p>Identify existing mechanisms and those in development which together will ensure the CLD Partnership has an overview of the impact of citywide CLD activity</p> <p>Table this at October and January meetings</p> <p>Annual cycle in place to report to the Edinburgh Partnership, CLD Partnership, Education, Children & Families Committee.</p>	<p>John Heywood Lifelong Learning</p> <p>Helen Bourquin Lifelong Learning</p> <p>Gordon McLean Lifelong Learning</p> <p>Peter Strong Locality Manager (NW)</p>	<p>Monitoring information shared with CLD Partnership at CLD Partnership meetings</p> <p>Annual monitoring and reporting of CLD Plan through Education, Children & Families Committee Edinburgh Partnership Board</p> <p>CLD Partnership</p>
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Themes for years two and three

Outcomes	Links to other plans and strategies	Time scale	Actions	Leads	Key Performance Indicators
<p>We have meaningful evidence that individuals are supported to access and maintain volunteering opportunities</p> <p>The number and range of volunteering opportunities has increased</p>	<p>The Volunteering and Active Citizenship Strategy</p> <p>National Framework of Volunteering Youth and Children's Work Strategy for Edinburgh 2017–2020</p>	<p>Consider September 2019</p>	<p>Consider this again in September 2019</p> <p>Support individuals to access volunteering opportunities with a focus on improving employability skills and support those individuals to translate and utilise those employment skills and experiences gained through volunteering.</p> <p>Develop volunteering opportunities to gain work related experience and life skills</p>	<p>Paul Wilson Volunteer Edinburgh</p> <p>Ian Brooke Edinburgh Voluntary Organisations Council</p> <p>Jan-Bert Van den Berg Artlink</p>	

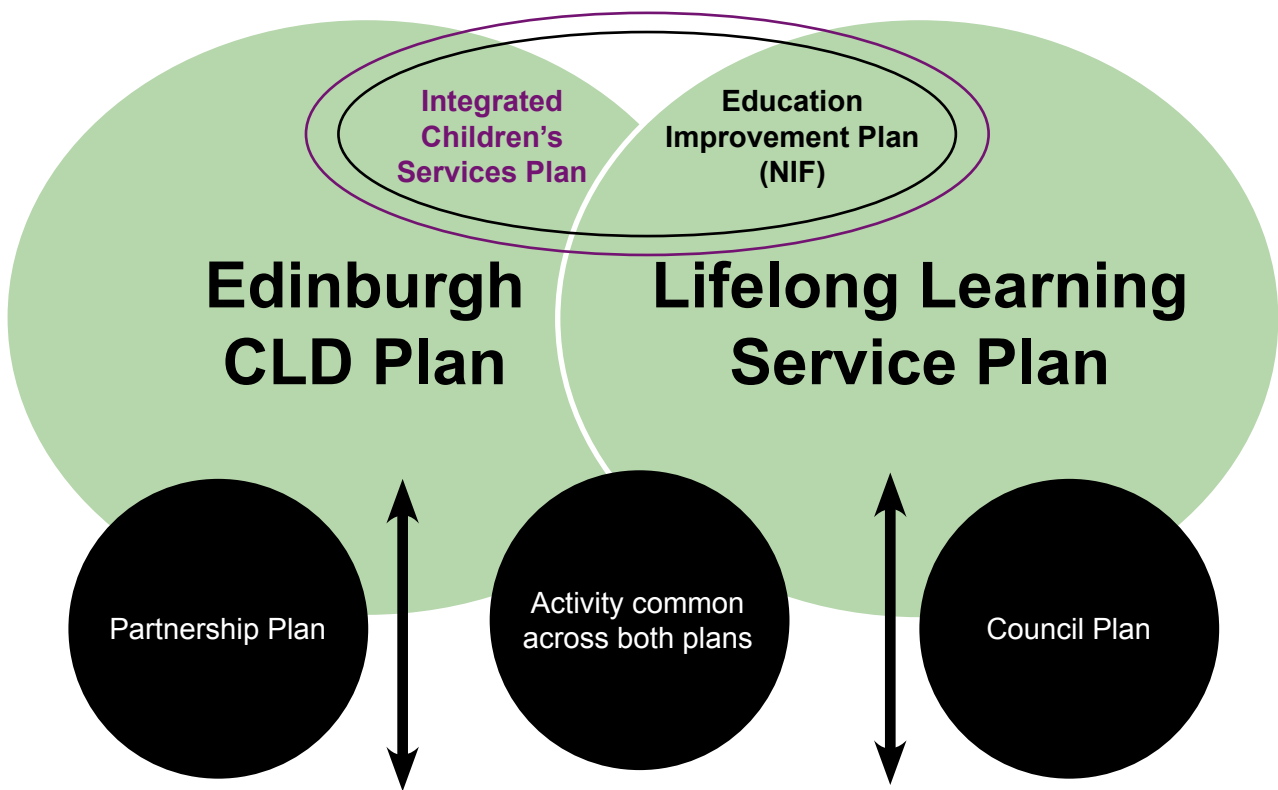
Reduce levels of antisocial behaviour as highlighted by the partnership, including motorbike crime, bonfire night issues, violence and knife crime by developing fresh thinking and approaches.		Consider April 2019	Consider this again in April 2019 to explore whether the CLD Partnership can apply fresh thinking.	Kevin McLean Police Scotland Paul McCloskey Lifelong Learning Tommy George Edinburgh Leisure	
Sustained positive destinations for young people		Consider in December 2019	Explore fresh thinking around the need to increase the number of young people Edinburgh who are achieving sustained positive destinations	Julie Coyle Skills Development Scotland Lorna Sweeney Schools Manager	

Relationship between The Lifelong Learning Service Plan, Edinburgh CLD Plan and other plans

A Lifelong Learning Service Plan sets out the strategic context for the work of the newly formed Council Lifelong Learning service area.

Lifelong Learning Service provides locally delivered lifelong learning opportunities for individuals and groups, including access to libraries and information services, youth work, adult education, community capacity building, arts and creative learning, health and wellbeing, parent and carer support, sport and physical activity.

The diagram below illustrates the relationship between the Council Lifelong Learning Service Plan and the new Edinburgh CLD Partnership Plan.



Community Learning and Development is a major contributor to national outcomes as outlined in Scotland's National Performance Framework below.

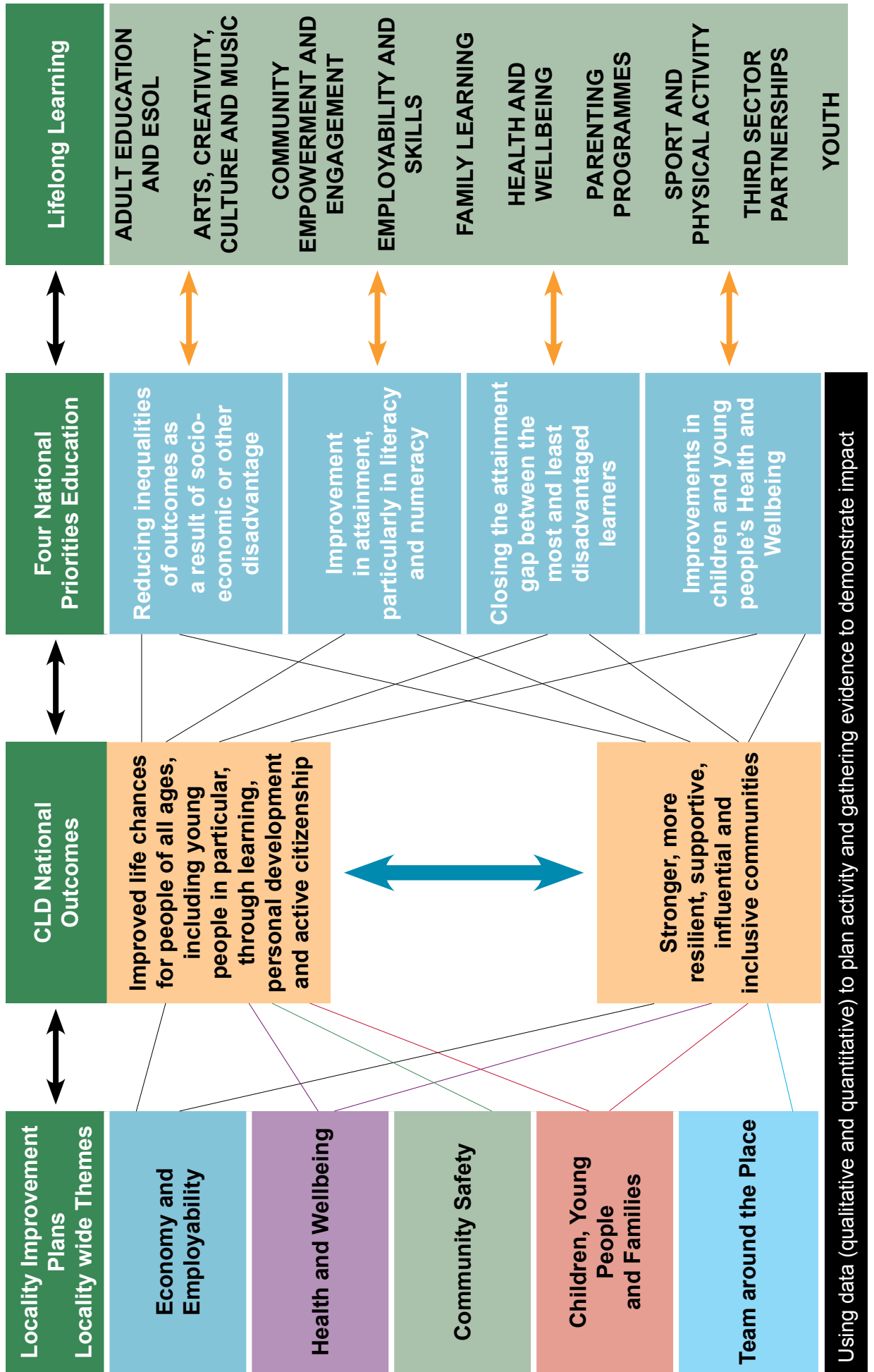
Scotland's National Performance Framework

Since 2007, National Outcomes have provided a focus and direction for policy action across the public sector. The National Performance Framework (NPF) has transformed the way public services are delivered in Scotland into an outcomes based approach. The outcomes approach is now placed in statute through the Community Empowerment Scotland (2015) Act.

In June 2018 the new NPF was launched, based on the kind of Scotland people said they would like to live in. A new set of National Outcomes was developed, which reflect a unified vision as described in the NPF's Purpose, Values and National Outcomes (left). This helps us to achieve goals that improve the wellbeing and quality of life of the people of Scotland. They reflect our values as a nation and the aspirations we hold for our future. It also links with our commitment to the United Nation's Sustainable Development Goals which are aimed at improving wellbeing across the world.



The relationship of Community Learning and Development to the national CLD Outcomes, National Education Priorities, Locality Improvement Plans and Lifelong Learning is illustrated below



Using data (qualitative and quantitative) to plan activity and gathering evidence to demonstrate impact

Overview – CLD outcomes

Outcomes set by Community Learning and Development Managers Scotland (CLDMS) and key partners.

Youth Work	Adult Learning	Community Development
* Young people are confident, resilient and optimistic for the future.	* Adult learners are confident, resilient and optimistic for the future.	* Communities are confident, resilient and optimistic for the future.
* Young people manage personal, social and formal relationships.	* Adult learners develop positive networks and social connections.	* Communities manage links within communities and to other communities and networks.
* Young people create, describe and apply their knowledge and skills.	* Adult learners apply their skills, knowledge and understanding across the four areas of life.	* Community members identify their capacities, learning and skills, enhance them and apply them to their own issues and needs.
* Young people participate safely and effectively in groups	* Adult learners participate equally, inclusively and effectively.	* Community members form and participate equally, inclusively and effectively in accountable groups.
* Young people consider risk, make reasoned decisions and take control.	* Adult learners are equipped to meet key challenges and transitions in their lives.	* Communities consider risk, make reasoned decisions and take control of agendas.
* Young people express their voice and demonstrate social commitment.	* Adult learners express their voices, co design their learning and influence local and national policy.	* Communities express their voice and demonstrate commitment to social justice and action to achieve it.
* Young people's perspectives are broadened through new experiences and thinking.	* Adult learners critically reflect on their experiences and make positive changes for themselves and their communities.	* Community members' perspectives are broadened through new diverse experiences and connections.







HAPPY TO TRANSLATE

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MOŻEMY PRZETŁUMACZYĆ আনন্দের সঙ্গে অনুবাদ করব

You can get this document on tape, in Braille, **large print** and various computer formats if you ask us. Please contact the Interpretation and Translation Service (ITS) on 0131 242 8181 and quote reference number 18-3971. The ITS can also give information on community language translations.



For the future you want



CLD Partnership Plan Progress update

Things to consider in moving forward with the Plan:

Successes:

- ✓ Section 1 and 4 have worked particularly well
- ✓ Structure/layout of plan
- ✓ Demonstrated commitment from majority of partners to get involved
- ✓ Information sharing and training as a result of partner relationships

Room for improvement:

- Ensure outcomes and actions refer to and reflect the 'added value' that CLD Partnership can bring
- Outcomes and Actions: Less is more
- Raise awareness of the plan
- Focus more on what difference the CLDP is making or could make

CLD Partnership Plan Progress update

Section 1 Planning for Improvement

Steps taken by the CLD Partnership to identify and put in place actions that will result in a continuous cycle of improvement

High level Improvements:

- Improve self-evaluation across the CLD Partnership, ensuring it is consistent and systematic.
- Improve the way in which data is gathered, shared, analysed and used for planning and evaluation across the CLD Partnership.
- Improve mechanisms for reporting on the impact of Community Learning and Development as a community of practice.
- Increase engagement with all stakeholders in training, planning and evaluating CLD activity.

Outcomes	Timescale	Actions	Specific Actions achieved	KPI's/Measures
A culture of self-evaluation and improvement exists across CLD Partnership.	Jan 17 and ongoing. Review and annually from July 2019	Support colleagues to strengthen practices in Self-evaluation using 'How good is Our' Frameworks.	Self-Evaluation Career-long Professional Learning (CLPL) for Managers, practitioners & partners. Multi-disciplinary 'How Good are the Services in our Locality' resource developed for Lifelong Learning Locality staff. Shared resource with CEC Locality and Strategic staff.	Staff report increasing confidence and skills in using self-evaluation.
		Develop a Lifelong learning service-wide self-evaluation calendar	Monitoring, Evaluation and Reporting Calendar (MER) now developed.	
		Introduce Lifelong Learning staff and relevant CLD partners to improvement methodology.	MER shared with CLD Improvement Group and CLDP. Partners across CLD and tertiary staff have attended training and self-evaluation is embedded into annual planning meeting with staff.	

Outcomes	Timescale	Actions	Specific Actions achieved	KPI's/Measures
<p>Self-evaluation is embedded across the CLD Partnership. Staff and partners confidently engage in a continuous cycle of planning and evaluation.</p> <p>Using data to inform planning and generating evidence to demonstrate impact is routine and embedded in practice.</p>	Ongoing Review annually from July 2019	<p>Deliver a structured programme of self-evaluation and data training for partners.</p> <p>Managers create more opportunities for joint planning and evaluation and practice sharing.</p> <p>Increase the number of staff who become members of the CLD Standards Council</p>	<p>Self-evaluation CLPL delivered to Lifelong Learning Strategic and Locality staff and partners across Edinburgh.</p> <p>Use of Data in Planning for Improvement CLPL for Managers, Strategic and Locality staff and partners.</p> <p>Session on 4 July to review year 1 of the CLDP plan and progress with the actions. New actions for 2019/20 also identified and further refined on 2 October. Reviewed at CLDP on 11 Oct. Final version to be ratified at January 2020 meeting.</p> <p>Lifelong Learning has facilitated specific planning sessions so that the LLDOs plan a programme of work together – using shared knowledge to identify specific gaps. To better manage the thematic specific activity and service planning smaller team meetings are held with Adult Learning staff, Youth Work staff and Subject Specific staff who have a remit for Health and Wellbeing, Sports and Physical Activity and Arts and Culture. A Youth Work Providers Conference took place where youth work providers from across the locality shared best practice and identified key areas of work going forward. This will then inform the structure and themes of the youth work provider meetings.</p> <p>Contact made with CLD Standards Council to plan a membership drive across CLDP members to coincide with a refreshed CLD Standards website and set of benefits for members.</p>	<p>Baseline templates are updated annually in July with a snapshot annually in October/ November</p>

Section 2 Improving Life Chances for all People

Steps taken by the CLD Partnership to promote prevention and early intervention and reduce inequalities.

- Increase the focus of the CLD Partnership on activities that are designed to intervene early.
- Increase the focus of the CLD Partnership on activities and interventions where the purpose is preventative.
- Increase the focus and capacity of the CLD Partnership to reduce inequalities and improve life chances for people of all ages.

Outcomes	Timescale	Actions	Specific Actions undertaken	KPI's/Measures
We have learning opportunities which are designed to meet the needs and support the ambitions of vulnerable and disadvantaged groups and individuals.		<p>A set of competencies and skills for sessional youth work staff has been identified.</p> <p>Sessional Youth Work staff will be upskilled through workforce development opportunities offered through the CLD Partnership.</p>	<p>Early 2019 a Basic Youth Work Course was piloted between Lothian Association of Youth Clubs (LAYC) and the Lifelong Learning team. This has since been reviewed and now delivers in partnership a one-day Induction training session aimed at new volunteers, trainee youth workers and new sessional staff.</p> <p>Provision of this introductory training supplemented by the topical training on offer through LAYC starts to give a baseline for best practice and therefore supports the provision of positive and engaging services in communities for children and young people.</p> <p>Through the South West Youth Work Providers Forum, Lifelong Learning and partners have been working together to identify training needs and delivering sessions for staff, including tertiary, using skills and resources available across the organisations taking part.</p>	Youth work providers adopt Youth Link Competencies

Outcomes	Timescale	Actions	Specific Actions undertaken	KPI's/Measures
			<p>Central Youth Work Strategy Group Evaluation (Edinburgh Youth Work Consortium) containing impact statements and case studies.</p> <p>Self-evaluation of Youth Work in Edinburgh – Youthlink Scotland’s National Youth Work induction checklist adopted through workforce development: Joint work LAYC/CEC. LAYC access to range of data from member groups.</p> <p>PDA YW course started November 2019. 20 participants.</p> <p>LAYC/CEC joint and individual training. Case studies available to share from LAYC.</p> <p>Youth Work organisations constituted to reach Black, Asian and Minority Ethnic (BAME) Children and Young People (C & YP) will be included in the new Central Y/W Strategy Group. (19/20)</p> <p>The BAME actions were taken from the Edinburgh Youth Work Strategy. This is being reviewed and a new one will be produced in 2020. Data about BAME still to be gathered.</p> <p>LAYC being involved in the Edinburgh CLD Partnership in a representative role for community-based universal youth and children’s work organisations, means not only the voice of these groups are brought to discussions and decision making, but also that 83 youth and children’s organisations operating in Edinburgh and in membership with LAYC are connected with key decision making and this strategic plan for the city. The network of 83 Edinburgh community-based youth and</p>	

Outcomes	Timescale	Actions	Specific Actions undertaken	KPI's/Measures
		<p>'Literacy Challenge' activities will be developed cross partners to engage new and hard to reach learners.</p> <p>Professional Development Award Literacies training to be offered to Lifelong Learning Development.</p> <p>CLD Partnership to revisit the delivery of literacy and numeracy classes within the workplace.</p>	<p>children's organisations includes 1601 practitioners - with 50% being volunteers - engaging 15,869 children and young people.</p> <p>Literacy Challenge Fund initiated across localities and 14 new literacy/ESOL/digital learning classes developed.</p> <p>Learners Event in February 2019 provided feedback from over 50 learners from 7 statutory and voluntary providers. Learners' feedback used to inform programme development. Annual Learner Voice report completed.</p> <p>National Outcomes/Key Performance Indicators agreed for Community Based Adult Learning.</p> <p>New ESOL curriculum portfolios to establish more consistent levelling and evaluations of learner progress established in compliance with new SFC funding measures in place. Training delivered to all tutors and LLDO's.</p> <p>Shared practice for 54 adult learning tutors delivered in March 2019.</p> <p>Professional Development Award (PDA) Literacies accredited course for 8 new literacy volunteers completed in March 2019 by Strategic & Locality LLDOs No progress made on the idea of delivering literacy and numeracy classes in the workplace</p>	<p>Examples of learner progression: learners have an individual learning plan in place.</p> <p>Where relevant learners have a progress tracker in place: % of new courses and learners.</p> <p>Number of participants at events and training</p> <p>Increase in numbers of new learners in literacy provision.</p>

Outcomes	Timescale	Actions	Specific Actions undertaken	KPI's/Measures
Staff will be able to better communicate and work with people affected by mental health issues.		<p>Share existing training and Development programmes and create new learning opportunities in this area.</p> <p>Increase partner staff awareness and knowledge around mental health and wellbeing for people of all ages.</p>	<p>Guidance and Adult Learning and Mental Health training delivered to Lifelong Learning Development Officers (LLDO) and tutors by September 2018.</p> <p>Workshops on Outlook Programme – ‘What is Mental Health’ delivered at SE Collaborative training day in Moray House.</p> <p>Staff have taken part in mental health first aid training, including school library staff.</p> <p>LAYC and NHS working together to develop mental health first aid training.</p> <p>Youth Work and Health and Wellbeing teams jointly produced a ‘top tips’ leaflet on mental health and wellbeing for all schools.</p>	

Section 3 Building stronger more resilient communities

Steps taken by the CLD Partnership to build capacity and agency of communities.

- Provide more opportunities for local communities to participate in decision making and the co-design and delivery of service.
- Improve skills, knowledge and confidence of communities to build active participation.
- Local people feel their voices are heard and are more connected and invested in their communities.

Outcomes	Timescale	Actions	Specific Actions undertaken	KPI's/Measures
Community groups and individuals have the opportunity to be engaged in planning and evaluation of services. Skills and learning opportunities are coordinated by partners and communities so provision is targeted and reaching those most in need.	June 19	Partners will be involved in this review. The CLD Partnership will contribute to a review of criteria applied to the distribution of funding through the Third-Party Revenue Grants.	Young people are engaged in a range of participation activities to gather their views e.g. Youth Talk, What kind of Edinburgh and Young Edinburgh Action. What Kind of Edinburgh completed. The key messages emerging from the project will form the foundation of the new Children's Services Plan, due to be completed by March 2020. Youth Talk underway in each locality and informing local priorities. A Participation Group is co-ordinating the various youth engagement activities taking place. CLD Partnership Chair, Youthwork representatives, LAYC and CEC and Locality Service Managers present on revenue grant review panel.	Number of consultations undertaken and feedback from events. Number of community events dedicated to planning and evaluation of services. Completion of review of 3rd Party Revenue Grants by March 2019.

Outcomes	Timescale	Actions	Specific Actions undertaken	KPI's/Measures
Vulnerable People supported to reduce sense of loneliness and social isolation by building better connections between services.		Look at the impact of models such as Community Connectors in Frome (Dorset) and Next Door App. Audit similar programmes in Edinburgh, share this information widely. Look at how successful initiatives can be extended to other parts of the City.	<p>'Canny wi' cash' report shared</p> <p>No progress on Community Connectors in Frome (Dorset) and Next Door App. This is due to a lack of dedicated resource reducing the capacity to evaluate support models.</p> <p>The CLDP to consider whether a university department may want to take up this theme as a potential piece of student or faculty research.</p>	Reported improvements in vulnerable people feeling less isolated as a result of improved local/city connections.
Local communities are more involved in decision making (particularly people who don't usually participate in dialogue) and their capacity to effect change is increased.		Learn from models within and out with Edinburgh e.g : Fife model on political literacy, asset transfer and helping people define and address local issues (partnership of Fife College and CLD).	Initial meeting has taken place [Spring 2019] to look at how we could progress this as a pilot programme working with Workers Educational Association – funds still to be identified to progress this.	Number of community decision making events Evaluate feedback from decision making events Examples of successful model looked at and implemented

Outcomes	Timescale	Actions	Specific Actions undertaken	KPI's/Measures
Citizens are more involved in deciding how budgets are spent.		Explore different ways of engaging people in communities of all ages to influence the budgeting affecting their lives, e.g. Canny wi Cash	<p>Participatory Budgeting: Youth work services supporting young people in setting priorities and assessing applications.</p> <p>Choose Youth Work completed in 2019 with young people setting priorities via Young Edinburgh Action and Youth Talk and assessing applications for funding. Report approved at E, C & F Committee in May 2019.</p>	Identify examples of good practice Contribute to council wide budget engagement exercise.
Community Centre Management Committees are confident in managing and making the most of local assets		<p>Training programme developed and implemented</p> <p>Review and revision of Community Centre Handbook</p> <p>Development of Trusted Keyholder policy.</p>	<p>Community Centre Handbook implemented July 2018 and currently being reviewed. Engagement with Management Committees September and October 2019 on a bespoke Community Centre Assurance framework. Council officers exploring with MCs how their participation and motivation can be supported and encouraged.</p> <p>Trusted key holder pilot at 4 centres successful in releasing additional capacity and allowing additional (unstaffed) activity hours and programmes: it will be extended to centres where appropriate in early 2020.</p> <p>Regular Community Centre Communications Updates are circulated to Committee reps.</p> <p>Workshops on health and safety themes have been delivered All centres now have building user groups set up.</p>	Number of training courses delivered Evaluation of training

Section 4 Monitoring and Reporting

Steps taken by the CLD Partnership to improve governance, monitoring and reporting.

- Strengthen the governance arrangements for CLD and the links with Locality Governance
- Improve and strengthen the monitoring of CLD across the Partnership
- Improve mechanisms for reporting on the impact of the CLD Partnership

Outcomes	Timescale	Actions	Specific Actions undertaken	KPI's/Measures
There is a clearer understanding of the purpose and impact of CLD across the Council and Community Planning Partnerships.		Produce and circulate annual report demonstrating impact of CLD across partnership activity. Actively participate in CLD Managers Scotland Forum	New CLD Plan priorities defined in context of the Community Plan 2018-28 New terms of Reference agreed for the CLDP Partnership in September 2019 Adult Learning Annual Report Summary for adult learners and professionals. CLD and Libraries strategic manager circulates information from Scottish CLD Managers forum and the South East & Central CLD Workforce Consortium Successful inter authority (Borders, Mid Lothian and Fife) funding attracted for Science Technology Engineering and Maths training for Council staff and partners.	
Clear evidence of improved performance is achieved through		Quantitative baseline templates are in place to facilitate clear, consistent monitoring	Baseline templates completed by CLD Partnership for 2017/18. Baselines completed for 2018/19 in July 2019.	All partners on CLD Partnership to complete a baseline

systematic use of baseline templates		and reporting mechanism.	Strategic Adult Learning Team gather in quality data on performance and learner progress through SQA results; quarterly reports from LOMIS. Training on completion of baselines delivered to CLD Partnership members	template in accordance with reporting cycle
Clear demonstration of impact of CLD Partnership		Clear monitoring and reporting of the CLD Partnership Plan is established.	Baselines Templates in place for year 1 established and targets set: year one completed. MER Cycle shared and in place.	

Improving Life Chances for People of All Ages

Communities are able to benefit from different routes into learning opportunities

How we will co-ordinate and integrate access to formal and informal learning opportunities		
<ol style="list-style-type: none"> 1. Improve access and cross referral for adults into adult learning opportunities across key providers <ul style="list-style-type: none"> • Re-introduction of Big Plus 0800 number, partners will share information/guidance and cross refer to most-appropriate provision. 2. Annual guidance or 'Learning Fair' event for learners seeking adult learning options will be organised by key partner providers centrally and/or in localities 3. Annual Learners Event will allow learners to critically reflect on their experiences and make recommendations for change or improvement 4. Regular meetings with key partner providers will be re-instated to establish gaps in provision, look for opportunities to share resources/venues/publicity /deliver in partnership. 		
How will we know? (that we have co-ordinated and integrated access to formal and informal learning opportunities)		
<i>Taking each action in turn, how will you know you have done it?</i>	Timescale	Lead
1) Re-introduce and publicise 0800 number in all partner publicity <ul style="list-style-type: none"> • Monitor number of calls to the number and cross referrals made 	June 2020	CEC/Edinburgh College (EC)
2) Annual guidance event held <ul style="list-style-type: none"> • Numbers of learners attending guidance events • Evaluation and feedback from learners 	September 2020	CEC/EC
3) Joint meetings, joint planning evaluation and delivery have taken place between ESOL, Community Based Adult Learning partners <ul style="list-style-type: none"> • Partners have reciprocally promoted each other's – measured by asking learners where they heard about the programme • Joint use of partner campuses for promotion and delivery – measured by a brief annual audit of this to show increased joint use 	June 2020	EC/CEC

Youth Workers are able to access training to better support young people

How we will develop training based on gathered evidence		
<ol style="list-style-type: none"> 1. Offer youth workers and relevant interested parties a learning pathway that is accredited and/or adheres to nationally-recognised occupational standards 2. Offer an up-to-date needs-led programme of topical training that is reviewed annually. Offer an up-to-date programme of training that is reviewed annually and based on evidence 		
How will we know? (that we have developed training based on gathered evidence)		
<i>Taking each action in turn, how will you know you have done it? (max 2 measures for each action)</i>	Timescale	Lead
1) 50% of participants who have attended training report and demonstrate increase in skills, knowledge and confidence	Annual	CEC/LAYC
2) At least three CLD partners take part in, and report benefit from, the training programme	Annual	CEC/LAYC

Building Stronger, More Resilient Communities

1. Communities, especially the hardly reached/seldom heard, are able to feel they are equal partners in identifying and addressing issues of local concern

How we will engage with seldom heard communities:		
The partnership will share best practice on participation with seldom heard communities by showcasing a range of new and existing participation methodologies and their findings. (e.g. Youth talk, Place Standard)		
How will we know (that we have engaged with seldom heard communities?)		
<i>Taking each action in turn, how will you know you have done it? (max 2 measures for each action)</i>	Timescale	Lead
1. We will have hosted an event to share best practice - measured by a report on the event and a you said we did feedback to participants.	April 2020	Subgroup formed of ECLDP delivery group members
2. An evaluation of the event will have been completed	May 2020	As above

2. Communities feel supported to influence decisions affecting them.

How we will support communities to influence decisions affecting them:		
- The partnership will review the Community Activists training pack with the view to develop a resource fit for purpose which can be used with partners.		
How will we know (that we have supported communities to influence decisions affecting them)		
<i>Taking each action in turn, how will you know you have done it? (max 2 measures for each action)</i>	Timescale	Lead
1. A new "active citizen" resource will have been developed	November 2020	Subgroup formed of ECLDP delivery group members
2. We will have identified community group(s) to take part in a pilot of the resource.	December 2020	As above

Terms of Reference for the Community Learning and Development Partnership (CLDP)

1. Introduction

1.1 The Community Learning and Development Partnership (CLDP) is a strategic group responsible for co-ordinating a multi-agency response to promote Community Learning and Development (CLD) which supports primarily disadvantaged and vulnerable groups and individuals to engage in learning, personal development and active citizenship, bringing about changes in their lives and communities.

1.2 Effective CLD depends on a complex, multi-agency and multi-sector approach to the delivery of a wide range of both universal and specialist services.

1.3 The governance arrangements of the CLDP comprise a CLDP Board and CLDP Delivery Group.

2. CLD's specific focus is:

2.1 Improved life chances for people of all ages, through learning, personal development and active citizenship

2.2 Stronger, more resilient, supportive, influential and inclusive communities.

3. Plan

3.1 The City of Edinburgh Council has a statutory obligation to produce a three-year plan, outlining priorities for, and how it will secure 'adequate and efficient' provision of, CLD across Edinburgh.

3.2 The Council has worked with partner organisations to create a refreshed CLD Partnership. This CLDP has produced a three-year plan, reflecting city priorities and a shared ambition to make a positive difference for local people.

4. Priorities

4.1 The focus of the partnership is to deliver priorities in the CLD Plan 2018-2021:

- Planning for Improvement – this will include creating a culture of self-evaluation and improvement, and improved use of data.

- Improving life chances for people of all ages – this will include workforce development for CLD staff.
- Building stronger, more resilient communities – this will include improved engagement with people and communities
- Monitoring and reporting – this will include a better understanding of the impact of CLD

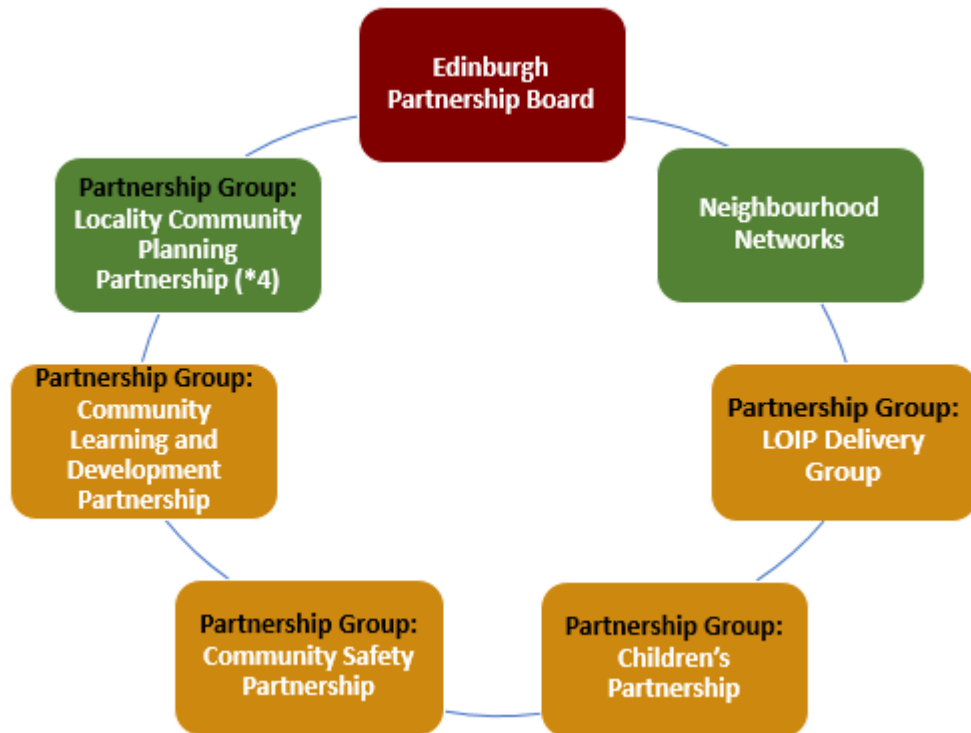
5. Remit of the CLDP Board

In relation to developing and improving CLD, the purpose of the Board is to:

- Develop, implement and deliver the CLD Plan for the Edinburgh Partnership
- Put in place delivery group arrangements to support the delivery of the role and remit as appropriate, recognising and utilising existing partnership working arrangements to maximise opportunities whilst minimising the additional resource requirements placed on partners.
- Identify, agree and contribute the resources needed to achieve shared outcomes
- Hold each other to account for the delivery of outcomes through constructive challenge and effective performance reporting
- Analyse service gaps, duplication and overlap to ensure priorities are addressed as efficiently as possible
- Ensure that strategic priorities are aligned with other strategic plans.
- Agree priorities for service development and seek, where appropriate, funding opportunities to progress priorities
- Ensure the participation of communities in relation to planning and delivering community learning and development
- Ensure the effective management of performance and risk in relation to the delivery of the CLD Plan and report progress to the Edinburgh Partnership.
- Identify and share examples of best practice

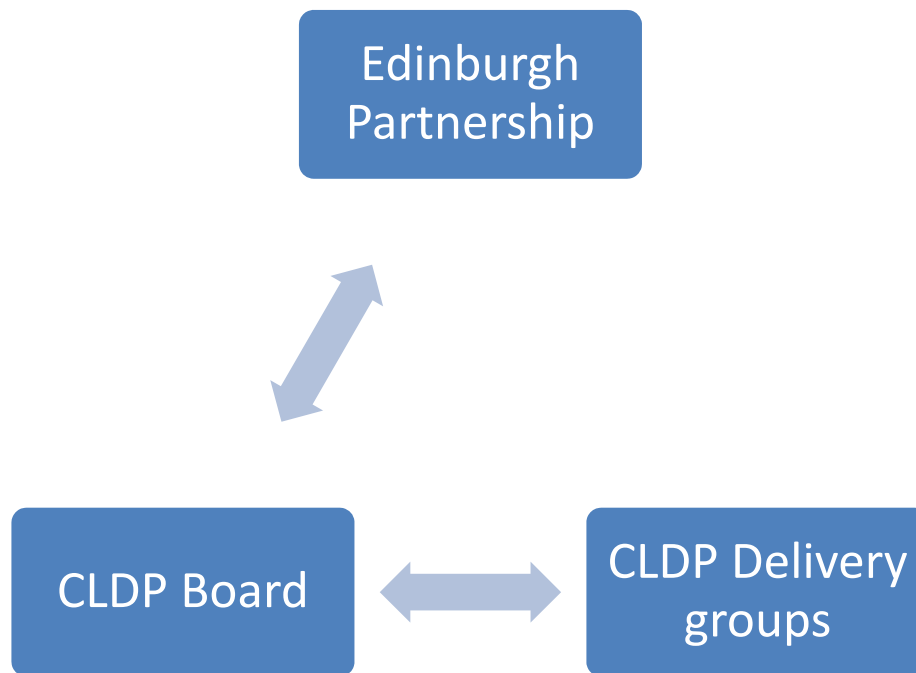
6. Governance and performance reporting arrangements

The diagram below sets out the governance arrangements for community planning in Edinburgh



The CLD Partnership is accountable to the Edinburgh Partnership in respect of leading, delivering and progress on the CLD Plan. It reports to the Edinburgh Partnership on the strategic priorities, reporting annually on Plan progress.

It will report annually on progress to the Council Education, Children and Families Committee and to other partner organisations as appropriate.



7. Delivery groups

7.1 The Partnership will establish delivery groups to support its work programme. The focus of these groups may change over time, in response to changing policy or service imperatives. Each delivery group will have an identified lead organisation.

7.2 The remit of the delivery groups:

- Develop and implement specific pieces of work to support the outcomes in the CLD Plan
- Involve stakeholders, partners, statutory and third sector organisations and individuals as appropriate in the work of the group
- Implement strategic direction and advice from the Board to address priorities/actions
- Report to the Board any barriers which could hinder completion of the work
- Report to the Board on progress and completion of the work
- Create, shape and actively contribute to the content of the CLD plan
- Organise learning and development opportunities to improve professional practice across partners

The delivery groups will report directly to the Board, which will guide their work.

8. CLDP Meetings and chairing arrangements

8.1 The Partnership will meet quarterly.

8.2 Members will require to be nominated by their constituent organisation based on their authority and ability to fulfil the remit and to:

- represent the strategic views of their organisation;
- support the vision and aims of the CLDP; and
- contribute to the delivery of the outcomes of the CLDP as defined in its strategic plan

8.3 Changes to existing positions, and requests for new members, should be notified in writing to the Chair and will be considered at a Partnership meeting.

8.4 Each member is an equal partner. The values of shared priorities, collaborative action, collective responsibility and shared accountability apply to each member and all CLDP business.

8.5 CLDP will work towards achieving a consensus in making decisions. If this cannot be reached a vote of members in attendance will be taken. In an equal number of votes the Chair will have the casting vote. In the event of the Chair not using their casting vote, the decision will be reached by lot.

8.6 From time to time, individuals from other organisations and individuals may be invited to attend to address specific matters under discussion. They shall have no voting rights.

9. Chair and Vice Chair

9.1 The roles of Chair and Vice Chair will be appointed from within the membership of the CLDP every two years. They can't both be from the same organisation.

10. Meetings

10.1 The Partnership will meet a minimum of four times per year and agree an annual schedule of meeting dates and a forward work programme. Additional meetings will be arranged as required.

10.2 The quorum for the meetings is not less than one third of the membership and provided at least 3 partner organisations are present.

10.3 Every meeting of the Partnership will be minuted and these will be presented to the following meeting for approval.

10.4 Group members will declare an interest in items of business where appropriate. Declarations will be noted in the minutes of meetings.

10.5 The Board will provide reports to the Edinburgh Partnership on the delivery of the CLD Plan in accordance with the approved performance framework.

11. Membership:

To be agreed

12. Documents, reports and minutes

Papers will be published on the Edinburgh Partnership Website.

Supporting Officer

The Lifelong Learning Strategic Manager (Community Learning & Development and Libraries) is responsible for planning the agenda in close cooperation with the chair and others as required. Meeting support to be identified from within the CLDP member organisations

CLDP Members

(December 2019)

National Health Service Lothian, Edinburgh University, Edinburgh College, Edinburgh Health & Social Care Partnership, Scottish Fire and Rescue service, Edinburgh Voluntary Organisations Council, Lothian Association of Youth Clubs, Edinburgh Leisure, Skills Development Scotland, Volunteer Edinburgh, Workers' Education Association, Council Lifelong Learning & Strategy and Insight teams.

Board members

(December 2019)

Edinburgh College, Lifelong Learning, Workers' Educational Association, National Health Service Lothian, Edinburgh Voluntary Organisations Council.

Education, Children and Families Committee

10.00, Tuesday, 14 August 2018

Edinburgh Community Learning and Development Partnership Plan 2018-2021

Item number

Report number

Executive/routine

Wards

Council Commitments

[CP1, CP2, CP4, CP7](#)

Executive Summary

Led by the Council Lifelong Learning service, a refreshed Edinburgh Community Learning and Development (CLD) Partnership has produced an Edinburgh CLD plan for 2018-2021. The plan will not articulate the totality of CLD activity across the city, which is wide ranging and is already contributing to and reported in other plans and strategies. Instead it will focus on key areas of activity identified by partners, which will *add value* to community learning and development delivery, by identifying where the partnership can bring fresh thinking and collaborative effort to make a difference and improve outcomes.

Edinburgh Community Learning and Development Partnership Plan 2018-2021

1. Recommendations

- 1.1 That Committee notes the Edinburgh Community Learning and Development Plan 2018 - 2021 and will receive annual updates on progress

2. Background

- 2.1 Under the powers of the 1980 Education (Scotland) Act, the Council has to fulfil the Requirements for Community Learning and Development (Scotland) Regulations 2013.
- 2.2 Local authorities are expected to identify individuals and groups and their needs in regard to community learning and development; to assess the degree to which these needs are being met; to identify barriers to the adequate and efficient provision of community learning and development; to publish a three year CLD plan.
- 2.3 The plan specifies how the local authority will co-ordinate this community learning and development with other people (including partners) who provide this activity; what action the local authority will take to provide community learning and development over the three years; what action the other people including partners will take to provide community learning and development; any needs for community learning and development which will not be met within the period of the plan.

3. Main report

- 3.1 The new Edinburgh Community Learning and Development Plan 2018-2021 reflects the ambition of the CLD Partnership to do all in its collective power to be effective at making a positive difference for people in Edinburgh.
- 3.2 A refreshed Community Learning and Development Partnership was formed in October 2017. Organisations include Police Scotland, NHS Lothian, Edinburgh University, Edinburgh College, Edinburgh Youth Work Consortium, Desire Lines (Arts and Cultural sector), Edinburgh Voluntary Organisations Council, Volunteer Edinburgh, Edinburgh Leisure, Lothian Association of Youth Clubs, Skills

Development Scotland, Edinburgh Inter Faith Association, Workers' Educational Association, the Council Lifelong Learning, Economic Development and Strategy and Insight teams. The remit of the Partnership is attached at Appendix One.

- 3.3 The Partnership has developed the new plan for 2018-21. This plan recognises that a wide range of organisations deliver CLD in the City. These include the public and third sector working with children, young people and adults. The intention of the plan is to *add value* to this delivery by identifying where the partnership can bring fresh thinking and ideas to address what are often longer term so called 'thorny' issues. The partnership does this by using data to identify some of these intractable issues and agreeing to harness their collective resources to focus in on actions which will bring about positive change and progress.
- 3.4 The plan therefore does not reflect the broader CLD activities already reported in other plans. It will however monitor this broader range of CLD activity, promote sharing of good practice and challenge Council and partners where it feels that there is lack of activity or the activity itself is less effective in meeting identified needs and/ or national and City priorities.
- 3.5 The plan is a living document and as such will develop organically and change over time. When the Partnership meets quarterly it will review progress and make changes as required.

4. Measures of success

- 4.1 Key performance indicators being met
- 4.2 Annual report on plan progress

5. Financial impact

- 5.1 None. The majority of actions are within existing resources or may require a realignment of resources. There may be potential for the Partnership to identify sources of external funding sources to commission research on the impact of community learning and development.

6. Risk, policy, compliance and governance impact

- 6.1 The success of the plan will depend upon an ongoing commitment from all partners (including the Council) to sharing, collaborating and targeting resources.

7. Equalities impact

- 7.1 The plan activity focuses in improving life chances and opportunities for groups who have protected characteristics including young people, older people, people affected by mental health and wellbeing issues.

8. Sustainability impact

- 8.1 The plan supports a sustainable Edinburgh by targeting resources at those most in need and by adopting an enabling approach ie: supporting people and communities to realise their potential.

9. Consultation and engagement

- 9.1 The plan reflects some of the priorities identified through the Locality Improvement Plans consultation, an evaluation of the CLD plan 2015-18, face to face conversations and questionnaires with learners and volunteers, Council and partner staff workshops, audit of the four locality action plans, the developing Local Outcome Improvement Plan and its themes, relevant council, partner and community plans.

10. Background reading/external references

Alistair Gaw

Executive Director for Communities and Families

E-mail: Alistair.gaw@edinburgh.gov.uk | Tel: 0131 529 3001

11. Appendices

Appendix One Edinburgh Community Learning and Development Partnership Remit

Appendix Two Edinburgh Community Learning and Development Plan 2018-2021

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Education, Children and Families Committee

10am, Tuesday, 3 March 2020

Report regarding petition: Review Changes to English as an Additional Language for Dalry Primary School

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 note the ongoing work to develop a sustainable, equitable and capacity-building approach to provision for English as an Additional Language learners across all schools
 - 1.1.2 note the ongoing work and additional resources to support Dalry Primary School to engage with this approach
 - 1.1.3 agree to the next steps proposed at section 5
 - 1.1.4 agree that a report is presented in March 2021 to allow sufficient time for the impact of the proposed actions at section 5 to be evaluated.

Alistair Gaw

Executive Director for Communities and Families

Contact: Sean Bell

E-mail: sean.bell@edinburgh.gov.uk Tel: 0131 469 3129

Report regarding petition: Review Changes to English as an Additional Language for Dalry Primary School

2. Executive Summary

- 2.1 The authority recognises a legal requirement to make provision for learners who have English as an Additional Language under the Education (Additional Support for Learning) (Scotland) Act (2004 and amended 2009). Other relevant legislation includes: the Equality Act (2010) and UNCRC.
- 2.2 The number of learners with English as an Additional Language in our schools has increased significantly over the past decade and this trend continues. In this context, the authority has developed a strategic and evidence-based approach to provision for these learners.
- 2.3 The current report provides an overview of this strategic approach and addresses concerns raised by the parents of Dalry Primary School about the implementation of this approach in their school.

3. Background

- 3.1 A valid petition entitled '[Review Changes to English as an Additional Language for Dalry Primary School](#)' was submitted to the Education, Children and Families Committee and was considered on 10 December 2019. The petition received 200 signatures.
- 3.2 Following a presentation from the Parent Council, the Committee agreed to request a report on the issues set out relating to the level of EAL support in Dalry and the completion of the Equalities Impact Assessment.
- 3.3 Demographic context: the number of learners with English as an Additional Language in our schools has continued to increase steadily over the past five years (Figure 1). There is also an increasing diversity of need, including refugees, asylum seekers (unaccompanied asylum seekers), and Roma children and young people. Many of these learners have interrupted education and have not acquired literacy skills in their first language.

Figure 1 Number and percentage of EAL learners recorded as requiring support for English as an Additional Language

	2014		2015		2016		2017		2018	
EAL (Stages 1-4)	5093	10.7 %	5491	11.7 %	5761	12.0 %	6254	12.7 %	6693	13.3 %

- 3.4 A strategic approach: The EAL Team within the Additional Support for Learning (ASL) Service is a team of staff that supports Early Years settings, Primary, Secondary and Special Schools to meet the needs of EAL learners. In the demographic context described above, the authority recognised that a more strategic approach was required. During 2016-17, we researched good practice and evidence-based approaches in other Scottish authorities, in the UK and internationally. A Head Teacher consultation was carried out via SurveyMonkey in August 2016. We formed a reference group with Early Years, primary, secondary and special school representation and began to develop the four key components of a strategic approach, which are available to all schools. These are outlined in 3.5 – 3.8.
- 3.5 EAL Framework for Inclusive Practice: the expectation is that all schools engage with this self-evaluation and planning framework. It is embedded in a majority of primary schools.
- 3.6 Language and Literacy Collaborations: we strongly encourage schools to take advantage of this intensive programme of professional learning, particularly schools where there are high numbers of EAL learners.
- 3.7 Training: it is expected that all schools engage with training as appropriate for their establishment. Bespoke training is a key part of the Language and Literacy Collaborations; however all schools can access core training.
- 3.8 Advisory support: this is one aspect of our provision for all schools. Some schools with relatively small numbers of EAL learners only receive advisory support. These schools can also access the above three components.
- 3.9 Language and Literacy Collaborations (see 3.6): during 2016-17, we worked with one school to design a model of intensive professional learning to develop inclusive and sustainable practice which supports EAL learners within whole class teaching. The early stages of this work were reported to Committee in March 2017: https://democracy.edinburgh.gov.uk/Data/Education,%20Children%20and%20Families%20Committee/20170307/Agenda/item_77_-_additional_support_needs_and_special_schools_update_2016-17.pdf

- 3.10 The resulting 'Language and Literacy Collaboration' model was then extended and further developed in three schools in session 2017-18. To date a total of nine schools are engaged with the model.
- 3.11 An Equality and Rights Impact assessment was completed in 2017. See appendix 6.
- 3.12 The model for the Language and Literacy Collaborations we have developed in Edinburgh is not a simple replication of what is used elsewhere. We have used good practice and evidence from the UK and internationally to develop a model for our context. The two key elements are:
- Language-focused pedagogy (based on Systemic Functional Linguistics)
 - Sustained, high quality professional development through whole-school training and coaching / partnership teaching.
- 3.13 Examples from the research and evidence base:
- 3.13.1 Data from the Pan-London EAL Strategy (Appendix 1)
Reported in the EAL Journal Autumn 2019 'CPD: What, where, who and how?', by Graham Smith (Managing Director of the EAL Academy)
<https://www.theealacademy.co.uk/team/graham-smith/>
- 3.13.2 Impact in Islington and Peterborough (from personal communication with Graham Smith) (Appendix 2)
- 3.13.3 Case Studies from LexisEd (Appendix 3)
- Primary (international primary school in The Netherlands):
<https://lexised.com/tesmc-at-ips-hilversum/>
 - Secondary (economically disadvantaged school in Victoria, Australia):
<https://lexised.com/lexis-educations-literacy-for-learning-course-impacting-student-achievement/>
 - Secondary (Hamstead Hall Academy, Walsall, UK): <https://lexised.com/a-whole-school-approach-to-sfl-metalanguage-and-the-explicit-teaching-of-language-for-learning/>
- 3.14 In addition, class teachers in schools which have engaged with the Language and Literacy Collaborations participate in ongoing self-evaluation, evaluation of impact on learners, and evaluation of language-focused pedagogy. Measures include: teacher self-evaluation; learner talk; learner engagement; attainment in Writing.
- 3.14 Data gathered from the Language and Literacy Collaborations shows increased teacher confidence in language-focused pedagogy; increased learner talk and engagement; and improved attainment in Writing. In addition, there is some evidence that this inclusive approach benefits English first language learners who struggle with language and literacy.

- 3.15 External evaluation: the authority is seeking to participate in an evaluation process or research through an independent organisation such as the University of Edinburgh or the Bell Foundation <https://www.bell-foundation.org.uk/work-with-us/partner-with-us/>. Initial discussions have taken place with Bilingualism Matters at the University of Edinburgh.
- 3.16 Communication with Primary Head Teachers: Information and key messages about the development of a capacity-building approach and in particular Language and Literacy Collaborations was shared at school ASL Team Leaders events (usually attended by Primary Head Teachers) in October 2017, 2018 and 2019 and at a Primary Head Teachers' meeting in May 2019, with an open invitation to schools to engage. Where schools have asked for further information and to discuss the capacity-building approach in the context of their school, we have had individual meetings with Head Teachers and senior teams.
- 3.17 Equality Impact Assessment / Integrated Impact Assessment: an Equality Impact Assessment for the authority's EAL capacity-building model was carried out using the Council's Integrated Impact Assessment guidance and format (Appendix 4). Full regard was paid to relevant legislation, including the Additional Support for Learning (Scotland) Act 2004, the Equality Act 2010 and the Public Sector Equality Duty. These are referenced in the Integrated Impact Assessment.

4. Main report

- 4.1 Whilst historically, Dalry Primary School was one of a few primary schools with the highest number of bilingual learners in the city, as of June 2019 it was one of 19 schools with more than 100 bilingual learners. Comparative data for Edinburgh primary schools with a high proportion of EAL learners can be found in Appendix 5.

Allocation of EAL Teacher Time: the amount of EAL teacher support originally allocated to Dalry Primary School from August 2019 (1 day per week) is in line with other schools with a similar number of EAL learners. (Figure 2). The reduction at Dalry PS compared with session 2018-19 (a difference of 2 days 1 hour) was greater than for other schools. For historical reasons*, Dalry had benefited from a higher level of support than other schools.

*when the Fresh Start literacy intervention was introduced as part of the authority's integrated literacy strategy, the EAL team was asked to support delivery in 2 schools, one of which was Dalry Primary School. The other school took over staffing the intervention from the second year whereas Dalry PS continued to rely on EAL staffing for this intervention.

Figure 2. Primary School Allocations from August 2019

Number of EAL learners at Stages 1-4	Allocation (EAL Teacher)
0-59	Advisory Visit (once every 4-6 weeks, depending on needs within the cluster)
60-69	Weekly - afternoon
70-99	Weekly - morning
100+	Weekly - full day

*In almost all cases, a school's allocation will be based on this banding. There are a very small number of schools where advisory support is in place (by agreement with the school) although the number of bilingual learners is higher.

- 4.2 In August 2019, the new EAL Teacher allocations were communicated to all primary Head Teachers and plans were put in place for schools where there was a change of EAL Teacher, to ensure a smooth transition. We maintained continuity of the main EAL Teacher in Dalry Primary Schools.
- 4.3 Bespoke transition plan at Dalry PS: the Head Teacher reported that the school community (leadership team, staff and parents) were concerned about the reduction in EAL Teacher support. During discussions with the Head Teacher it was agreed that a bespoke transition plan for Dalry Primary School was required. The EAL Team and school Senior Management Team agreed a transitional plan on 12th September 2019. As part of this plan, EAL Teacher support increased to 1.5 days per week from 30th September 2019 to deliver a literacy intervention. It was also agreed that EAL Teacher support would increase further to a total of 2.5 days per week from January 2020, with a strategic focus on building capacity to support Writing (a priority in the school's Improvement Plan).
- 4.4 Furthermore, it was agreed that the school will engage with the Language and Literacy Collaboration from August 2020. The school have requested that this takes the form of practitioner enquiry with the whole staff and the EAL Team is interested in working with the school to develop this alternative approach.
- 4.5 In December 2019, it was agreed that the authority would provide additional funding for 3 further days' teaching for a period of 12 months, to support the school through the transition to the new model and in recognition of the impact of the sudden change in allocation made in August 2019.
- 4.6 The Head of the ASL Service and Lead Officer for EAL met with the Parent Council on 9th September 2019 to answer questions. At this meeting, parents requested more information. Subsequently the Lead Officer for EAL offered to meet with representatives of the Parent Council. In an email on 3rd October, a member of the

Parent Council requested detailed written information about the first pilot Language and Literacy Collaboration (in St. David's RCPS) before considering a meeting. This information was provided on 15th November, along with the Integrated Impact Assessment. The offer to meet was reiterated. No response was received.

- 4.7 The Equality Impact Assessment / Integrated Impact Assessment was finalised on 27th September 2019. It was shared with the Head Teacher, for the attention of the Parent Council, on 15th November 2019.
- 4.8 Learners in the early stages of English language acquisition (Stages 1 and 2) are acquiring Basic Interpersonal Communication Skills (social language skills) which can be acquired in supportive, inclusive and language rich environments with enough opportunities to understand and practise new language within the mainstream classroom. For the majority of children who are new to English, literacy (including phonics) is most effectively learned once the child has become familiar with the English sound system and has enough vocabulary to make the reading meaningful. It is important that in the early stages of English language acquisition children are supported to access appropriate cognitive challenge with 'scaffolding' for language.
- 4.9 More advanced learners of English (Stages 3 and 4) are developing Cognitive Academic Language Proficiency (higher order language skills) and this requires explicit language-focused teaching, within mainstream classroom teaching across the curriculum, in order for learners to achieve their potential. Without this explicit teaching, learners' English language skills can plateau at Stage 3 or 4.
- 4.10 In all contexts and especially in schools with a high proportion of EAL learners, it is important to ensure sufficient exposure to good models of English language, through e.g. using audio-visual resources, community links, business partners, school twinning.
- 4.11 Dalry PS has a markedly higher level of transience than any other primary school in Edinburgh. Related to this, it also has a higher proportion of learners in the early stages of acquiring English (Stages 1 and 2). See Appendix 5.
- 4.12 As noted above (4.9), the implementation of the Language and Literacy Collaboration takes into account contextual factors in each school, including:
- Number / proportion of EAL learners at Stages 1 and 2 of English Language Acquisition
 - Number / proportion of EAL learners at Stages 3 and 4 of English Language Acquisition
 - Number / proportion of home languages spoken and whether one of these languages is the dominant language

- 4.13 Contextual factors vary from school to school and all components of the capacity-building model can be adapted accordingly.

5. Next Steps

General

- 5.1 Carry out the recommendations and actions detailed in the Integrated Impact Assessment.
- 5.2 Review criteria for distribution of visiting EAL teaching support.

Specific to Dalry Primary School

- 5.3 Continue work underway to support Dalry Primary School to transition to a capacity-building approach to meeting the needs of English as an Additional Language Learners.
- 5.4 Continue planning for the implementation of the Language and Literacy Collaboration in Dalry Primary School from August 2020.
- 5.5 Evaluate the Language and Literacy Collaboration in Dalry Primary School from the end of Phase 1 (December 2020) and ongoing.
- 5.6 Work with Dalry Primary School to develop and sustain practice.

6. Financial impact

- 6.1 There is no additional funding required. The cost of this approach is met within existing budgets.

7. Stakeholder/Community Impact

- 7.1 Consultation and engagement have taken place with Head Teachers, teachers and pupils. Additional consultation and engagement is planned.
- 7.2 A review of communication and engagement with parents is underway.

8. Background reading/external references

- 8.1 <https://www.gov.scot/publications/supporting-childrens-learning-statutory-guidance-education-additional-support-learning-scotland/pages/3/>
- 8.2 <http://www.legislation.gov.uk/ukpga/2010/15/contents>
- 8.3 https://www.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf

9. Appendices

- 9.1 Appendix 1 Data from Pan-London EAL Strategy
- 9.2 Appendix 2 Impact in Islington and Peterborough
- 9.3 Appendix 3 Case Studies from LexisEd
- 9.4 Appendix 4 Integrated Impact Assessment
- 9.5 Appendix 5 Comparative data for Edinburgh schools with high proportion of EAL Learners

- 9.6 Appendix 6 Equality and Rights Impact assessment 2017
- 9.7 Appendix 7 EAL Primary school data

Appendix 1

Data from Pan-London EAL Strategy (article in EAL Journal Autumn 2019)

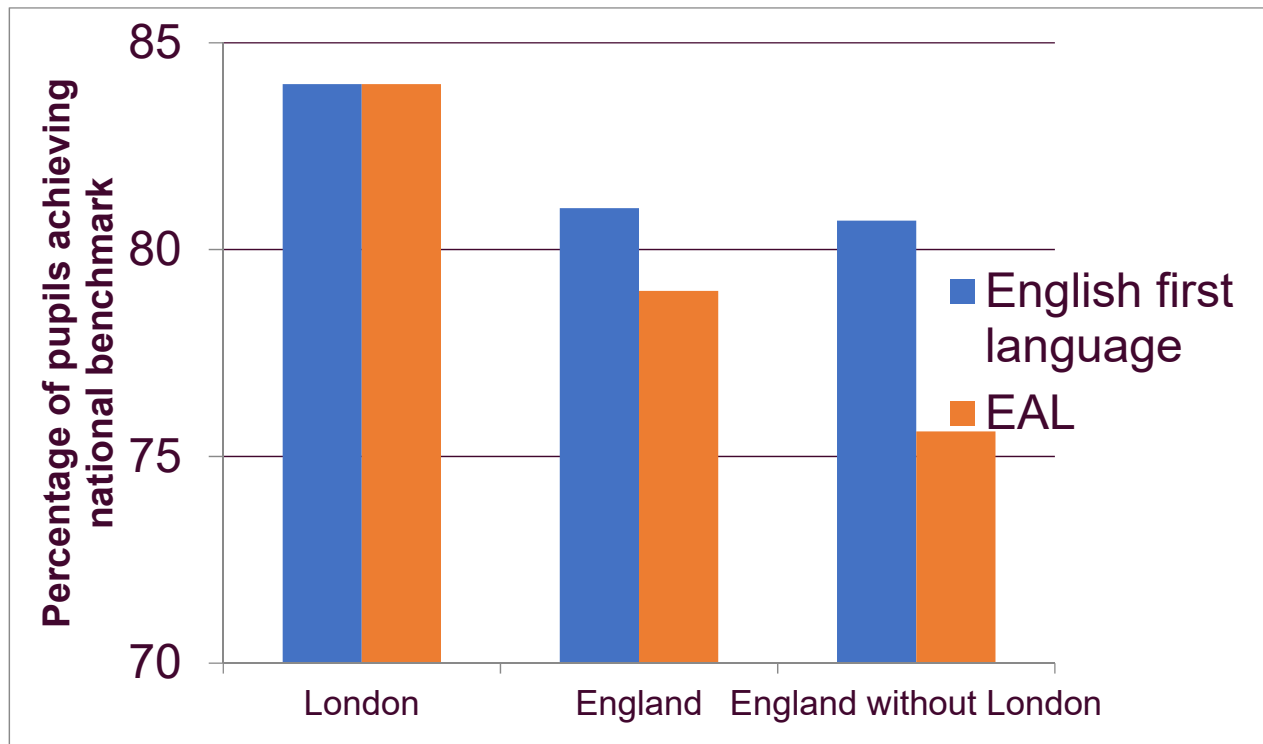
See in particular p. 26.



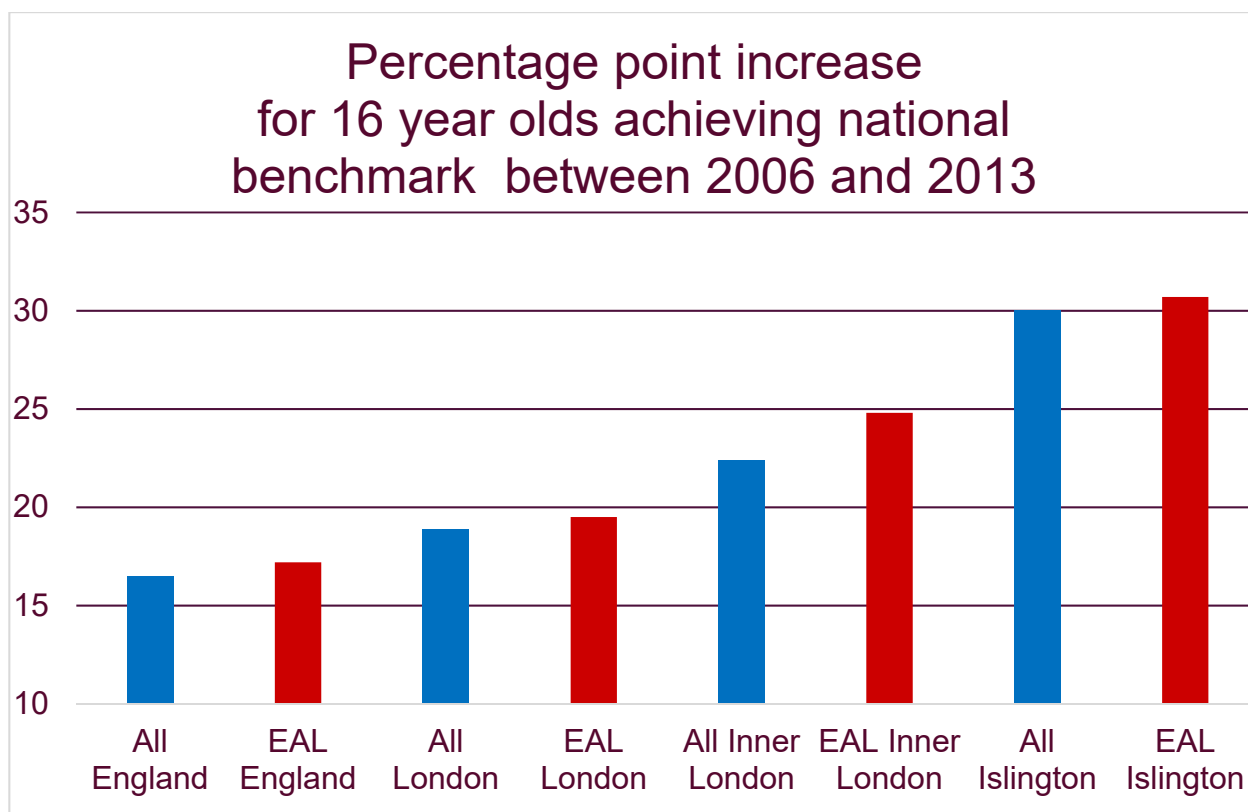
EAL Journal
article.pdf

Appendix 2: Impact in Islington and Peterborough

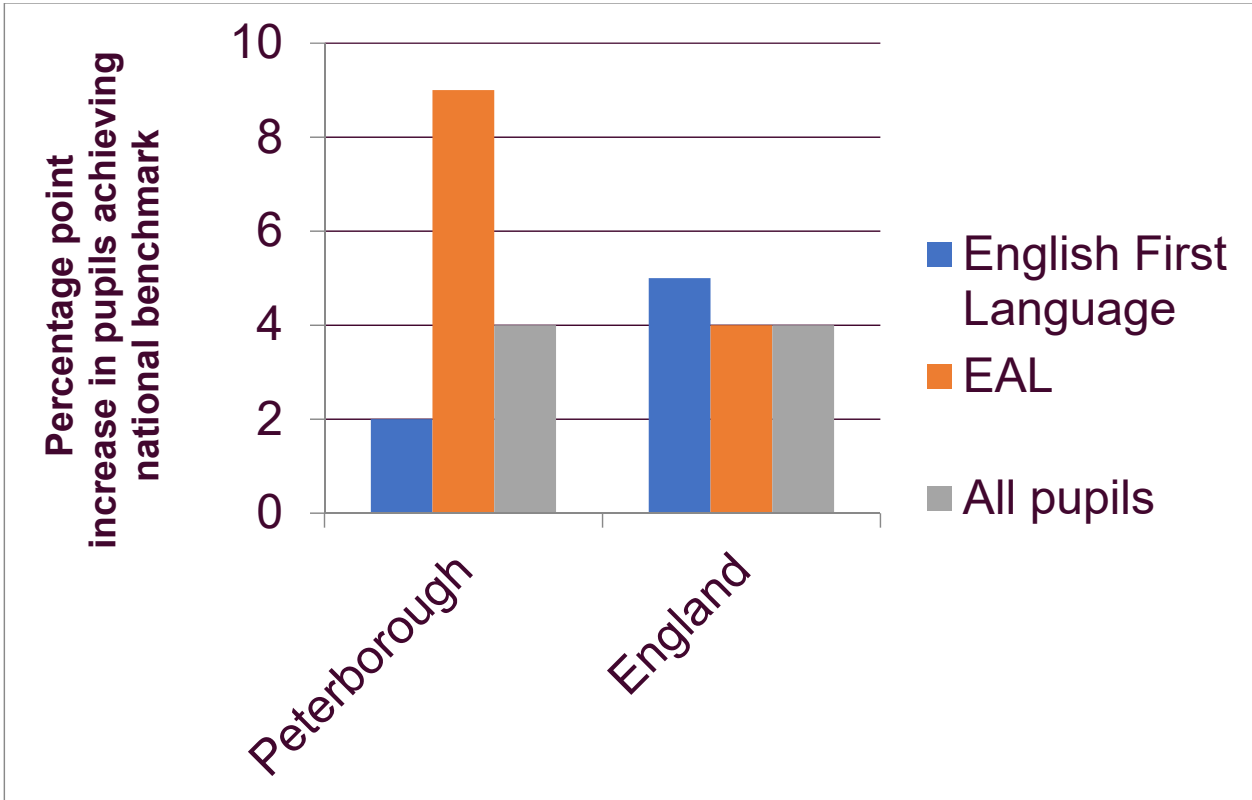
Performance of 11 year olds in 2015 (London / England)



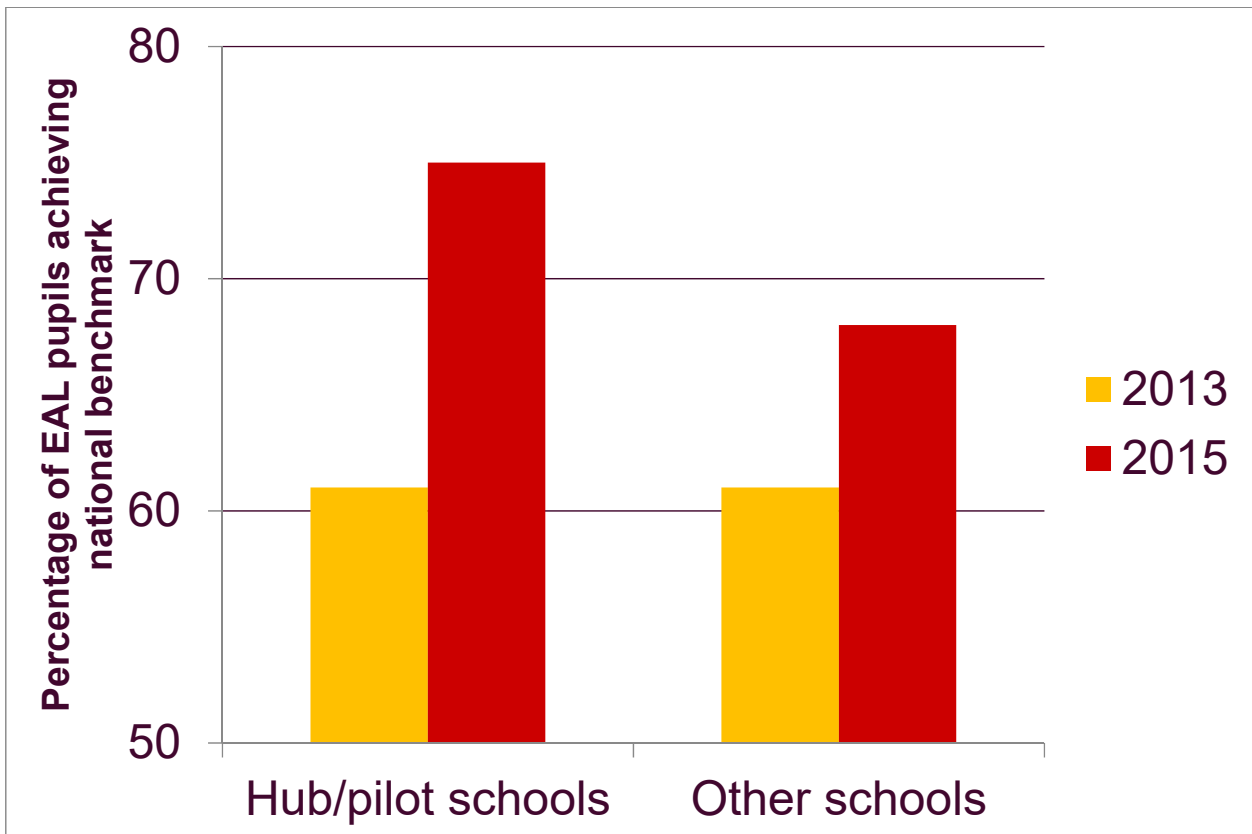
Change over time (England / London / Inner London / Islington)



Change in outcomes 2013–2015 – Peterborough Pupils at age 11



Outcomes 2013-2015 – Peterborough Pupils at age 11



Appendix 3: Case Studies from LexisEd

Case Study 1: international primary school in the Netherlands

<https://lexised.com/tesmc-at-ips-hilversum/>

July 8, 2019

Words by Daniele Sinniger, EAL Teacher at IPS Hilversum.

[IPS Hilversum](#) is an international primary school that offers the International Baccalaureate (IB) PYP (Primary Years Programme) curriculum. IPS Hilversum is also part of the Dutch International Primary School Association (DIPS), which means that IPS Hilversum is not only subjected to the IB quality control system but is also subject to the Dutch Schools Inspectorate. Thus, we are part of a local, national and global network.

We are a culturally and linguistically diverse international community. Currently, the student population consists of 500 students representing 48 nationalities speaking 49 languages.

The academic language at IPS Hilversum is English. 80% of our students are EAL, and they face the additional challenge of learning new concepts in a language that is not their native one.

The purpose of my research was to find a way to impart EAL skills and knowledge to teachers new to teaching EAL students at IPS Hilversum. This consisted of two parts. Firstly, with the cooperation of IPS Hilversum's management, it was decided that I would be part of a team of 3 teachers to take the 5-day Lexis Education course "[Teaching ESL Students in the Mainstream Classrooms](#)" (TESMC) and become an accredited TESMC tutor. I took this course in August 2018 and, with two other colleagues, started delivering this course to a pilot group of 18 colleagues in November 2018. In time, all teachers will be expected to participate in this course.

Secondly, I wanted to find a way to ensure that learnings from the TESMC course on how to teach EAL students English in a mainstream classroom setting would this time be adopted and that all teachers would be equipped with these tools and therefore have a common language and skillset allowing for the sharing of best learning practices and experiences in (i) implementing EAL teacher learning and (ii) teaching EAL students more effectively.

Tutors conducted a pre-, a mid- and a post- course survey to measure the impact the course had on the participants.

During module 9, staff assessed the whole school's provision for EAL on a 5 -scale framework. The results will be used by management to plan the next steps of EAL evolution at IPS Hilversum. In the principal's words: "continuity, conformity and consistency" are the priority.

14 teachers initially volunteered, and after we started in October, 2 additional teachers joined our group due to positive word of mouth. Composition of core participants:

- Group 8 : 1 teacher
- Group 6: 1 teacher
- Group 5: 4 teachers and 1 assistant
- Group 1 : 1 teacher
- Learning support: 3 teachers
- EAL: 3 teachers
- PYP coordinator: 1 teacher

Education, Children and Families Committee 3 March 2020 v0.5

- Sector leader: 1 teacher

Another sector leader and the instructional coach joined us occasionally. The complete management team was present for the first and the last module.

The course was successful due to a combination of factors. Firstly, it was well-organized and clear to staff what the purpose was. Before the course even started, management had made it clear to all staff that the pedagogical concepts of the course are to be used as a framework for revising the language documents at IPS Hilversum. Secondly, we listened to our tutor trainer's advice and asked staff to volunteer for the EAL course; we did not make the course mandatory. Additionally, our new curriculum coordinator joined the course and is now applying the TESMC concepts to all the school's literacy documents. Finally, actively involving classroom teachers in this process ensures that innovation is systemic and sustainable.

The final evaluation of the course found that 100% of respondents felt more confident in teaching EAL and 100% would recommend the course to their colleagues.

Respondents have gained the following insights from the course:

- the importance of making text structures more transparent
- the importance of scaffolding ALL writers
- try to think about the EAL students in every lesson you plan
- a deeper understanding of the specific needs of EAL students
- an understanding of the needs of teachers concerning language learning within the school
- the importance of awareness with teachers that they offer EAL children language, especially texts to read, in a differentiated way.

Developing a school-wide language trajectory and integrating a language-rich planning system are both significant challenges for a school. It is a long-term process and the results may not be immediate— particularly for a school in the pioneer phase of its EAL journey. It therefore has the opportunity to learn from the experience of other schools and from academic research on what the most cost and learning efficient ways of imparting knowledge to EALs and mainstream learners are. This may necessitate further changes in how the school is structured. There are no easy fixes but the journey is an exciting one.

My tips:

- Plan course dates well in advance and add them to teacher calendar.
- Deliver a presentation for staff, and ask for volunteers.
- Plan module one during the study week.
- Tell people at the beginning of the course that they'll be building an EAL toolbox for everybody to use. All ideas for language will be collected and made available on google drive. Teachers are invited to use these ideas in their own classes.
- Create a tool bag of language learning strategies.

Case Study 2: economically disadvantaged secondary school in Victoria, Australia

April 8, 2019

Lexis Education continues to **bring an evidence-based, whole-school, language-based pedagogy** to more classrooms in Australia and around the world to take teaching and learning to the next level.

We are excited to be sharing the research conducted in 2018 by Dr. Dorota Pomagalska, *'Evaluation of the whole-school implementation of a language-based pedagogy at Southern Secondary College'*.

This report summarises the evaluation of the **whole-school implementation of an explicit language-based pedagogy** in one of the most economically disadvantaged schools in Victoria, Australia. In late 2013, the school began to adopt an explicit language-based pedagogy as a potential solution to improving students' writing. Lexis Education's **Literacy for Learning** (LfL) course was chosen as the vehicle for implementing this pedagogical model across the whole school.

Analysis of the results over a period of five years has shown that, over time, **the school has achieved significant improvement in students' writing across all learning and literacy areas**, suggesting the implementation has been highly effective. In fact, the literacy outcomes achieved by the school in the national literacy test, the National Assessment Program – Literacy and Numeracy (NAPLAN) and the Victorian Certificate of Education (VCE) showed **significant improvement across all areas**, exceeding the expectations of literacy leaders.

There have been several factors that have led to this achievement. The training provided by Lexis Education – the LfL course – and Brian Dare's expertise have formed a sound and well-informed base for this program. At the same time, many steps taken by the school have enabled the implementation to unfold **in the most effective and least challenging ways**.

<https://lexised.com/a-whole-school-approach-to-sfl-metalinguage-and-the-explicit-teaching-of-language-for-learning/>

December 10, 2019

Language plays a central role in teaching and learning. If we want our students confidently reading and writing across the range of genres and registers required by schooling, then we need to understand how language works to make meaning. Our experience has shown us that the Systemic Functional Linguistics (SFL) model is the most powerful and effective tool for understanding how language works to make meaning. SFL emphasises the critical role a metalanguage plays in this exploration of meaning-making, providing as it does the means for talking about and reflecting on the language choices we make in any given text.

In her article, '[A whole school approach to SFL metalanguage and the explicit teaching of language for curriculum learning](#)', Gail Forey analyses the benefits of explicitly teaching language for learning across disciplines, using a metalanguage taken from the SFL model. The study was conducted between April 2015 and April 2016 at a school in the United Kingdom. Its aim was to review, reflect on and investigate the impact of Lexis Education's [How Language Works](#) course introduced in the school in 2012.

Gail Forey's findings from the study support the use of SFL and a rich metalanguage as one that has the potential to produce positive impact on both teachers and students in primary, secondary and tertiary contexts in the UK and internationally. From 2014 – 2016, as shown in the table below, the GCSE results have improved consistently in the school for all students, both those for whom English is the first language and EAL learners.

Table 2: GCSE School Results

5 A* - C incl English & Maths	2014	2015	2016
All pupils	44%	56%	62%
First Language - English	48%	56%	64%
Disadvantaged	no information	40%	57%
First Language - Other	42%	56%	61%
3+ A*/A			
All pupils	11%	13%	23%
Disadvantaged	no information	15%	20%

If you are wanting to know more about SFL, its theoretical background, its use in the classroom and its impact, we strongly encourage you to read [Gail's paper](#), published in the Journal of English for Academic Purposes.

Gail Forey is a Senior Lecturer in Applied Linguistics at the Department of Education, University of Bath.

Appendix 4

Section 4 Integrated Impact Assessment

Summary Report Template

Each of the numbered sections below must be completed

Interim report		Final report	X	(Tick as appropriate)
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- **Title of plan, policy or strategy being assessed**

English as an Additional Language and Gypsy Roma Traveller Provision

- a) English as an Additional Language (EAL) Capacity Building Model, including: EAL Framework for Inclusive Practice, Language and Literacy Collaborations, training and advisory support.
- b) Targeted support for vulnerable groups: Gypsy Roma Travellers, refugees and asylum seekers
- c) Support for EAL learners who have other additional support needs at Pathways 2-4
- d) Equality and Quality Assurance

2. What will change as a result of this proposal?

a)

In the context of an EAL learner population which has increased by more than 30% over the past 5 years to more than 7000 pupils across Primary, Secondary and Special Schools, we have reviewed provision.

- Building on the authority's Integrated Literacy Strategy, EAL specialist provision will be more:
 - **Equitable:** giving all schools the opportunity to improve practice for meeting the needs of bilingual and minority ethnic learners and their families
 - **Sustainable:** developing class / subject teachers' and EY practitioners' skills and confidence to meet the needs of typically developing bilingual learners in inclusive learning environments; developing strong leadership for inclusion, equality and diversity across all areas of school/setting systems and practice
 - **Responsive:** to increasingly linguistically and culturally diverse classrooms
- Having developed and tested a capacity-building model over 2.5 years in primary, this will become the strategic approach for EAL provision from August 2020. It will be delivered by a central EAL&GRT Specialist Team working with schools to strengthen universal support, to ensure that typically developing bilingual learners are appropriately supported in all areas of the curriculum, at Pathway 1, using inclusive approaches.
- A similar model will be developed in secondary in session 2019-20.
- The implication of the overall change will vary across schools, depending on previous level of support. Some schools will experience a significant reduction in the amount of ongoing EAL Teacher time allocated while others will experience little change. Over time, all schools will have

the opportunity to engage in capacity-building work, including the Language and Literacy Collaborations.

- A comprehensive self-evaluation EAL Framework for Inclusive Practice will be embedded across all sectors, supported by good practice guidance and resources (e.g. enhanced enrolment, placement and grouping, the importance of first language)
- We will offer a suite of high-quality training for senior leaders, mainstream teachers, and support staff, relating directly to the capacity-building model.
- We will extend networking opportunities for staff in schools to share effective practice.

b)

- There will be **no change** to existing targeted provision for vulnerable groups which will be delivered by the central EAL&GRT specialist team:
 - A Beginners' Class for secondary aged pupils arriving as beginners in English.
 - An early literacy group for secondary learners who have early literacy skills in their first language
 - Individualised support for learners from P6 upwards who have no literacy / early literacy skills in their first language due to interrupted learning (Refugees, Asylum Seekers, Gypsy Roma Traveller children and young people).
- We will strengthen support for Gypsy Roma Traveller communities.

c)

- EAL Team will work with the ASL Service Support for Learning team to deliver quality training to Support for Learning teachers in schools to support assessment and planning for bilingual learners with other additional support needs.
- EAL Team will receive ongoing high-quality training to ensure their skillset matches their leadership of learning role.
- EAL Team will be trained to assess and plan support for children with support needs in addition to EAL. The team will work closely with staff in the ASL Service Early Years Team and Inclusion Support Team to ensure that EAL learners with other additional support needs are appropriately assessed and supported.

d)

- Senior managers will provide quality assurance for schools in meeting their duties under the Education (Additional Support for Learning) (Scotland) Act 2004 and the Equality Act 2010, including educational provision for children and young people who are learning through English as an Additional Language and those who have one or more of the protected characteristics of race, religion and disability.
- The Lead Officer for EAL&GRT provision will take on the authority Equality Lead Officer role for Education.
- The Lead Officer for EAL&GRT provision and Equality will work closely with the Edinburgh Learns Teaching and Learning Team and the ASL Service Literacy Support Team to ensure supports complement each other.
- The Equality Lead Officer will oversee a review of Equality training to Senior Leaders and Equality Co-ordinators in schools to measure impact and inform next steps.

- The Interpretation and Translation Service will be reviewed to maximise support where most needed.
- **Briefly describe public involvement in this proposal to date and planned**
- The initial review of EAL provision included a Head Teacher consultation via SurveyMonkey (August 2016).
- A Head Teacher reference group was formed in autumn 2016, with representation from Early Years, Primary, Secondary and Special Schools. This group met on two occasions.
- Primary and Secondary ASL Team Leaders have been consulted about the different model of working through information sharing at cross-sector ASL Team Leader events (October 2017 and 2018, with a further update planned for October 2019). The most recent update and invitation to participate in Language and Literacy Collaborations was shared at a Primary Head Teacher meeting in May 2019.
- There has been individual communication with Head Teachers when introducing new staff and on request.
- Parents/carers haven't yet been directly consulted about the change in model of provision. However, parental engagement has been a focus for wider schoolwork, alongside the Language and Literacy Collaborations, in a number of schools. For example, in one school, parents have been consulted on a whole-school Language Policy; and pro-active work has resulted in increased representation of minority ethnic groups on the Parent Council.
- Pupil views about their learning experiences during Language and Literacy Collaborations have been positive.
- One school participating in the 'Language and Literacy Collaboration' was inspected by Education Scotland in session 2018-19 and at the time had 65% of children with EAL. Amongst a number of positive evaluations of learning and teaching, the report notes that "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."
- We are preparing a submission to work in partnership with the Bell Foundation to further develop and validate the Edinburgh model (see <https://www.bell-foundation.org.uk/work-with-us/partner-with-us/>).
- The ASL DHT has consulted with EAL expert colleagues in higher education and contributes to Initial Teacher Education programmes as a guest lecturer in EAL.
- The Edinburgh EAL team has been invited to share this model of practice at national EAL events (SATEAL - Scottish Association of Teachers of EAL; and SEALCC – Scottish EAL Co-ordinating Council).
- Councillors have been made aware of the ongoing work to develop EAL and GRT provision in Education Committee inclusion reports, as have senior managers in the Communities and Families Department.

3. Date of IIA

June 2019

Education, Children and Families Committee 3 March 2020 v0.5

4. Who was present at the IIA? Identify facilitator, Lead Officer, report writer and any partnership representative present and main stakeholder (e.g. NHS, Council)

Name	Job Title	Date of IIA training	Email
Kirsty Spence	ASL HT	EIA trained August 2016	Kirsty.Spence@ea.edin.sch.uk
Annemarie Procter	ASL DHT		Annemarie.Procter@ea.edin.sch.uk
Tessa Humby	ASL SL		Tessa.Humby@ea.edin.sch.uk
Sean Bell	C&F ASN Senior Manager		Sean.Bell@edinburgh.gov.uk

5. Evidence available at the time of the IIA

Evidence	Available?	Comments: what does the evidence tell you?
Data on populations in need	yes	<p>The EAL learner population has increased by more than 30% over the past 5 years, to more than 7000 children and young people across Primary, Secondary and Special Schools.* In addition, we have seen a rise in the number of vulnerable EAL learners: refugees, asylum seekers, Unaccompanied Asylum Seekers and Roma.</p> <p>This has necessitated exploring more effective (equitable, sustainable and responsive) ways of meeting the needs of all these learners.</p> <p><i>*2017 population projections from the National Records Office for Scotland shows that net migration from overseas will be a significant factor in population growth for the city over the next 25 years, although this information is trend-based and does not take into account shifts in government policy and other social and economic factors that influence population change, including the UK's decision to leave the EU.</i></p>
Data on service uptake/access	yes	<p>We have maintained a core level of specialist teaching and/or advisory support to all primary and secondary schools, based on number of EAL learners.</p> <p>Whole-school training has been available to all schools, as well as training through the Council's CPD Directory. Whilst some schools engage very well with training, the uptake is not consistent across schools.</p> <p>All school ASL Team Leaders have been informed of the Language and Literacy Collaboration work from the pilot stage, and encouraged to participate. This key element has been rolled out to a total of 9 primary schools who indicated an interest and commitment to capacity-building work and have this on their school improvement plan.</p>

Evidence	Available?	Comments: what does the evidence tell you?
		<p>There has been an increased uptake in existing and new targeted supports for vulnerable groups (refugees, asylum seekers, unaccompanied asylum seekers, and Gypsy Roma Traveller pupils) who have no / early literacy skills due to interrupted learning.</p> <p>The increased number of EAL learners in our specialist provisions has shown the need to review and maximise impact of support for these learners and families.</p> <p>Overspend of the budget for the Interpretation and Translation Service over the past 5 years has highlighted the demand associated with the increase in children and families requiring this service, and the need to review how the service is delivered.</p>
Data on equality outcomes	yes	<p>School Leavers attainment data is analysed for BME and EAL.</p> <p>EAL data for the period 2016-2018 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.</p> <p>The BME attainment data 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 remains noticeably below the national average. BME data for 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.</p> <p>The figure for Positive Destinations for BME has decreased slightly in 2018, though it remains in line with the national average.</p>
Research/literature evidence	yes	<p>An ASL DHT was seconded from April – October 2016 to review EAL provision, look outwards at other effective practice, and explore options for maximising our provision within the local (Edinburgh) and national (Scottish) context.</p> <p>Research Summary Pedagogical Approaches The Edinburgh ‘Language and Literacy Collaboration’ model draws heavily on the Teaching and Learning Cycle, a pedagogical framework which was developed originally in the Australian school system. This pedagogical approach has spread globally; it is in use in parts of the USA, in many international schools and was adopted as part of the London</p>

Evidence	Available?	Comments: what does the evidence tell you?
		<p>Challenge for schools with high proportions of EAL learners. It is being used successfully in schools, including https://www.hamsteadhall.com/Professional-Learning/.</p> <p>The need for such language-focused teaching approaches is supported by research in the UK and Scottish contexts:</p> <p>“Good practice’ in classrooms is not enough. There is a need for highly differentiated classroom practices that are designed to take into account the distinctive learning and assessment needs of EAL students. Such finely-tuned pedagogic practices will provide access to the curriculum for EAL students and enable them to integrate fully into the life of the classroom. Activities that have a specific language focus and actively draw on the varied cultural and linguistic resources within the classroom foster an environment that gives voice to <i>difference</i> and deepens an awareness for students learning EAL about the ways that language is used to make meaning.”</p> <p>Anderson et al. 2016 Policy, Pedagogy and pupil Perceptions: EAL in Scotland and England CERES/The Bell Foundation.</p> <p>See also: Coffin, Caroline (2010). <i>Language support in EAL contexts. Why Systemic Functional Linguistics?</i> (Special Issue of NALDIC Quarterly) NALDIC, Reading UK</p> <p>Professional Learning</p> <p>Collegiality and collaboration are widely recognised as a key element of school improvement (see, e.g. Fullan, M. 2016, <i>The New Meaning of Educational Change</i>). Specifically in relation to EAL:</p> <p>“Given that EAL-related CLPL needs to cover a range of aspects of practice, it is best seen as requiring a sustained programme of development rather than a limited number of ‘one-off’ events. Providing teachers with systematic professional learning opportunities would help to inform their knowledge, beliefs and practices, thus resulting in the provision of better opportunities for EAL students in their development of the language and literacies of schooling.”</p> <p>Anderson et al. 2016 Policy, Pedagogy and pupil Perceptions: EAL in Scotland and England CERES/The Bell Foundation.</p> <p>Ongoing professional learning through collaboration and co-production is a key element of the Edinburgh Language and Literacy Collaborations.</p> <p>Whole-school approaches to inclusion and achievement for EAL and BME learners</p> <p>The literature relating to the inclusion and achievement of EAL and BME learners consistently points towards the success of coherent, whole-school approaches and strong leadership on equality and diversity. See, for example: Schneider et al, <i>Language development and school achievement: Opportunities and challenges in the education of EAL students</i></p>

Evidence	Available?	Comments: what does the evidence tell you?
		<p>Anglia Ruskin University/University of Cambridge/The Bell Foundation. Also Arnot et al (2014), <i>School approaches to the education of EAL students: Language development, social integration and achievement</i>. Anglia Ruskin University/University of Cambridge/The Bell Foundation.</p> <p>Development and evaluation of the Edinburgh Language and Literacy Collaboration model</p> <p>The model was developed and evaluated with one primary pilot school with a high proportion of EAL learners (from January 2017). It was further developed and to date has been extended to eight other interested primary schools. Four of the nine participating schools have very high numbers of EAL learners.</p> <p><u>Outcome measures for staff</u> show increased class teacher understanding of the language demands of the curriculum, as well as confidence and skill in planning and delivering content and language integrated teaching.</p> <p><u>Outcome measures for pupils</u> consistently show increased pupil engagement and opportunities for talk (practising language). There is also some evidence of increased attainment in Literacy and Numeracy as well as evidence of English first language learners benefiting from a language-focused pedagogy.</p>
Public/patient/client experience information	Yes	<p>Pupil and parent stakeholder questionnaires pre-2016 indicated that in-school EAL support was highly-valued by pupils and parents. Some pupils indicated that they would like more (direct) EAL support.</p> <p>School stakeholder questionnaires pre-2016 indicated that although most EAL support was highly-valued, there was some inconsistency in effectiveness and in general that the provision was not sufficient to meet the increased need.</p> <p>This evidence, in the context of budget pressures and wider ASL/inclusion agenda, indicated that we needed to look carefully at developing more equitable, sustainable and responsive approaches to EAL provision.</p>
Evidence of inclusive engagement of service users and involvement findings	Yes	<p>Class teacher feedback on the Language and Literacy Collaborations is positive. For example, teachers have reported increased confidence in identifying the language demands of the curriculum and planning to support this; planning for regular meaningful structured talk.</p> <p>Pupil feedback from Language and Literacy Collaborations is positive, for example: 'I didn't have much confidence at the start was really bad at maths much better now as good as my group.' 'Helps when I hear the sentences before writing.'</p>

Evidence	Available?	Comments: what does the evidence tell you?
		<p>Parents have been involved, for example, in a consultation on the whole-school language policy and there is increased representation from minority ethnic groups on the Parent Council.</p> <p>Further pupil and parent experience information needs to be gathered to inform implementation of the capacity-building model.</p> <p>EAL Teachers report increased engagement from a number of schools receiving advisory support.</p>
Evidence of unmet need	Yes	<p>A few schools have expressed concern that we are moving from a model where they had more regular EAL Teacher support which allowed some direct teaching and delivery of targeted interventions. There is concern that moving to a model where the EAL Specialist Team works intensively with identified schools over a limited period to build senior leaders and class / subject teachers' capacity will reduce direct support for individual learners.</p> <p>Feedback from schools involved in the Language and Literacy Collaborations or receiving Advisory Visits (and from their EAL Teachers) contradicts this as they report that a capacity-building model encourages school ownership, enables teachers to support EAL learners more effectively throughout the school week across all curricular areas, and moves away from EAL learners sometimes being perceived as the EAL teacher's responsibility to plan for and support.</p> <p>The historical model where specialist support was targeted to a small number of learners for a short time each week has limited impact compared to EAL teachers working alongside class and subject teachers in schools to upskill them to use content and language integrated teaching to enable EAL learners to develop English language skills and to access and achieve across the curriculum. Indeed feedback from schools which have engaged with the Language and Literacy Collaborations has highlighted that language-focused teaching actually meets the need of all children, including those with wider additional support needs.</p> <p>There is evidence in the historical model of lack of identification and appropriate planning/interventions for EAL learners with other additional support needs at Pathways 2 – 4. The new model will enable increased collaboration between EAL Specialists and other practitioners to address this gap.</p>
Good practice guidelines	Yes	<ul style="list-style-type: none"> • EAL Framework for Inclusive Practice, aligned to HGIOS?4 • Enrolment and Induction guidelines • Placement and setting guidelines

Evidence	Available?	Comments: what does the evidence tell you?
		<ul style="list-style-type: none"> • Use of first language guidelines • Teacher self-evaluation document <p>We plan to develop an authority EAL policy and to extend the range of guidance and support materials for schools.</p>
Environmental data	Yes	<p>Allocation and timetabling of EAL Teachers has routinely sought to maximise time in school, with very little movement between schools during the school day and therefore relatively small staff travel costs. The new model of provision also seeks to maximise EAL Teacher time in schools.</p> <p>Targeted group support for vulnerable young people (Beginners' Class and Early Literacy Class) requires these young people to travel independently from their school to the group twice a week. Targeted individual support requires an EAL teacher to travel to the child/young person's school, unless they are already working in that school, in which case the support is incorporated into the school day.</p> <p>There is relatively little use of locality hubs by EAL staff.</p>
Risk from cumulative impacts	Yes	<p>The transition to a new model of EAL provision is taking place within the wider context of the presumption to mainstream and inclusion agenda which is presenting significant challenges for schools.</p> <p>This will be another phase of change for EAL staff who have experienced the move from an independent peripatetic service to cluster-based working as part of the ASL Service, with changes in working culture, practices and line management. As we transition from one model of working to another, there is some apparently conflicting data from, on the one hand, schools which are mainly adopting the historical direct-teaching model and on the other, schools which are engaged in the new capacity-building model. This needs to be taken into consideration going forward.</p>
Other (please specify)		
Additional evidence required	Yes	Further evidence of engagement of service users, especially pupils and parents.

6. In summary, what impacts were identified and which groups will they affect?

Equality, Health and Wellbeing and Human Rights	Affected populations
<p>Positive</p> <p>High-quality career long professional learning for class and subject teachers, leading to increased skills and confidence in teaching EAL learners.</p>	School staff, EAL learners

<p>Enhanced universal support for EAL learners and in turn strengthened support for a wider cohort of children at Pathway 1 through quality learning and teaching that delivers an appropriately differentiated curriculum which meets the needs of learners at all stages of English language acquisition.</p> <p>Empowerment of schools to meet the needs of EAL learners and children from minority ethnic backgrounds, using whole-school approaches to inclusion and achievement.</p> <p>Increased collaboration between EAL Specialists and other practitioners (ASL Service, Psychological Services, Allied Health Professionals) to address the gap in timely identification and appropriate planning/support for EAL learners with other additional support needs, including early intervention for our youngest EAL learners with wider additional support needs.</p> <p>Strengthening of responsive, targeted support for refugee and asylum seeker children including unaccompanied asylum seekers, Gypsy Roma Traveller young people and where appropriate their families. Including joint working with schools and other partners in the Council supporting these vulnerable groups (e.g. Refugee and Migration Support Team, Social Work, Residential Care staff, Lifelong Learning).</p> <p>Negative School staff / senior management and EAL Teacher anxiety moving through the change process.</p> <p>School staff / senior management perception of a reduction in level of EAL support.</p> <p>Schools' perception of their capacity to meet EAL learners' needs in the context of the inclusion agenda and other school priorities.</p> <p>Impact on EAL staff and management health and wellbeing in managing the change process as they transition to this model.</p> <p>Reputation of the EAL team as we transition to a more effective model of support.</p>	<p>EAL learners, Learners with ASN</p> <p>EAL learners, Schools</p> <p>Schools, other practitioners, EAL learners</p> <p>GRT/Refugee/UAS/AS children and families EAL staff/Council staff</p> <p>ASL management and EAL staff</p> <p>Schools and EY establishments</p> <p>Schools and EY establishments</p> <p>EAL staff and managers</p> <p>ASL service, EAL staff and management</p>
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<p>Environment and Sustainability Positive</p> <p>This will be a more focused central specialist team working in schools and from a team base, using email and phone as well as face-to-face visits for advice and consultancy. A smaller team will have less environmental impact. There will therefore be reduced travel in this model. (Environment)</p>	<p>Affected populations</p> <p>Schools and EAL staff</p>
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<p>A focused central specialist team creates opportunities for distributed leadership which supports succession planning. (Sustainability)</p> <p>This proposal is being considered as part of the ASL Project Board to ensure risk factors around sustainability can be addressed.</p> <p>Negative There is no negative environmental impact. EAL staff may not want to be part of this new model and may consider moving to other roles or jobs.</p> <p>Maintaining high-quality provision will require robust recruitment, induction and professional development processes.</p>	<p>Schools and ASL Service staff</p> <p>EAL staff</p> <p>EAL/ASL Service management, HR</p>
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<p>Economic Positive Capacity-building of school staff to better meet the needs of their EAL learners could result in less EAL staff being needed to deliver this model. The budget saving could be realigned to need.</p> <p>Negative EAL staff health and wellbeing may be adversely affected by these changes leading to staff absence.</p>	<p>Affected populations</p> <p>Schools and EY establishments Learners with additional support needs, including EAL learners</p> <p>EAL staff, service delivery</p>
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7. Is any part of this policy/ service to be carried out wholly or partly by contractors and how will equality, human rights including children’s rights , environmental and sustainability issues be addressed?

Not applicable

8. Consider how you will communicate information about this policy/ service change to children and young people and those affected by sensory impairment, speech impairment, low level literacy or numeracy, learning difficulties or English as a second language? Please provide a summary of the communications plan.

- During Language and Literacy Collaborations, continue to seek pupil views on types of support. May include: simple questionnaires; pupil focus groups with appropriate support for pupils; Pupil Council.
- Translation of parent leaflet into main community languages. May also include: parent focus groups in schools taking part in Language and Literacy Collaborations; information sharing with Parent Councils.
- Continue to seek views of pupils and parents accessing targeted provisions.
- Ensure all of the above are supported for those who require support for communication.

9. **Does the policy concern agriculture, forestry, fisheries, energy, industry, transport, waste management, water management, telecommunications, tourism, town and country planning or land use?** If yes, a SEA should be completed, and the impacts identified in the IIA should be included in this.

Not applicable

10. **Additional Information and Evidence Required**

If further evidence is required, please note how it will be gathered. If appropriate, mark this report as interim and submit updated final report once further evidence has been gathered.

- Further evidence will be gathered at the end of session 19/20 and during 20/21 to inform next steps.

11. **Recommendations (these should be drawn from 6 – 11 above)**

English as an Additional Language (EAL) Capacity Building Model, including: EAL Framework for Inclusive Practice, Language and Literacy Collaborations, training and advisory support.

- Extend Language and Literacy Collaborations to primary schools with high numbers of EAL learners. Continue to evaluate impact.
- Pilot Language and Literacy Collaboration in one secondary school and evaluate.
- Continue to offer weekly or advisory* support to schools which are not yet participating in the Language and Literacy Collaborations, using the EAL Framework for Inclusive Practice. * level of support based on number of EAL learners.
- Continue to deliver whole-school and Directory training.

Targeted support for vulnerable groups: Gypsy Roma Travellers, refugees and asylum seekers

- Continue to deliver targeted supports and to seek views of learners and parents on this provision

Support for EAL learners who have other additional support needs at Pathways 2-4

- Continue to develop joint working to ensure that these learners are appropriately supported, in particular taking into account linguistic and cultural factors.

Equality and Quality Assurance

- Ensure the model is supported by a robust Equality strategy with particular reference to the protected characteristic of Race
- Ensure the model is supported by robust Quality Assurance
- Ensure the model is supported by effective use of the Interpretation and Translation Service
- Invite external evaluation of the model by an independent, recognised body

In relation to the above:

- Review communication and engagement with parents, so that they are informed and consulted on the rationale and implications.
- Continue to seek views of EAL learners on their experience.
- Continue to engage with Head Teachers and ASL Team Leaders.
- Continue communication and consultation with EAL staff as part of this process as recommended through the ASL Project Board.

- Consult with wider stakeholders on the model to inform next steps (e.g. MCFB, Family Learning, Refugee and Migration Support Team, ELREC)
- Continue to develop capacity of the EAL Team to deliver this model, through high quality professional development and recruitment of appropriately experienced and qualified staff.
- Develop links between the Edinburgh Learns Teaching and Learning Team, Literacy Officers to ensure models support and complement each other
- Continue to link with other Local Authority Officers for EAL across Scotland
- Continue to link with expert EAL colleagues in higher education
- Review generic translated material to support good home-school-home communication; develop practical guidance for schools on effective use of interpreters; review ITS procedure.

12. Specific to this IIA only, what actions have been, or will be, undertaken and by when? Please complete:

Specific actions (as a result of the IIA which may include financial implications, mitigating actions and risks of cumulative impacts)	Who will take them forward (name and contact details)	Deadline for progressing	Review date
Develop risk register to help mitigate risk in relation to transformation to new model.	Annemarie Procter Annemarie.Procter@ea.edin.sch.uk	January 2020	June 2020
Further communication and consultation with EAL staff as part of this process as recommended through the ASL Project Board.	Tessa Humby Tessa.Humby@ea.edin.sch.uk	February 2020	May 2020
Strengthen consultation with pupils by seeking their views on their learning experiences.	Kirsty Spence Kirsty.Spence@ea.edin.sch.uk	March 2020	September 2020
Effective regular communication with schools on the plans, timescales and impact of these changes.		August 2019 October 2019 March 2020	October 2020
Communicate and consult with parents/carers on the plans and timescales of these changes.		January 2020 May 2020	September 2020
Consult with wider stakeholders on the plans to inform next steps.		December 2019 March 2020	August 2021

13. How will you monitor how this policy, plan or strategy affects different groups, including people with protected characteristics?

- This plan is designed to improve provision and outcomes for children and young people from minority ethnic backgrounds who have English as an Additional language, including vulnerable groups (refugees, asylum seekers, UASC, Gypsy Roma Traveller learners) and EAL learners who

may also have another additional support need(s). The main relevant protected characteristics are: race, religion, disability.

The plan will be monitored through:

- School supported self-evaluation and quality assurance processes, supported by the EAL Framework for Inclusive Practice and the Edinburgh 2.4 and 3.1 (Personalised Support; Wellbeing, Equality and Inclusion) Toolkit - linked to HGIOS? 4.
- Ongoing evaluation of Language and Literacy Collaborations.
- Analysis of Leavers' attainment data for BME and EAL. Consider fine-grained analysis for main ethnic and language groups.
- Authority level tracking for vulnerable groups: refugees / asylum seekers, UASC, Gypsy Roma Traveller children and young people
- Analysis of achievement and health and wellbeing for targeted supports: Beginners' Class; early literacy group; individualised support (Early Literacy Programme for Older Learners).
- Evaluation of the capacity-building model by an independent, recognised body.
- Ongoing stakeholder feedback

14. Sign off by Head of Service/ Project Lead

Name

Date

Appendix 5: Comparative data for Edinburgh schools with high proportion of EAL learners

School	School Roll June 2019	% Stages 1-4	% Stages 1&2	Transience (new starts 18-19) %	EAL Teacher support allocation per week	Language & Literacy Collaboration	Comment
St David's RC PS	305	57.05	16.06	15.84	Advisory	L&L Review	
Dairy PS	243	47.74	27.98	25.9	1.5 days		Support increased to 1.5 days from w/b 30.9.19. Further increase (to 2.5 days) from January 2020 with focus on Writing. Transition to capacity-building model.
St Mary's RC PS (Leith)	338	43.79	6.21	9.35	morning		by agreement
St Ninian's RC PS	265	43.02	12.45	13.28	Advisory	L&L Review	
St Francis' RC PS	249	37.35	15.66	8.76	1 day		
St Joseph's RC PS	319	34.8	8.15	12.96	Advisory	L&L Review	
Holy Cross RC PS	321	33.96	11.45	10.22	1 day		
St John Vanney RC PS	272	30.88	11.03	12.87	1 day		
St Mary's RC PS (Edin)	364	30.49	7.14	10.06	1 day		currently 0.5 day due to vacancy
Balgreen PS	348	29.31	13.51	7.26	1 day	L&L Phase 2	
Stage 1	New to English						
Stage 2	Early Acquisition						
Stage 3	Developing Competence						
Stage 4	Competent						
Stage 5	Fluent						

Headings

School roll	
% Stages 1-4	percentage of school roll at Stages 1-4 of English Language
% Stages 1-2	percentage of school roll at Stages 1-2 of English Language
% Transience	new starts (not including P1) in session 2018-19 as a percentage of school roll
EAL Teacher support	allocation of EAL Specialist teacher support
Language & Literacy Collaboration	the school is participating in the capacity-building model
Comment	

Stages of English Language Acquisition and Timescale

Stage (working at)	Descriptor	Timescale
1	New to English	6 – 18 months
2	Early Acquisition	6 – 18 months
3	Developing Competence	2 – 3 years
4	Competent	2 – 3 years
5	Fluent	5+ years



City of Edinburgh Council Record of Equality and Rights Impact Assessment

Part 1: Background and Information

(a) Background Details

Please list ERIA background details:

ERIA Title and Summary Description: **Additional Support for Learning Service (ASLS)**

Service Area	Division	Head of Service	Service Area Reference No.
Children's Services	ASL Service	Andy Jeffries	CF3(e)

(b) What is being impact assessed?

Describe the different policies or services (i.e. decisions, projects, programmes, policies, services, reviews, plans, functions or practices that relate to the Corporate ERIA Title):

Policies and Services	Date ERIA commenced
ASL Service (ASLS): English as an Additional Language (EAL), Language Learning and Communication (LLC), Learning and Wellbeing (L&W), Information Communication Technology Additional Support for Learning (ICT ASL), Visiting Teachers of the Visually Impaired (VTVI), Deaf Support Team (DST), Literacy Dyslexia Support (LDS), Resources, Moving & Handling (M&H), Additional Support for Learning School Nurse (ASL School Nurse), Therapy Inclusion Project (TIP), Medical & Sensory (M&S))	251115
)	
ASLS Professional Learning Framework (ASLS PLF) Professional Learning Framework (PLF)	
Accessibility Strategy (Planning improvements for disabled pupils' access to education, Scottish Government)	
Strategic priority (5) Communication and Recording Guidelines Teacher Working Agreement Guidelines Assessment Guidelines for Pupils with Additional Support Needs ASLS Equality and Rights Strategy Working in Partnership to Develop a Framework for Collaborative Working between the ASL Service, Psychological Services, Education Establishments and Partner Services (FfCW) Pathway 3 Support Guidelines	

(c) **When is it due to be reviewed?** (insert furthest away date if question relates to a number of review dates) **23 March 2017**

(d) ERIA Team

Please list all ERIA Team Members:

Name	Organisation / Service Area
Kirsty Rosie	ASL Service
Lorna Johnston	ASL Service
Julia Sproul	Equalities Coordinator CEC
Nikhat Yusaf	ASL Service
Sandra Scott Juliet McCann Amanda Knani Justine Haddow Jan McDevitt Marina Mackenzie Jane Berry	ASL Service

Part 2: Evidence and Impact Assessment

(a) Evidence Base

Please record the evidence used to support the ERIA. Any identified evidence gaps can be recorded at [part 3a](#). Please allocate an abbreviation for each piece of evidence.

Evidence	Abbreviation
Professional Learning Framework and Evaluations (customer contact data (iv) customer satisfaction analysis)	PLF
Service Providers knowledge and experience ie Equalities Working Group	EWG (Equalities Working Group)
ASL Service Reference Group	ASL RG
Surveys(staff,partner services and service user engagement and feedback)	Sur
<p>Evidence and Legislation: self assessment activity service access data complaints data. SQA results SIMD data Professional knowledge of how the service we provide compares within the national context and in relation to the different specialisms offered in other local authorities. In relation to the Accessibility Strategy above, observational and comparative evidence based on what specialist teams are delivering, recommending or promoting within schools to ensure equality of access to the curriculum. CEC Pupil Survey (filtered for ASN / disability / BME) CEC Parent Survey (filtered for ASN / disability / BME) ASL training evaluations ASL & PS impact of training data (forthcoming) Children and Young Person's Act (2014) 'Eye Right!' – Getting IT Right for Pupils with VI (2014) VINCYP (NHS Scotland Visual Impairment for CYP) agreed guidance and standards. The VI team are represented on working groups Additional Support for Learning Act (2009) The Equality Act (2010) Curriculum for Excellence GIRFEC</p> <p>EAL review</p>	<p>E&L (evidence and legislation)</p> <p>EAL</p>

(b) Rights Impact Assessment – Summary

Please describe all the identified enhancements and infringements of rights against the following ten areas of rights. Please also consider issues of poverty and health inequality within each area of rights:

- Life
 Health

- Physical security
- Legal security
- Education and learning
- Standard of living
- Productive and valued activities
- Individual, family and social life
- Identity, expression and respect
- Participation, influence and voice

Please indicate alongside each identified enhancement or infringement the relevant policy or service (see [part 1b](#)) and relevant evidence (see [part 2a](#)).

Summary of Enhancements of Rights

The core aim of the service is to support and enhance education and learning for children and young people with an additional support needs. In addition to this we offer support to promote health and wellbeing and promote the rights of children and young people with an additional support need and/or from a minority ethnic background (ASL Act 2009/Equality Act 2010/ Children and Young Person's Act 2014). We provide access to mainstream and specialist services and supports but this does not always happen in a mainstream setting eg at home, hospital or community buildings.(ASL Act/Equality Act/Disability Act/ Accessibility Strategy/CfE/ GIRFEC/ASLRG/E&L/Communication and Recording Guidelines/Teacher Working Agreement Guideline/ASLS Equality and Rights Strategy Health – Supporting emotional, physical, communication and conceptual development in relation to additional support need.(ASL Service, Equality Act, Disability Act, ASL Act, Eye Right/PLF/E&L/ ASLS PLF)

Physical Security – Promoting and supporting schools with environmental adaptations and supporting the development of mobility and habilitation skills where appropriate.(Accessibility Strategy/PLF/E&L)

Education and Learning – Recommending and producing appropriate adaptations both hard copies and electronic. Also, developing the awareness and understanding of the impact of those caring for and supporting CYP with additional support needs. Advising on an inclusive learning environment and appropriate L&T strategies and resources.

Recommending and providing appropriate resources and adaptations. Developing the awareness and competencies of those involved in the education and learning of CYP with additional support needs and those from a minority ethnic background. (CfE, Disability, ASL and Equality Acts/Accessibility Strategy/EWG/PLF/E&L/ASLS PLF/ PLF)

Individual, Family and Social Life - To encourage independence and develop social skills and empower families to help children and young people we support to develop skills for learning, life and work. To support families accessing the right support at the right time and develop networks of support for families with additional support needs. (GIRFEC, CfE, Equality Act/Sur/PLF/ASLS PLF)

Participation, influence and Voice – Working in partnership with relevant partner services, families and education establishments. Sharing information about and creating opportunities for participation in social and activity groups. (ASL Service, GIRFEC/PLF/E&L/ASLRG)

Identity, expression and respect: Developing the awareness and competencies of those involved in the education and learning of CYP from a minority ethnic background (EAL and GRT) re. freedom of cultural identity; communicating using own language; living without fear of harassment or abuse (racially-motivated bullying) (ASL Act (2009) Equality Act (2010)/ Children and Young Person's Act 2014/ASLS PLF/PLF)

Summary of Infringement of Rights

Can these infringements be justified? Are they proportional?

The ASL service have a finite budget and limited ICT resources they can lend out to schools for learners with additional support needs to enable them to access the curriculum. There is a risk of infringement in relation to ASLS being able to support some education establishments acquiring sufficient resource to enable access to the curriculum due to issues with some schools being reluctant or unable to provide and fund access technology alongside the difficulties surrounding WIFI access and the availability of follow up and training in the use of this equipment for pupils and staff.(ASL Act, Equality Act, Accessibility Strategy/PLF/E&L/ASLRG)

Staff try to work collaboratively with parents to support a joint decision within families and ensure the child and young person's rights are heard. For example:
a child diagnosed with a terminal/ potentially life threatening illness in hospital who wants to return to school but parents do not want them to. (GIRFEC, Equality Act, ASL Act/E&L/ ASLS Equality and Rights Strategy/ FfCW

A child or young person withdrawn from school by parent as they want a different placement. (GIRFEC, Equality Act, ASL Act/PLF)

A child or young person asked not to attend school when the school is holding a religious observance - staff work with schools to find alternative solutions for the learner to remain in school. (Equalities Act, ASL Service/PLF/ASL RG/EWG)

There is a global pressure on demands for service and the service has provided a framework to prioritising caseloads appropriately without prejudice or bias.(Equality Act/ASLRG/E&L/Communication and Recording Guidelines/ Teacher Working Agreement Guidelines/ Pathway 3 Support Guidelines

There are no infringements but staff are faced with dilemmas when working to uphold children and young people's rights.

(c) Equality Impact Assessment – Summary

Please consider all the protected characteristics when answering questions 1, 2 and 3 below. Please also consider the issues of poverty and health inequality within each protected characteristic:

- Age
- Disability
- Gender identity
- Marriage / civil partnership
- Pregnancy / maternity
- Race
- Religion / belief
- Sex
- Sexual orientation

1. Please describe all the positive and negative impacts on the duty to eliminate unlawful discrimination, harassment or victimisation. Please indicate alongside each identified impact the relevant policy or service (see [part 1b](#)) and relevant evidence (see [part 2a](#)).

Positive Impacts

Whole staff training delivered by equalities officers focusing on anti-racism then follow up workshops to develop anti-prejudice awareness and understanding We will extend this to whole staff over the next 2 years. All ASL Service Leaders have been trained in LGBT awareness and this is being extended to all staff in August 2016. We have also shared Equality (2010) guidance with staff.(ASL Service/PLF/EWG/ASLS PLF)
Greater awareness of Equalities groups across the range of Additional Support Needs; focus on Equalities training (PLF/ ASLS PLF/ Equality Act (2010)

The positive impact is about not only the different skillsets the specialist teams within the service have but also what is to be gained from these staff working more closely together / recognising commonalities in their roles:

Habilitation specialists (Accessibility Strategy/ VI Team/PLF)

Bilingual Support Assistants (BSA) supports (EAL/Equality Act)

Down's Syndrome Specialist developing systems and strategies to support learners with a learning disability across the city (ASL Act/CfE/PLF)

EAL team (Equalities Act/ EAL/ ASL Act)

LLC team (ASL Act/Equality Act/ Accessibility Strategy/ PLF/CfE/GIRFEC/E&L)

L&W team (ASL Act/ Equality Act/ Accessibility Strategy/PLF/CfE/GIRFEC/E&L)

M&S Team (ASL Act/ Equality Act/GIRFEC/CfE/PLF/E&L)

M&H Team (Accessibility Strategy/ Equality Act/ ASL Act/ GIRFEC/PLF/E&L)

TIP Team (ASL Act/PLF)

ASL School Nurse (ASL Act/ Equality Act/ GIRFEC/PLF)

Signing Nursery Nurses (ASL Act/ Equality Act/ Accesibility Strategy/CfE/E&L)

VTVI (ASL Act/ Accessibility Strategy/ GIRFEC/ Equality Act/PLF/E&L)

ICT ASL (ASL Act/Accessibility Strategy/ Equality Act/GIRFEC/ PLF/E&L)

Resources Team (Accessibility Strategy/ASL Act/ Equality Act/E&L)

LDS Team (ASL Act/ Equality Act/CfE/PLF/E&L)

Negative Impacts

Loss of identified key person leading on equalities agenda (based within EAL) and we will address this through introducing Equalities Link Person within each Team. (Equality Act/ASLS PLF/ PLF)

Acknowledgement of limited awareness of gender and sexual orientation awareness. We will address this through accessing quality training in this area for all staff on a rolling programme.(Equality Act/ PLF/E&L/ASLS PLF)

2. Please describe all the positive and negative impacts on the duty to advance equality of opportunity (i.e. by removing or minimising disadvantage, meeting the needs of particular groups that are different from the needs of others and encouraging participation in public life)? Please indicate alongside each identified impact the relevant policy or service (see [part 1b](#)) and relevant evidence (see [part 2a](#)).

Positive Impacts

Informing parents and education establishments of legal rights (and translating for parents from bilingual backgrounds) Equality Act/ASL Act/GIRFEC)/ASL RG/EWG)

Collaborative working with partner services including, education establishments, Allied Health Professionals, Psychological Services and 3rd Sector services (GIRFEC/ASL Service/PLF/ASL RG/EWG)

Supporting wider club access for learners eg training for Active School Staff, collaborative working with FABB-Flex and Edinburgh Leisure staff (Equality Act/ASL Act/ASLS/PLF)

Improved link between schools/clusters and ASL Service via ASL Service Leader role (replacing and extending the role of the Support Co-ordinator).

Awareness of developing as one service and ability to access supports - we may not have all the answers for the clusters we work within but we will continue to develop this by developing our skillset, knowledge and expertise as well as a greater understanding of other's areas of expertise. Coming together as one service enables us to build strong relationships and links within teams thus enabling us to access support more readily. (ASL Service/GIRFEC/PLF)

Development of a classroom within the new Royal Hospital (ready 2016)(Equality Act/ASL Act/CfE/EWG/ASL RG/Sur)

Negative Impacts

Some learners in hospitals and homes are not able to access their full curriculum entitlement and where possible we try to support this through linking with schools to support the needs. The ASL Service are also developing a pilot project, 'Virtual Learning Environment' and Treefoil have ringfenced funding to specifically offer IT support in hospitals. We are also reviewing secondary skillset within service to open up entitlements.(ASL Act Equality Act/CfE/GIRFEC/E&L/ASL RG)
EAL Team spread thinly across the authority with increased demands due to rise in numbers of bilingual families/refugees and immigrants settling within Edinburgh. We are looking to address the demands on this service as part of an EAL review. (Equality Act/CfE/ASL Act/ASLRG/E&L/PLF)

3. Please describe all the positive and negative impacts on the duty to foster good relations (i.e. by tackling prejudice and promoting understanding)? Please indicate alongside each identified impact the relevant policy or service (see [part 1b](#)) and relevant evidence (see [part 2a](#)).

Positive Impacts

Developing relationships with staff and managers in schools, senior managers in council, hospitals and the community to ensure our learners with additional support needs including disability and those from ethnic minority backgrounds are treated fairly and equally.(Equality Act/EWG/ASL RG/PLF)
Providing guidance for staff on challenging racism, part-time education to ensure they are equipped to deal with this effectively and consistently.Bringing teams together > increased awareness of broader Equality agenda as it applies to various rights and protected characteristics. Training for all staff – started and ongoing; guidance for all staff – ongoing.(Equality Act/PLF/ASLS Equality and Rights Strategy/ ASLS PLF/ FfCW

Negative Impacts

Increase in bilingual and minority population, together with challenging socio-economic context; the new structure potentially may have less capacity to do direct work on tackling prejudice and promoting understanding, especially with regards to minority ethnic groups. We will address this through partnership working with, e.g. Wellbeing Team (ASLS PLF/Equality Act/ PLF/ ASLS Equality and Rights Strategy/ FfCW

Part 3: Evidence Gaps, Recommendations, Justifications and Sign Off

(a) Evidence Gaps

Please list all relevant evidence gaps and action to address identified gaps.

Evidence Gaps	Action to address gaps
Discontinued stakeholder evaluation (Sur/ASAP)	Consider what needs to be put in its place taking into account the restructure eg Enhanced enrolments and transitions to meet needs of all learners with additional support needs to ensure they complement each other.
Review the impact of the former Spectrum service which previously supported preschool children recently diagnosed with ASD now being absorbed within the ASL Service (EWG/ASL RG)	Continue to develop systems and strategies to develop collaborative working and support learners in early years
Need to develop the skillsets of staff in schools to enable them to meet the increased diversity of needs of learners as a result of the presumption to mainstream. (PLF/EWG/E&L/strategic priority 5)	Training for all SMT, whole staff and support staff in education establishments to develop skillsets and empower them to better understand and meet the needs of these learners with a particular focus on children and young people with autism Evidence that this is happening would be from stakeholder feedback; pupil and parent survey; reduced number of complaints; attainment of learners with additional support needs.
Impact of increased demands on EAL team and review of current modeol of working (EAL)	Review of EAL supports
Data showing impact of supports from service for learners with additional support needs and areas of good practice and areas needing further or more intensive supports. There is currently no data to show the sexual orientation and gender change identities for those in S4-6 as this inforamtion is not asked for in our pupil survey data currently. (E&L)	develop efficient and effective means of recording data for service.

(b) Recommendations

Please record SMART recommendations which may include actions to

- (i) eliminate unlawful practice or infringements of absolute rights;
- (ii) justify identified infringements of rights; or
- (iii) mitigate identified negative equality impacts
- (iv) further advance equality and rights, and promote good relations.

Recommendation	Responsibility of (name)	Timescale
Review alternatives to inclusion and how we can work more collaboratively with authorities to meet the needs of learners with complex social and emotional behavioural needs (service improvement plan)	AG	Aug 2017
Review Secondary Resource Provisions to develop a consistent approach to meeting the needs of these learners across the city and increase their ability to access meaningful education and skills for learning, life and work(service improvement plan).	AG/ strategic working group	Aug 2017
Review Language Classes to develop consistency in supports and approaches to meeting the needs of these learners and support them to access meaningful education and skills for learning, life and work.(service improvement plan)	KR/LJ/ Strategic working group - Anne Littlefair leading on	Aug 2016
Appoint equalities officers for the service and build links with them and equalities officers in schools developing their skillset, knowledge and expertise.(service improvement plans)	Lorna Johnston, Juliet McCann, Jan McDiarmid and Justine Haddow EAL staff	March 2017
EAL review including GRT supports and Supporting Translation and Interpretation Services to meet needs of learners and families (service improvement plan)	AP/KR/MV	Aug 2017
Take forward other actions within the ASL Equalities Improvement Plan	Equalities Working group	March 2017
Consider what needs to be put in place for early years learners taking into account the restructure eg Enhanced enrolments, home visits and transitions to meet needs of all learners with additional support needs to ensure they compliment each other.(evidenced through C/YPPM)	ASL Staff	August 2017
Continue to develop systems and strategies to develop collaborative working and support learners in early years Training for staff eg anti-prejudice, LGBT, DS Specialist developing systems and strategies to support learners with a learning disability (service improvement plan)	June 2016 Aug 2016 Aug 2017	SM/KV/ ASL SLs AP/KR IA/KV

(c) Sign Off

I, the undersigned, am content that:

- (i) the ERIA record represents a thorough and proportionate ERIA analysis based on a sound evidence base;
- (ii) the ERIA analysis gives no indication of unlawful practice or violation of absolute rights;
- (iii) the ERIA recommendations are proportionate and will be delivered;
- (iv) the results of the ERIA process have informed officer or member decision making;
- (v) that the record of ERIA has been published on the Council’s website / intranet, or
- (vi) that the ERIA record has been reviewed and re-published.

Date	Sign Off (print name and position)	Reason for Sign Off (please indicate which reason/s from list (i) to (vi) above)
[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]

Appendix 7 EAL Data (Primary)

School	School Roll June 2019	Total Stages 1-4	% Stages 1-4	EAL Teacher support allocation per week	Language & Literacy Collaboration	Comment	Arabic Bilingual Support Assistant (BSA)	Cantonese BSA	Kurdish BSA	Mandarin BSA	Polish BSA	Punjabi/Urdu BSA
Salgreen PS	348	102	29.31	1 day	L&L Phase 2		0.5 day/week				0.5 day / week	
Sroughton PS	388	110	28.35	1 day		currently advisory due to vacancy				0.25 day/week		
Struntsfield PS	618	98	15.86	1 day						0.5 day/week		
Stragour Park PS	485	130	26.8	1 day			0.5 day/week		0.25 day/week		0.5 day/week	
Dairy PS	243	116	47.74	1.5 days		Support increased to 1.5 days from w/b 30.9.19. Further increase (to 2.5 days) from January 2020 to support transition to capacity-building model.	1 day/week		0.5 day/week			0.25 day/week
Flora Stevenson PS	589	100	16.98	1 day								
Northview PS	419	114	27.21	1 day			0.5 day / week				0.5 day / week	
Stracemount PS	498	99	19.88	1 day							0.5 day/week	
Stranton PS	451	125	27.72	Advisory		by agreement	0.5 day / week				0.5 day/week	
Holy Cross RC PS	321	109	33.96	1 day							0.5 day / week	
James Gillespie's PS	604	87	14.4	1 day								
Leith PS	378	98	25.93	Advisory		by agreement					0.25 day/week	0.25 day/week
St David's RC PS	305	174	57.05	Advisory	L&L Review						1 day/week	
St Francis' RC PS	249	93	37.35	1 day						0.25 day/week	0.25 day/week	
St John Vianney RC PS	272	84	30.88	1 day						0.5 day/week	0.5 day / week	
St Joseph's RC PS	319	111	34.8	Advisory	L&L Review						1 day/week	
St Mary's RC PS (Edin)	364	111	30.49	1 day		currently 0.5 day due to vacancy						
St Mary's RC PS (Leith)	338	148	43.79	morning		by agreement		0.5 day/week		0.25 day/week		0.5 day/week
St Ninian's RC PS	265	114	43.02	Advisory	L&L Review		0.5 day/week					0.25 day / week

Education, Children and Families Committee

10am, Tuesday, 3 March 2020

Early Years Admissions Policy

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 To approve the revised Early learning and childcare Admissions Policy. The proposed policy is attached in Appendix.

Alistair Gaw

Director for Communities and Families

Contact: Lynn Paterson, Senior Education Manager

E-mail: lynn.paterson@edinburgh.gov.uk | Tel: 0131 469 3131

Contact: Donna Murray, Senior Education Manager

E-mail: donna.murray@edinburgh.gov.uk | Tel: 0131 529 2104

Early Years Admissions Policy

2. Executive Summary

- 2.1 The October 2019 the Education, Children and Families Committee approved the 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.

This report includes the changes that have been made to the Early Years Admissions Policy and the Application Process for funded places, to support parents and carers to access high quality early learning and childcare that is flexible, accessible and affordable.

3. Background

- 3.1 ‘A Blueprint for 2020: The Expansion of Early learning and childcare in Scotland – Early Learning and Childcare 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 Early Learning and Childcare in their area. The vision for expansion is underpinned by the principles of Quality, Flexibility, Accessibility and Affordability.

- 3.2 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

- 3.3 The Children and Young People (Scotland) Act 2014 (Modification) (No. 1) Order 2019 and the Children and Young People (Scotland) Act 2014 (Modification) (No. 2) Order 2019 increases the responsibility of the Local Authority to provide 1,140 hours of Early learning and childcare for all four

year olds, 3 year olds in the term following their 3rd birthday and 2 year olds who meet particular criteria.

- 3.4 The Policy reflects the increase in hours of Early learning and childcare from 600 hours to 1,140 hours from August 2020 and identifies the priority for allocating places in accordance with the requirements laid down in the Act, including the need to provide continuity of service should a family or child's circumstances change.
- 3.5 The Policy is underpinned by the core components, values and principles within "*Getting it right for every child*", which are also fundamental to the detailed guidance and procedures developed in order to implement the policy.
- 3.6 The Policy is applicable to all local authority Early Learning and Childcare settings and it prioritises children who are resident within the boundaries of the City of Edinburgh Council.

4. Main report

The Early learning and childcare Admissions Policy – August 2020

Changes to eligibility criteria

- 4.1 The Policy identifies the order of priority given to children who are eligible for 1,140 hours of early learning and childcare, either because of their age or other criteria as identified in the [Children and Young People \(Scotland\) Act](#). The Policy sets out the criteria for allocating places based on order of priority. This now includes criteria for children with siblings already attending the setting to remove the need for parents to travel between locations.
- 4.2 Children who meet the Eligible 2 year old criteria will now be able to access their funded entitlement from the week following their 2nd birthday, rather than the term after their birthday. This is to enable those identified as benefiting the most from access to funded Early Learning and Childcare to be able to do so earlier.

Changes to the Application Process

- 4.3 When applying for an Early Learning and Childcare place, parents/careers are asked to state their first, second and third choice of setting. The application process will now provide parents with the opportunity to state their first, second and third choice of delivery model to receive their funded entitlement e.g. during term time, full year provision or a blended model with another provider.
- 4.4 Children aged 3 years old are eligible for a funded place from the beginning of the term after their third birthday e.g. August, January or April. Parents/carers require as much notice as possible to enable them to make any necessary arrangements

around their funded place e.g. to attend work or study. Parents/carers will now receive notification of their funded places earlier as follows:

Funded entitlement begins	Parents notified of place
August	1 st week in April
January	1 st week in October
April	1 st week in February

5. Next Steps

- 5.1 The Policy seeks to provide clarity to parents/carers, staff and elected members about the duties of the local authority to meet its statutory duties in the delivery of Early Learning and Childcare. Guidance for staff regarding the procedures, which reflect the duties and priorities outlined in the Policy will be amended accordingly.

6. Financial impact

- 6.1 There are no further financial implications with regard to the duties outlined within the policy. The Local Authority will be informed of additional funding in the event of any increase to the statutory entitlement from August 2020..

7. Stakeholder/Community Impact

- 7.1 The Policy on Early Learning and Childcare Admissions meets the council's requirement to have governing decision making in the allocation of resources and in relation to service standards.
- 7.2 The Policy will need to be updated in accordance with decisions communicated by the Scottish Government with regard to any modification in entitlement
- 7.3 The local authority has a duty to consult regularly with parents about the delivery of provision. Consultation with parents in September 2017 and September 2019 along with regular communication with parents contacting the early years service for information has informed the Policy

8. Background reading/external references

- 8.1 [Expansion of EARLY LEARNING AND CHILDCARE from 600-1140 hours by 2020](#), Education, Children and Families Committee, 14 August 2018
- 8.2 ["A Blueprint for 2020: The Expansion of EARLY LEARNING AND CHILDCARE in Scotland"](#)
- 8.3 Drivers and Barriers to uptake of Early Learning and Childcare amongst 2 year olds

9. Appendices

9.1 Appendix 1 Early Years Admission Policy

Education, Children and Families Committee

Early Years: Early Learning and Childcare Admissions

Early Years: Early Learning and Childcare Admissions

Implementation date: 1 August 2020

Control schedule

Approved by

Approval date

Senior Responsible Officer Lynn Paterson – Senior Education Manager

Author Donna Murray – Senior Education Officer

Scheduled for review June 2022

Policy statement

This policy is required to ensure clarity and consistency in pursuance of the Local Authority duty to provide 1,140 hours of early learning and childcare to eligible children as required under The Children and Young People (Scotland) Act 2014 (Modification) (No. 1) Order 2019 and the Children and Young People (Scotland) Act 2014 (Modification) (No. 2) Order 2019.

1.1 The Act defines those children who have an entitlement to 1,140 hours of Early Learning and Childcare as:

- All 4 year olds.
- 3 years olds in the term following their third birthday (Standards in Scotland's Schools Act 2000).
- Any child aged 2 or over, who is or has been since aged 2, looked after by any local authority or has been the subject of a kinship care order.
- Children aged 2, living in households where the parent/carer is in receipt of one or more of the following benefits:
 - Income Support
 - income based Jobseeker's Allowance
 - income based Employment and Support Allowance
 - Incapacity Benefit or Severe Disablement Allowance
 - State Pension Credit
 - Child Tax Credit but not Working Tax Credit with annual household income below £16,105
 - both maximum Child Tax Credit and maximum Working Tax Credit with annual household income below £6,420
 - support under part VI of the Immigration and Asylum Act 1999
 - Universal Credit with a monthly household earned income of £610 per month or below (Based on equivalent of £7320 per year) Note: disability allowance is not included as income.

Part 12 (3) of the Act identifies a child who is considered to be at risk of becoming looked after as eligible.

From August 2020, children of Care Experienced parents will also be entitled to an Eligible 2's funded place.

Once a child is identified as eligible their entitlement to early learning and childcare will remain, regardless of changes to parental/family circumstances.

This policy will safeguard and promote the welfare of children who are in need and so far as is consistent with that duty, promote the upbringing of children by their families, by providing a range and level of service appropriate to their need (Children (Scotland) Act 1995).

Getting it Right for Every Child (GIRFEC) in Edinburgh seeks to build on existing structure and best practice that supports early intervention whenever possible. This policy is underpinned by GIRFEC and considers the core components, values and principles which bring meaning and relevance at a practice level to this single-agency, multi-agency and inter-agency approach, to meet the needs of all children.

All children within the eligible groups will be entitled to 1,140 hours of early learning and childcare.

Scope

2.1 This Policy relates to the following specific services within Local Authority provision:

- 1,140 hours early learning and childcare for 3 and 4 year olds.
- 1,140 hours early learning and childcare for 2 year olds who are of have been since aged 2, looked after by a local authority or under a kinship care order.
- 1,140 hours early learning and childcare for 2 year olds whose parents/carers are or have been since the child was aged 2, in receipt of specified benefits.
- Early learning and childcare services for children aged under 2 years.

Attendance at a particular Local Authority setting does not guarantee a child's entry into a specific Primary School. The provision of early learning and childcare in early years establishments is not governed by catchment areas.

The legislative duty of the Local Authority will be met in ensuring that 1,140 hours of early learning and childcare is available for those entitled within the Local Authority though not necessarily within a specific establishment.

Definitions

3.1 "Term" following their third birthday: as per school session dates. Term 1 – Autumn term, Term 2 – Spring term, Term 3 – Summer term.

There is provision to secure a place for a child earlier, immediately following their second or third birthday where wellbeing needs have been identified through the child's planning process. Children who meet the eligible 2 year old criteria are entitled to a funded place from the week following their 2nd birthday.

Policy content

Underpinning Principles

4.1 The principles underlying the policy apply regardless of the type of service accessed and are as specified in legislation:

- New universality and entitlement of early learning and childcare to specific groups.
- Centrality of the rights, needs and views of children and their families.
- Accessibility and flexibility of high quality services.
- Socially inclusive provision for families, incorporating additional support as appropriate through the integrated assessment and child planning process as outlined in GIRFEC.

- A commitment to cooperative values and the principles of equity of opportunity, social justice and to tackling social exclusion.

Implementation

The following information relates to the allocation of 1,140 hour placements.

Allocation of spaces

- 4.2 The criteria for allocation of places and for providing additional services apply across all early years settings. Parents/Carers are expected to show evidence of a child's identification in the form of the birth certificate prior to placement. Some identified settings will also provide a range of services which prioritise those children and families identified as having a need for additional support.

Additionality criteria

- 4.3 Any service delivery which does not reflect the baseline 1,140 hour entitlement will be made through the integrated assessment and child's planning process. This would include the allocation of additional resources (which may include additional time), a reduction in hours needed and those children who do not meet the funded eligibility criteria (e.g. those aged under 2).

Local Authority Early Learning and Childcare Settings

- 4.4 These settings provide 1,140 hours of early learning and childcare hours to 3 and 4 year old children who meet the eligibility criteria, under the Children and Young People (Scotland) Act 2014. Places for eligible 2 year olds are available in some but not all local authority settings, depending on registered capacity.
- 4.5 The allocation of 1,140 hour places will be made in the order of priority listed below. Once a child is identified as eligible from the age of 2, priority will be given for them to receive a place when aged 3. This reflects the requirement in the Act for the entitlement to remain and the importance of smooth transitions for our youngest citizens.
1. Children resident in Edinburgh who require additional support to enable them to reach their full potential (*Education (Additional Support for Learning) (Scotland) Act 2009*), or who meet the eligibility criteria as identified in the Children and Young People (Scotland) Act 2014.
 2. Children resident in Edinburgh accessing a retained year (i.e. children of statutory school age who are assessed as requiring another year of pre-school education).
 3. Children resident in Edinburgh who have been granted deferred entry to Primary School.
 4. Children resident in Edinburgh who are eligible for funded early learning and childcare and have a sibling already attending the setting.
 5. Children resident in Edinburgh in their pre-school year in order of their birth date, oldest first.
 6. Children resident in Edinburgh who have reached their third birthday and are born within the dates of eligibility, in order of their birth date, oldest first.

7. Children resident in Edinburgh who have reached their third birthday and are not yet eligible based on the eligibility date but who have been assessed through the Child's Planning Process as meeting the criteria in section 4.2.
 8. **Children who are not Edinburgh residents.** Attention will be paid to the numbers of children on the waiting list from Edinburgh throughout the year who meet the above criteria and require places before the allocation of places for children out with Edinburgh will be considered.
- 4.6 The audit process will consider children with additional support for learning needs and how best they can be supported within the nursery setting.

Split placements

- 4.7 An aim of integrating early learning and childcare is to provide greater consistency for children and reduce the need for split placements if this is not in the best interests of the child and family.
- 4.8 If a split placement is considered as the most appropriate arrangement in meeting the needs of a child and family this can be accommodated at the discretion of the Head of establishment and will be for no less than two days.
- 4.9 Where there is a high demand for placements (i.e. 10 children or more on the waiting list), the Head of establishment will allocate split placements on a discretionary basis and in communication with the Early Years Service.

Allocation of additional services/supports

- 4.10 Any decision for a child and family to receive additional services will be allocated as a result of an integrated assessment and child's planning meeting as per Getting it Right for Every Child.
- 4.11 These decisions will be informed by the use of the GIRFEC practice tools: the wellbeing indicators and the resilience matrix where required. Decisions will be recorded as part of the Child's Plan and will refer to the child's identified and specific additional support needs.
- 4.12 Decisions to allocate additional hours or modify the allocated hours as an emergency intervention may be taken by the Head of Establishment and will relate to a child's safety, an emergency situation which has adverse effect on the family or the prevention of child from being looked after by the local authority. A child's planning meeting may then consider any additional supports/actions required as a result of such an emergency.

Selling of Additional Hours

- 4.13 Some settings may have early learning and childcare hours available for purchase which may include wraparound care between the hours of 8am and 6.00pm and which may include available hours over school holiday periods. The majority of settings will require to review the selling of additional hours each term in order to consider the waiting list for entitled children. This should be done in consultation with the Senior Education Manager for Early Years.

4.14 Priority for these places will be given to those parents in employment or education.

4.15 The Local Authority will continue to review the current favoured configuration of 1,140 hours in consultation with stakeholders.

Admissions Process

4.16 From August 2020, children who meet the eligible 2 year old criteria will be eligible for a funded place from the week following their 2nd birthday.

4.17 All other children are eligible for a funded place from the term after their 3rd birthday as follows.

Date of birth falls between	Eligible from
1 March – 31 August	August start of term
1 September – 31 December	January start of term
1 January – 28 February	April start of term

4.18 Parents/carers can register their child for a funded early learning and childcare place at any time. Parents/carers require as much notice as possible to enable them to make any necessary arrangements around their funded place e.g. to attend work or study. Parents/carers will receive notification of their funded places as follows.

Funded entitlement begins	Parents notified of place
August	1 st week in April
January	1 st week in October
April	1 st week in February

4.19 When applying for a funded early learning and childcare place parents are required to state 3 preferences of location and 3 preferences of model of delivery. Parents who chose not to state more than one preference should be advised that there is no guarantee that we will be able to accommodate their preferred choice of setting or model of delivery.

Responsibilities

Quality Improvement Education Officers and Early Years Managers

Related documents

- Children and Young People (Scotland) Act 2014
- Standards in Scotland's Schools Act 2000
- Children (Scotland) Act 1995
- Drivers and Barriers to uptake of Early Learning and Childcare amongst 2 year olds
- A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland - Action Plan
- A Blueprint for 2020: Early Learning and Childcare Expansion Planning Guidance for Local Authorities

Equalities and impact assessment

For details of the completed Record of Equality and Rights Impact Assessment (ERIA) form, contact the named author of the policy.

Strategic environmental assessment

Not applicable

Review

June 2022

Education, Children and Families Committee

10am, Tuesday, 3 March 2020

School Roll Projections and Rising School Rolls

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the contents of the report;
 - 1.1.2 Agree that the Council website will be updated with the projections included in the appendices.

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

School Roll Projections and Rising School Rolls

2. Executive Summary

- 2.1 This report provides an update on the progress made in taking forward the actions and implications arising from the publication of School Roll Projections in December 2019. The actions included investigation of schools with projections showing significant accommodation pressures. Investigation of the figures for Buckstone and Boroughmuir identified an anomaly that cause both school's projections to be overstated. Revised projections that make adjustments to counter this anomaly are included as Appendices 1 and 2.
- 2.2 In addition to the update on those schools identified in December 2019 as requiring investigation or the establishment of a Working Group, this paper provides an update on all 'live' Learning Estate Primary and Secondary School infrastructure projects being undertaken to address Rising Rolls or developments arising from the Local Development Plan.

3. Background

- 3.1 Background information can be found in the "[School Roll Projections and Rising Rolls](#)", "[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 December 2019, May 2019 and December 2018 respectively.

4. Main report

School Roll Projections

- 4.1 In December 2019 the Education, Children and Families Committee considered the "School Roll Projections and Rising Rolls" paper which included the annual publication of the latest school roll projections covering the period from 2019-2029.
- 4.2 The projections continue to show that despite a falling birth rate, over the next ten years the overall primary school roll at city level is estimated to grow slightly while the secondary school roll is projected to rise sharply as the rising rolls experienced by primary schools in recent years move into that sector.

- 4.3 The new projections included categorisation of schools into one of four categories of action:
- 4.3.1 No Action Required
 - 4.3.2 Monitoring
 - 4.3.3 Investigation
 - 4.3.4 Working Group
- 4.4 The “School Roll Projections and Rising Rolls” paper recommended that where investigative work or the establishment of a Working Group is required, a Rising Rolls update report will be provided to Committee in March 2020 outlining the conclusions reached and/or progress made.
- 4.5 Accordingly, this paper provides an update on the status of schools identified as requiring investigative work or requiring the establishment of a working group. This paper will also provide updates on other, ‘live’ or in progress Rising Rolls projects.

Schools Identified as Requiring a Working Group

- 4.6 The 2019 School Roll Projections identified 3 schools as requiring a Working Group. A Rising Rolls Working Group typically consists of Council officers, members of the school’s management team and representatives from the school’s parent Council. The following table identifies the school’s where Rising Rolls Working Groups are required or have been formed and the latest status:

School	Why Form Working Group	Progress
Craigroyston High School	The capacity at Craigroyston High School is 600 pupils. Projections show that the school will increase annually over the next 10 years to a roll of approximately 800 pupils.	Initial conversations with School Management to identify likely pressure points are in progress. The first Working Group meeting will take place prior to Easter 2020. The latest S1 intake data from January 2020 suggests that an intake of 160 will be required – far exceeding the projected intake (120) for this year and the optimum intake limit for the school (120). Solutions to address this continuing growth will be required.
Firhill High School	The capacity at Firhill High School is 1,150 pupils. The roll in 2019 exceeded 1,200 pupils. Projections suggest that while it will not increase, the school will maintain this high level over the next 10 years.	Initial conversations with School Management have taken place and the first Working Group meetings are being scheduled. The latest S1 registration data from January 2020 (208 S1 pupils) is in line with projections (206 S1 pupils). However, should future S1 intakes rise beyond those projected the high starting roll could cause issues. Accordingly, actions to address unexpected increases should be identified.

Gracemount High School	The capacity at Gracemount High School is 650 pupils. Projections show that the school will increase annually over the next 10 years to a roll of approximately 830 pupils.	The working group will consider options to provide extra capacity for Gracemount High School. This will be considered alongside other required investment including Early Years and St Catherine's RC Primary School.
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Schools Identified as Requiring Investigative Work

- 4.7 If a projection suggests accommodation pressures in the next few years of a magnitude that would cause significant concern and there are no mitigating measures already proposed, the detail of the projection will be investigated to determine whether the methodology used is appropriate for that particular school or there are circumstances not captured by the existing methodology that need to be considered. The following table identifies the school's where Investigative Work has been suggested and the conclusions:

School	Why Investigate	Conclusions / Recommendations
Buckstone Primary School	School capacity is 462 pupils and the roll in 2019 was 431 pupils. Projections suggest that the roll in August 2020 will increase to 502 pupils and then rise in August 2021 to 551 pupils.	The number of P1 pupils projected in 2020 is skewed by a spike in birth rate which has affected the P1/births ratio. The projected P1 was 125 pupils but the early P1 registration data is in line with the capacity of the school. Updated primary and secondary projections are provided in Appendices 1 and 2 respectively. No actions are required.
Bun-sgoil Taobh na Pairce	School capacity is 462 pupils and the roll in 2019 was 424 pupils. Projections suggest that the roll will grow to 500 pupils by 2023.	Projecting GME uptake is difficult. However, the projected P1 intake for August 2020 is 74 pupils. As of January 2020 there were 69 registrations and 9 requests in from out of authority. Previous experience suggests that this will drop rather than increase which suggests that this year's projection is likely to be reasonably accurate if not a little high. It is recommended that this intake be monitored.
Forthview Primary School	School capacity is 434 pupils and the roll in 2019 was 412 pupils. Projections suggest that	Projections suggest the P1 intake in August 2020 would be 66 pupils. The number of P1 pupils actually registered in January 2020 was 62.

	the roll will grow to 440 pupils by 2022.	<p>Previous experience suggests that this will drop before August 2020 and an intake of less than 60 is likely. Accordingly, no immediate pressures are anticipated.</p> <p>No actions are required.</p>
Nether Currie Primary School	<p>School capacity is 210 pupils and the roll in 2019 was 175 pupils. Projections suggest that the roll will grow to 300 pupils after 10 years.</p>	<p>The projected P1 intake for August 2020 is 25 pupils. As of January 2020 there were 24 registrations.</p> <p>Families moving into existing housing stock within the Nether Currie catchment in the last five years has led to P1 levels being almost double the birth rate. This has created a very high birth-to-P1 factor when compared to the wider city. This factor has been applied to the births in the new larger catchment area which in turn may have created artificially high P1 projections.</p> <p>It is recommended that this intake be monitored.</p>
St Francis RC Primary School	<p>School capacity is 315 pupils and the roll in 2019 was 264 pupils. Projections suggest that the roll will grow to 359 pupils by 2027.</p>	<p>The ability to prioritise baptised RC pupils means that there are greater controls available where RC schools are concerned. The number of P1 registrations for August 2020 is consistent with the capacity of the school.</p> <p>It is recommended that this intake be monitored.</p>
Balerno High School	<p>School capacity is 850 pupils and the roll in 2019 was 752 pupils. Projections suggest that the roll will grow to 1091 pupils over the next 10 years.</p>	<p>The 2019 projection for Balerno High School is nearly 200 pupils higher than the 2018 projections. It is expected that out of catchment places will fill the S1 to its 160 capacity until 2023. Beyond 2023 the number of catchment pupils retained will exceed 160 pupils.</p> <p>In the longer term Balerno is part of the WAVE4 programme.</p> <p>It is recommended that this intake be monitored.</p>
Boroughmuir High School	<p>School capacity is 1,150 pupils and the roll in 2019 was 1,310 pupils. An extension to the school building will increase the capacity to 1,560 pupils from August 2021. Projections suggest that</p>	<p>The Boroughmuir projections for 2018 & 2019 follow a similar trajectory until 2026 where the 2019 projections continue to increase while the 2018 projections start to plateau.</p> <p>This is principally due to the skewed data from the Buckstone Primary School projection (see above). Updated</p>

	<p>the roll will grow to 1,766 pupils by 2029 – approximately 100 pupils higher than the 2018 projections.</p>	<p>primary and secondary projections are provided in Appendices 1 and 2 respectively.</p> <p>The intakes and roll at Boroughmuir will be closely monitored. If the extension proves, in the long-term, to be insufficient to accommodate catchment demand then catchment change will be required. There is no scope to extend Boroughmuir High School further.</p> <p>Should catchment change ultimately be required, proposals would be developed to take account of CityPlan 2030 as part of the Council's Education Appraisal. Until such time as an Education Appraisal has been completed it is not possible to identify how a catchment change would impact on existing catchment arrangements.</p>
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Live Projects

- 4.8 There are a number of schools listed in the projections published in December 2019 that are listed as being 'Live' projects. The following section provides a summary of the latest status and progress of these projects:

Castleview Primary School

- 4.9 The Local Development Plan identifies a requirements for 3 additional classroom spaces and a dining hall extension to meet projected demand for places from pupils generated by the significant amount of new housing in the area.
- 4.10 A desktop study and a visit to the school to assess requirements by Learning Estate Planning Officers, together with the latest P1 registration data suggests that the requirement for this is not imminent. Accordingly, the position will continue to be monitored with the appropriate solution identified and progressed at the appropriate time.

Corstorphine, Cramond and Hillwood Primary Schools

- 4.11 Corstorphine, Cramond and Hillwood Primary Schools continue to show significant growth in later years due to the Maybury and Cammo developments which are located within their catchment areas. However; a statutory consultation proposing the establishment of a new Maybury Primary School with a catchment area incorporating sections of the Corstorphine, Cramond and Hillwood Primary School catchments has been undertaken. Should this proposal progress to delivery, the accommodation pressures indicated by projections at Corstorphine, Cramond and Hillwood Primary Schools would disappear. The recommended outcomes of this

consultation will be considered by full Council at its meeting on Thursday 12 March 2020.

Deanpark Primary School

- 4.12 Following the Council's approval in March 2019 of the recommendation arising from the statutory consultation proposing to realign the catchment areas of Currie Primary School, Nether Currie Primary School, Dean Park Primary School, Currie High School and Balerno High School, work has begun to identify how Deanpark Primary School can best be extended.
- 4.13 A working group consisting of officers from the Council's Learning Estate Planning Team, school management and parent representatives met with an architect in mid-December 2019 to consider a number of options allowing the delivery of additional classroom space by August 2021.
- 4.14 Following feedback from the working group the architect has progressed the development of several of these options and these will be the subject of further Working Group discussions in February 2020. Consultation with the wider parent forum and community will be undertaken once the option(s) to be progressed have been refined.

Echline and Queensferry Primary Schools

- 4.15 The roll projections for Echline and Queensferry Primary Schools show that both schools will exceed their capacity as a result of pupils generated from the high number of significant housing developments within their catchment areas.
- 4.16 The most significant of these is the Builyeon Road development which is located within Echline's catchment area. A statutory consultation proposing the establishment of a new Builyeon Road Primary School will be progressed once a masterplan for the new development becomes available.
- 4.17 A statutory consultation proposing the realignment of the catchment areas of Queensferry Primary School and Echline Primary School concluded in November 2019. Should this proposal progress it would ease pressure on Queensferry Primary School, which is currently under pressure from new housing in the Scotstoun area, and require that Echline Primary School be extended from 12 to 14 classes. The recommended outcomes of this consultation will be considered by full Council at its meeting on Thursday 12 March 2020.
- 4.18 Should additional classrooms at Echline be recommended and approved, the intention would be to combine the requirement for the new classrooms with expansion of Early Years provision at Echline Primary. This will drive efficiencies and allow a more holistic approach to the design development.

Fox Covert Primary School and St Andrew's Fox Covert RC Primary School

- 4.19 Rising rolls at Fox Covert Primary School have previously required the construction of a 4 classroom extension, completed in August 2017. As part of this development a second phase was planned allowing the delivery of a further 2 classrooms at a later date.

4.20 This phase 1 extension is now full. While the roll at Fox Covert has now stabilised, projections continue to show some growth. Additionally, the LDP identifies a requirement for additional classroom space at the adjoining St Andrew's Fox Covert RC Primary to support demand for Roman Catholic places from the Maybury and Cammo housing developments.

4.21 Work on the phase 2 extension will begin in March 2020 and complete in August 2020.

Gilmerton and Gracemount Primary Schools

4.22 Projections for Gilmerton and Gracemount Primary Schools continue to show considerable growth. However, the completion of the new Broomhills Primary School in August 2020 which incorporates sections of the catchment areas of both Gracemount and Gilmerton is expected to allow much of this projected demand to be met. In the longer term the provision of a new school as part of the Gilmerton Station Road developments will provide greater flexibility in the area and take pressure off Gilmerton Primary School.

Granton Primary School

4.23 Projections for Granton Primary School show growth beyond 21 classes from August 2025. The school is currently a 20-class capacity. A new primary school will be required to support the Granton Waterfront development and it is anticipated that the catchment area of this new school will incorporate some of the existing Granton Primary School catchment.

4.24 In the short-term, the completion of the new nursery in the grounds of Granton Primary School for August 2020 will also allow the relocation of Early Years services from the main school building providing additional classroom space.

Kirkliston Primary School

4.25 A consultation proposing the establishment of a P1 and P2 annexe of Kirkliston Primary School at Kirkliston Leisure Centre has been undertaken. The recommendations arising from this consultation will be considered by the Council at its meeting on 30 April 2020. Should the consultation proposal be progressed, this would increase the capacity of Kirkliston Primary School to allow projected demand to be accommodated.

4.26 Should the proposals set out in the consultation paper not progress, the 4 classroom temporary unit delivered in August 2019 has been designed so that a further 4 classrooms could be provided as an upper level.

Newcraighall Primary School

4.27 The New Brunstane housing development is within the catchment area of Newcraighall Primary School. Estimated pupil generation from this development has pushed the school roll projection for Newcraighall Primary School beyond the school's available capacity. Accordingly, a statutory consultation proposing the relocation of Newcraighall Primary School to a new, larger site and building within the new development has been undertaken. The recommended outcomes of this

consultation will be considered by full Council at its meeting on Thursday 12 March 2020.

Ratho Primary School

- 4.28 In December 2018 “The Growing City, School Roll Projections and Future Accommodation Requirements” report to the Education, Children and Families Committee identified Ratho Primary School as requiring expansion. Officers considered the options available to extend the school and concluded that the option that offered best value; was most appropriate for education; that met the Council’s requirement to limit its carbon footprint and that made best use of existing capacity, was to repurpose the adjoining Community Centre for both school and community use. This proposal would be made possible due to the existing lack of timetabled activity at the Community Centre during the school day and the provision of a Community space as part of a new Early Years and library development on the same site.
- 4.29 However, while the latest projections continue to show a requirement for expansion, the number of pupils registered for P1 in August 2020 (as of January 2020) is lower than projected. With two P7 classes leaving at the end of the 2020/21 session there will also be sufficient capacity for a high P1 intake in August 2021. This means that the school will be in a position to accommodate required demand until at least August 2022 which is therefore the earliest that creation of additional capacity through use of the Community Centre would now have to be delivered. The situation will therefore continue to be kept under review including the future use of the existing nursery which will, following the opening of the new nursery in August 2021, be surplus to requirements.
- 4.30 While the school should have the classroom space to accommodate intakes in the next two years, the school does lack General Purpose (GP) space. The Scottish Government recommendation for a school of 11 classes is 2 GP rooms and Ratho Primary School only has one. The school does benefit from some good breakout space but it is recommended that from now on, the regular use of existing spaces within the adjoining Community Centre, including the games hall, be timetabled in coordination with the Community Centre’s Management Committee.
- 4.31 This may require that storage of, for example music equipment, art or cooking supplies be accommodated on a more permanent basis within the Community Centre. Supplementing school space with the space available during the day in the Community Centre should provide the school with a good level of general-purpose provision.

South Morningside Primary School

- 4.32 While the projections for South Morningside Primary School continue to show that the school will face accommodation pressures, the projections do not take account of the catchment changes that will take place following the completion of the new Canaan Lane Primary School in August 2021. The new school will ensure there is sufficient capacity in the local area.

St Catherine's RC Primary School

- 4.33 Work has begun on the redesign of St Catherine's RC Primary School which will be rebuilt following the findings that it would no longer be economically prudent to continue investing in the fabric of the existing building. An initial engagement meeting with St Catherine's RC Primary School parents took place in January to let them know that an architect has been commissioned to produce a masterplan for the design that takes account of the feedback received during the "My Gracemount" consultation in 2019.
- 4.34 Further engagement with parents from St Catherine's RC Primary School, with neighbouring schools and with the wider community will take place following the conclusion of the master planning work being undertaken.

St David's RC Primary School

- 4.35 Rising rolls at St David's RC Primary School have previously required the construction of a 4 classroom extension, completed in August 2015. As part of this development a second phase was planned allowing the delivery of further classrooms at a later date.
- 4.36 While there is capacity to accommodate it's P1 intake in August 2020 without an extension the roll at the school has continued to grow. In addition, the LDP identifies a requirement for additional classroom space at the adjoining St Andrew's Fox Covert RC Primary to support demand for Roman Catholic places from the Maybury and Cammo housing developments.
- 4.37 Accordingly, design development work on the phase 2 extension has begun and the extension will be scheduled for delivery in August 2021.

St John Vianney RC Primary School

- 4.38 Projections for St John Vianney RC Primary School show growth beyond its 11 class capacity from August 2021. The Local Development Plan identifies a requirement to extend RC provision within this area of the city, with a 2 classroom extension identified for St John Vianney RC Primary. This expansion will take place from August 2020 through the relocation of nursery classes to a new Early Years Centre on the school site.
- 4.39 The vacant classrooms will be refurbished following completion of the school's award winning Future School's design which is being lead by a project management team from P5.

Victoria Primary School

- 4.40 Growth from the Wester Harbour developments has increased pressure on Victoria Primary School with classes now accommodated in a Rising Rolls building and temporary units. Accordingly, a replacement school building is currently under construction on a site in the Western Harbour and is due to complete in Easter 2021.

Boroughmuir High School

- 4.41 Works on the extension of Boroughmuir High School will begin in June 2020 and complete 12 months later. Further details of the requirement are in section 4.7 of this paper.

Castlebrae High School

- 4.49 The replacement Castlebrae High School is due to open in August 2021.

Craigmount High School

- 4.43 Craigmount High School shows significant growth in later years due to the Maybury development which being located within its catchment area. A statutory consultation proposing the establishment of a new Maybury Primary School would, if approved, align the new Maybury Primary School with Craigmount High School.
- 4.44 Proposals for the development of a new West Edinburgh/Kirkliston High School, (which depending on its location could ultimately be the cluster secondary school for the new Maybury Primary School), will be considered as part of the City Plan 2030 Choices consultation. In the meantime, it is necessary to develop an expansion strategy for Craigmount High School which, if the West Edinburgh High School option cannot be delivered in a suitable location, will be required to expand from its current 1,400 pupil capacity to around 1,800 pupils. Accordingly, a feasibility study will be commissioned and a Working Group established.

James Gillespie's High School

- 4.45 The projections for James Gillespie's High School demonstrate that it no longer has the capacity to support a growing Gaelic Medium intake. In previous years the number of pupils transferring from primary to secondary Gaelic Medium Education were low, however, with the establishment of Bun Sgoil Taobh na Pairce, James Gillespie's High School has gained an additional feeder primary school.
- 4.46 Design work is underway to develop proposals for the accommodation at Darroch, which was used as an annexe of James Gillespie's High School when the new school building was being constructed. The use of this building by Gaelic Medium pupils will provide an immersive environment and take pressure of facilities on the main James Gillespie's High School site.
- 4.47 In the long-term, proposals are being developed to create a dedicated Gaelic Medium secondary school. The realignment of GME pupils with a new GME school will significantly reduce the pressure on James Gillespie's High School.

Liberton High School

- 4.48 Liberton High School is a part of the WAVE4 programme and requires to be replaced. A detailed design process will begin in February 2020 should funding be allocated through the Council's budget processes.
- 4.49 In the short-term, the Rising Rolls at Liberton High School will be met through the provision of modular accommodation. Six new classrooms will be delivered for August 2020 to provide capacity for the 2020/21 session.

4.50 The December 2020 projections forecast 205 catchment pupils for August 2020 and registrations as of January 2020 stand at 200. However, the final projected S1 intake of 160 may be lower than the actual intake if a greater percentage of pupils choose to remain at their catchment school or are unsuccessful in gaining places elsewhere.

Portobello High School

4.50 Minor works are currently under way to reconfigure some classroom spaces. This will provide sufficient capacity to address the rising rolls.

Queensferry Community High School

4.52 The new Queensferry Community High School is scheduled to open in March 2020. The school includes within its projections the development site at Builyeon Road which will be served by a new primary school.

4.53 Queensferry's catchment area also includes Kirkliston. Queensferry's capacity cannot support both Kirkliston and a developing Builyeon Road Primary School. A solution is required to provide Kirkliston with a permanent and sustainable conclusion of the City Plan 2030 Choices consultation when the location for additional secondary provision can be finalised.

The Royal High School

4.54 Plans are being progressed for an extension of The Royal High School which will allow it to accommodate projected demand. The new extension is programmed for delivery in August 2021. However, the school faces immediate accommodation pressures with the S1 intake for August 2020 being higher than the capacity of the existing accommodation can sustain. To address this, plans have been developed to undertake works during the summer which will provide the school with additional Science labs.

4.55 Dining is a significant issue for the school with the present small dining facility struggling to accommodate growing demand. Accordingly, Council officers are working with the school management team to identify possible short and medium term solutions. In the long-term, a feasibility study has been commissioned to explore how the dining room could be physically extended into an adjacent internal courtyard.

Trinity Academy

4.56 Trinity Academy is part of the WAVE4 programme. Funding has been provided to allow the construction of new PE facilities for the school on the Bangholm playing fields site. This will allow the demolition of some existing facilities on the main site to facilitate the development of a second phase of accommodation provision. The scope and brief for this second, more extensive phase of works is in development with involvement of school management and a Parent Working group. Detailed wider public consultation will follow as plans develop.

5. Next Steps

- 5.1 To follow.

6. Financial Impact

- 6.1 This report provides a status update and does not in itself make recommendations that have a direct financial consequence for the Council.
- 6.2 Any new infrastructure project requires a business case, including details of the capital and revenue financial implications, to be submitted to the Asset Management Board before being considered by the Council as part of an appropriate budget setting process.

7. Stakeholder and Community Impact

- 7.1 Where necessary Working Groups consisting of Learning Estate Planning Officers, School Management and Parent Representatives will be formed to consider the right solution for the accommodation pressures the projections may suggest.
- 7.2 Where required any 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 – Primary School Roll Projections 2019-2029
- 9.2 Appendix 2 – Secondary School Roll Projections 2019-2029

Primary School Roll Projections 2019-2029

School	Capacity	Classes	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Abbeyhill Primary School	231	9	162	159	160	160	161	161	157	154	153	154	148
Balgreen Primary School	420	14	356	337	330	318	312	302	288	285	283	283	285
Blackhall Primary School	504	18	448	421	412	410	375	355	334	324	313	317	308
Bonaly Primary School	462	16	429	425	437	433	442	440	437	446	449	448	459
Broomhouse Primary School	259	10	228	234	254	250	255	261	264	261	275	273	275
Broughton Primary School	462	16	380	393	404	417	412	401	385	377	369	365	366
Brunstane Primary School	420	14	225	239	249	256	255	242	239	226	210	199	199
Bruntsfield Primary School	630	21	618	609	600	608	592	594	598	582	595	608	603
Buckstone Primary School	462	16	431	436	450	438	429	430	418	405	396	390	380
Bun-sgoil Taobh na Pairce	462	16	424	448	456	481	500	497	509	504	506	509	509
Canal View Primary School	420	14	358	337	324	329	330	321	333	319	344	344	344
Carrick Knowe Primary School	504	18	344	333	300	293	278	266	263	258	260	261	258
Castleview Primary School	434	15	325	399	445	464	465	481	514	517	524	499	496
Clermiston Primary School	476	17	468	474	485	474	452	443	433	442	439	430	438
Clovenstone Primary School	434	15	231	226	217	205	196	192	186	174	174	174	174
Colinton Primary School	315	12	168	164	159	142	128	119	114	112	114	113	116
Corstorphine Primary School	630	21	542	539	539	535	575	658	716	769	807	839	882
Craigentinny Primary School	420	14	270	267	283	281	278	274	280	280	282	281	284
Craiglockhart Primary School	476	17	359	340	340	321	312	301	297	298	297	294	307
Craigour Park Primary School	560	20	513	508	519	516	520	513	516	492	491	498	521
Craigroyston Primary School	434	15	281	283	280	295	299	310	321	332	345	350	339
Cramond Primary School	476	17	425	424	444	457	483	477	489	505	506	501	504
Currie Primary School	546	19	502	520	531	522	527	515	480	463	447	447	451
Dalmeny Primary School	112	5	85	83	85	91	90	95	90	93	95	95	94
Dalry Primary School	420	14	259	262	271	265	273	289	286	296	291	288	283
Davidson's Mains Primary School	630	21	561	550	533	503	510	504	497	479	472	474	480
Dean Park Primary School	476	17	469	488	495	508	506	507	515	503	494	501	502
Duddingston Primary School	434	15	377	371	375	386	376	370	362	362	362	362	351
East Craigs Primary School	476	17	429	423	408	413	415	429	431	422	422	433	423
Echline Primary School	315	12	303	306	312	319	326	339	371	383	400	419	442
Ferryhill Primary School	420	14	355	351	343	339	325	311	306	296	287	287	291
Flora Stevenson Primary School	630	21	581	586	569	563	548	532	514	500	497	500	503
Forthview Primary School	434	15	412	428	438	440	431	432	432	433	426	426	426
Fox Covert ND Primary School	294	11	287	292	302	312	297	289	284	290	280	277	277
Fox Covert RC Primary School	217	8	155	150	155	154	170	186	202	209	214	221	228
Gilmerton Primary School	546	19	473	533	596	687	739	770	781	768	752	738	727

Primary School Roll Projections 2019-2029

School	Capacity	Classes	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Gracemount Primary School	560	20	513	537	570	607	630	617	634	630	657	666	681
Granton Primary School	560	20	482	501	529	560	535	546	599	621	634	635	638
Gylemuir Primary School	546	19	503	489	474	472	488	488	482	491	502	516	527
Hermitage Park Primary School	420	14	317	310	301	287	271	260	255	253	249	247	250
Hillwood Primary School	84	4	62	61	67	81	92	92	96	95	98	98	100
Holy Cross RC Primary School	315	12	292	281	280	268	254	251	253	264	267	275	277
James Gillespie's Primary School	630	21	623	627	597	564	543	530	518	511	497	513	530
Juniper Green Primary School	434	15	412	405	398	404	417	431	453	460	469	479	470
Kirkliston Primary School	560	20	625	696	751	835	886	930	965	1008	1019	1021	1019
Leith Primary School	476	17	356	353	342	333	354	357	368	385	402	421	437
Leith Walk Primary School	420	14	234	229	204	192	181	162	151	144	143	143	143
Liberton Primary School	476	17	467	470	473	459	442	448	448	448	448	448	448
Longstone Primary School	315	12	253	251	237	220	199	191	181	165	165	165	165
Lorne Primary School	259	10	228	216	210	198	187	179	160	150	149	149	149
Murrayburn Primary School	420	14	382	380	350	352	321	319	316	306	301	317	312
Netherton Currie Primary School	210	7	175	178	179	204	221	235	250	268	285	297	294
Newbaird Primary School	210	7	183	211	214	221	252	284	329	373	407	448	490
Niddry Mill Primary School	434	15	301	321	331	330	333	339	339	324	325	317	310
Oxgangs Primary School	434	15	346	336	332	320	315	310	306	313	313	313	318
Parsons Green Primary School	420	14	324	302	290	283	268	261	262	261	276	276	277
Pentlands Primary School	504	18	443	451	453	451	447	439	437	446	439	432	437
Pirniehall Primary School	329	13	279	256	242	227	215	215	208	219	249	276	302
Preston Street Primary School	315	12	292	282	260	242	242	223	206	199	193	192	197
Prestonfield Primary School	294	11	190	194	190	189	189	185	184	182	181	183	187
Queensferry Primary School	504	18	458	458	470	509	567	610	640	652	667	678	685
Ratho Primary School	294	11	271	310	318	336	350	359	366	369	370	374	378
Roseburn Primary School	294	11	253	253	251	236	235	232	226	228	233	228	234
Royal Mile Primary School	210	7	141	139	130	128	131	126	121	121	122	121	123
Sciennes Primary School	630	21	652	625	627	614	586	558	544	524	528	513	514
Sighthill Primary School	294	11	245	254	238	223	204	198	190	186	177	181	181
South Morningside Primary School	630	21	662	673	697	698	693	697	689	681	684	669	676
St Catherine's RC Primary School	210	7	215	228	241	248	257	261	270	277	282	284	291
St Cuthbert's RC Primary School	210	7	200	194	195	193	193	194	194	194	198	201	202
St David's RC Primary School	329	13	315	325	342	355	357	357	368	370	369	374	377
St Francis' RC Primary School	315	12	264	269	294	318	329	326	336	354	359	359	356
St John Vianney RC Primary School	259	10	259	257	270	299	319	339	341	335	339	344	348

Primary School Roll Projections 2019-2029

School	Capacity	Classes	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
St John's RC Primary School	434	15	368	376	379	374	364	356	353	354	359	365	371
St Joseph's RC Primary School	329	13	310	314	324	320	311	295	292	294	297	299	299
St Margaret's RC Primary School	210	7	109	100	110	124	132	145	157	163	168	173	177
St Mark's RC Primary School	210	7	154	154	157	148	149	147	147	145	146	144	147
St Mary's RC Primary School (Edin.)	434	15	334	327	328	312	306	289	283	287	286	286	289
St Mary's RC Primary School (Leith)	420	14	346	339	336	335	329	326	329	323	328	333	338
St Ninian's RC Primary School	315	12	252	253	244	228	210	218	207	207	209	208	209
St Peter's RC Primary School	434	15	374	368	353	341	327	322	334	338	347	360	375
Stenhouse Primary School	420	14	346	346	345	349	344	332	323	321	321	326	327
Stockbridge Primary School	294	11	268	258	271	261	256	249	243	230	229	226	232
The Royal High Primary School	420	14	329	310	325	333	357	358	358	358	380	375	369
Tollcross Primary School	315	12	255	279	264	259	251	242	230	208	182	180	178
Towerbank Primary School	630	21	617	599	558	522	487	471	434	410	410	410	410
Trinity Primary School	630	21	570	574	553	553	532	517	490	465	458	465	460
Victoria Primary School	315	12	280	291	281	300	328	350	368	390	403	418	426
Wafle Primary School	560	20	516	504	505	482	456	438	421	406	394	389	395
Totals	36,015	1,266	30,878	31,052	31,180	31,278	31,225	31,211	31,297	31,266	31,484	31,709	31,997

Secondary School Roll Projections 2019-2029

School	Notional Capacity	Current Roll	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Balerno Community High School	850	752	804	834	853	892	929	958	1018	1056	1071	1091
Boroughmuir High School	1200	1310	1367	1414	1501	1553	1550	1575	1640	1637	1646	1652
Broughton High School	1200	1140	1154	1162	1177	1215	1241	1256	1276	1293	1304	1284
Castlebrae Community High School	600	241	315	400	475	557	630	690	735	747	770	780
Craigmount High School	1400	1192	1243	1242	1286	1339	1345	1371	1391	1426	1441	1451
Craigroyston Community High School	600	591	613	634	659	692	688	713	734	752	769	794
Currie Community High School	900	719	735	747	768	761	770	783	793	815	816	842
Drummond Community High School	600	380	421	472	522	558	581	590	585	572	561	551
Firrhill High School	1150	1220	1227	1235	1245	1245	1243	1227	1208	1192	1191	1151
Forrester High School	900	733	764	809	841	836	852	866	870	856	849	856
Gracemount High School	650	552	593	628	659	708	774	811	831	827	830	803
Holywood RC High School	1200	1075	1117	1150	1170	1207	1241	1291	1303	1314	1333	1324
James Gillespie's High School	1300	1327	1431	1544	1630	1678	1803	1884	1945	1946	1927	1910
Leith Academy	950	950	952	975	993	992	996	993	981	968	966	965
Liberton High School	850	667	738	799	863	924	992	1067	1119	1176	1200	1186
Portobello High School	1400	1405	1418	1436	1446	1446	1446	1439	1444	1421	1421	1422
Queensferry Community High School	1000	880	945	1009	1044	1113	1216	1324	1413	1515	1637	1750
St Augustine's RC High School	900	773	837	849	894	922	945	963	976	1014	1014	1021
St Thomas of Aquin's RC High School	750	779	787	782	806	808	831	832	815	811	790	779
The Royal High School	1200	1274	1314	1336	1392	1459	1533	1566	1549	1585	1567	1524
Trinity Academy	950	854	873	913	933	959	978	993	997	998	1000	1000
Tynecastle High School	900	621	658	668	674	690	698	725	721	728	725	704
Wester Hailes Education Centre	750	337	366	405	418	430	437	430	426	409	394	383
Total Roll	22,200	19,772	20,672	21,443	22,249	22,984	23,719	24,347	24,770	25,058	25,222	25,223

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Education, Children and Families Committee

10am, Tuesday, 3 March 2020

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 work underway to promote 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 a further report is presented in March 2021 to provide sufficient time for the impact of proposed actions at section 5 to be evaluated, with interim updates in Business Bulletins.

Alistair Gaw

Executive Director for Communities and Families

Contact: Annemarie Procter, Depute Head Teacher

E-mail: annemarie.procter@ea.edin.sch.uk Tel: 0131 469 2890

Promoting Equality

2. Executive Summary

- 2.1 All education establishments and services recognise their legal requirement to:
- 2.1.2 Eliminate unlawful discrimination, harassment and victimisation.
 - 2.1.3 Advance equality of opportunity between people who share a protected characteristic
 - 2.1.4 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. The current report provides a summary of progress on the actions approved at the October 2019 ECF Committee to promote Equality. This work has involved primary, secondary and special schools, the ASL Service, Quality Improvement & Curriculum Service and Lifelong Learning (CLD).

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 October 2019 report on Promoting Equality across Communities and Families: <https://democracy.edinburgh.gov.uk/documents/s9209/Item%207.1%20-%20Promoting%20Equality%20Report.pdf>. A business bulletin was provided for the December 2019 Committee <https://democracy.edinburgh.gov.uk/documents/s11740/6.1%20Business%20Bulletin%20December%202019.pdf>
- 3.2 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.

- 3.3 It is in this context that specific groups have been set up to take forward aspects of Promoting Equality in schools and youth work provision.

4. Main report

- 4.1 A Communities and Families Equalities Steering Group was convened in October 2019 with representation from partner organisations for all relevant protected characteristics under the Equality Act 2010. The Terms of Reference for this group are found in Appendix 1.
- 4.2 The Equalities Steering Group has initiated a number of workstreams to take forward identified priority areas: Anti-bullying; Youth work; Inclusive Curriculum; and Increasing Diversity in the Workforce and these are reported on below.
- 4.3 An Anti-bullying subgroup is supporting the implementation of the revised procedure for 'Preventing and Responding to Bullying and Prejudice amongst Children and Young People' which was launched in October 2019. Work to date has included: awareness-raising at locality parent meetings; anti-bullying training for Equality Co-ordinators and Anti-bullying Champions delivered by respect me . The subgroup is currently writing guidance for schools on setting up school Equalities Steering Groups which will work to ensure that learner participation drives policy at school level. This guidance makes explicit links to the 'Empowering Learners' and 'Empowering Parents and Carers' guidance documents and will be issued to schools by the end of February 2020. This will enable schools to include this work in their Improvement Planning for session 2020-21. Additional training for school leaders in managing and reporting bullying, prejudice-based incidents and hate crime is scheduled for May 2020. (See Appendix 2)
- 4.4 A youth work workstream is looking at how well youth work providers in Edinburgh reach and support the diverse range of children and young people eligible to access their services. A survey was sent to gather information on what youth work provision exists in Edinburgh Youth Work Services (CEC and voluntary provision) for children and young people from particular groups and whether the adults who support them also identify with these groups. Further, we have convened a BAME youth work short life working group to gather the views of BAME young people and the adults who work with them. From an initial meeting with this group, we have established that there is a range of successful targeted youth work for BAME young people in the city. Each organisation offers something different and some provide opportunities for young people to gain experience and/or qualifications in youth work. Areas for development include increasing the number of BAME youth workers in universal provision; developing more culturally sensitive services; and promoting training for youth workers. The findings from the survey and information from consultation with the group will be used to identify actions to strengthen provision.
- 4.5 The Inclusive Curriculum subgroup is developing an action plan to achieve the goal of ensuring that the curriculum is inclusive, reflects and values the lived experiences of all children, young people and their families, with specific regard to: the protected

characteristics of disability, race, religion/belief, sex, sexual orientation and gender identity; young carers and children who are care experienced.

- 4.6 The 'Diversity in the Education and Youth Work Workforce' subgroup is developing an action plan to achieve the goal that 'Our teaching, early learning and childcare, support and youth work workforce will reflect the diversity of our school and learning communities, with particular reference to protected characteristics under the Equality Act 2010 and other factors such as children who are non-binary, care experienced or Young Carers, and children who have English as an Additional Language or are affected by poverty.' Initial actions are: to establish baseline data; to consult with staff from under-represented groups; to increase awareness and understanding of everyday bias and inequity amongst recruiting managers. This work is supported by an action in the Edinburgh Learns Leadership Framework to promote diversity in school leadership through pro-active identification of and support for under-represented groups to move into formal school leadership positions.
- 4.7 A scoping exercise for mandatory Equalities training for school staff is underway and will report to the March 2020 Communities and Families Equalities Steering Group. In addition, we will develop a database of training and training providers relating to specific areas of Equalities. An example of this is the training delivered recently at Liberton High School by Lisa Williams (Honorary Fellow of the School of History, Classics and Archaeology at The University of Edinburgh and founder/director of the Edinburgh Caribbean Association) which looked at the historical context of race, racism and racial language. The session also included discussion of unconscious bias and white privilege as well as the need to have honest discourse around the complexity of these issues.
- 4.8 The Edinburgh Learns Boards have been asked to review their frameworks in relation to Equalities and to report back. Boards will be supported with their analysis of actions.
- 4.9 We note that the national guidance on 'Supporting Transgender Young People in Schools' has been revised and is due for publication imminently. In the interim, we continue to work with schools and 'Sport and Outdoor Learning' colleagues to support transgender young people on a case by case basis.
- 4.10 We are liaising with the Communications Team to plan promotion of Equalities.

5. Next Steps

- 5.1 Continue to progress the workstreams for Anti-bullying; Inclusive Curriculum; Youth Work; and Diversity in the Education and Youthwork Workforce.
- 5.2 Analyse and report on the scoping exercise for mandatory Equalities training for all staff.
- 5.3 Complete audit of 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.

- 5.4 Review Edinburgh guidance on 'Supporting Transgender Young People in Schools' when revised national guidance has been published.
- 5.5 Evaluate implementation of 'Preventing and Responding to Bullying and Prejudice Amongst Children and Young People' procedure from December 2020.
- 5.6 Discuss and ensure alignment with Children's Partnership members.

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 The Communities and Families Equalities Steering Group has representation from schools and relevant partner agencies. It will continue to engage with stakeholders in a range of ways, for example by inviting presentations and consulting reference groups. Engagement with parents has taken place through Locality Parent Council meetings. Engagement with pupils will take place principally at through school Equalities Steering Groups.

8. Background Reading / External References

- 8.1 Included, Engaged and Involved (Education Scotland) 2018
- 8.2 City of Edinburgh Council: Included, Engaged and Involved - policy
- 8.3 City of Edinburgh Council: Preventing and Responding to Bullying and Prejudice 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

9. Appendices

- 9.1 Appendix 1 Communities and Families Equalities Steering Group, Terms of Reference
- 9.2 Appendix 2 Anti-bullying Action Plan

Appendix 1 Communities and Families Steering Group, Terms of Reference

Communities and Families
Equalities Steering Group
Draft Terms of Reference
October 2019 and revised annually

Purpose of Strategic Group

- To articulate City of Edinburgh's vision for Equalities for Edinburgh's children and young people in schools, early years' centres and youth work provision
- To ensure that the City of Edinburgh Council fulfils its obligation of equity and excellence for all learners, with particular reference to protected characteristics under the Equality Act 2010 and other factors such as children who are non-binary, care experienced or Young Carers, and children who have English as an Additional Language or are affected by poverty.
- To audit, analyse, inform and keep under review authority policy (Equality Policy; Integrated Impact Assessment) and improvement planning for schools and early years' centres and youthwork provision (Equality, Diversity and Rights Framework; Locality Improvement Plans; Cluster and School/Establishment Improvement Plans; Lifelong Learning Plan) in line with the Public Sector Equality Duty and information gathered from various sources, including engagement with children and young people

Core Themes

- To ensure that all establishments and youthwork provision develop consistent, appropriate and high-quality processes to support diverse and representative learner participation
- To inform other strategic developments and policies for children and young people, in particular
 - Children's Partnership
 - Edinburgh Learns Frameworks
 - Included Engaged Involved
 - 'Preventing and Responding to Bullying Amongst Children and Young People'
- To review and analyse evidence from pupil views, records of bullying incidents, school self-evaluation, attainment data, employment data and work underway to address inequalities.
- To use evidence to make suggestions for planning for improvement
- To keep under review the implementation of the 'Preventing and Responding to Bullying Amongst Children and Young People' procedure and the Equality Policy.
- To audit professional learning needs and make suggestions for any additions or amendments to the current offer, including scoping out mandatory Equalities training for all staff
- To work towards increasing diversity in the Education workforce
- To develop a strategic approach to creating an inclusive curriculum which reflects and explicitly values diversity
- To examine attainment of Equalities groups and to plan to address any under-attainment

Membership of Group

Lorna Sweeney	Schools and Lifelong Learning Service Manager
Annemarie Procter	Lead Officer for Equalities (Education)
Sharon Muir	Quality Improvement Education Officer
Michelle McLean	Quality Improvement Officer (south-east collaborative)
Julia Sproul	Senior Policy and Insight Officer

Susan Cochrane	Primary Head Teacher
Stephen Kelly	Secondary Head Teacher

Gemma-Rose Lansdowne	Education Scotland Gender Balance and Equalities Development Officer
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Steve Stewart / Evelyn Hegarty	Police Scotland
David Clarke	

Iain Stewart	Edinburgh Inter-Faith Association
Mizan Rahman	ELREC
Hollie Reynolds	ENABLE
Ann Marriott	LGBT Youth Scotland

Rowena Arshad	University of Edinburgh
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Accountability & Governance

- Report to be prepared annually to Education, Children and Families Committee

Group members

- Ensure that they are aware and informed of relevant legislation, national policy and guidance

The Equality Act

http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf

Scottish Parliament Information Centre Briefing on the Equality Act

http://www.parliament.scot/ResearchBriefingsAndFactsheets/S4/SB_11-50.pdf

Guide on the Public Sector Equality Duty in Scotland

<https://www.equalityhumanrights.com/en/publication-download/essential-guide-public-sector-equality-duty-guide-public-authorities-scotland>

Human Rights / Children's Rights

<https://www.gov.scot/policies/human-rights/childrens-rights/>

United Nations Convention on the Rights of the Child

<https://www.unicef.org/child-rights-convention>

Getting it Right for Every Child (GIRFEC)

<https://www.gov.scot/policies/girfec/>

Fairer Scotland Duty

<https://www.gov.scot/publications/fairer-scotland-duty-interim-guidance-public-bodies/>

- Ensure that they reflect the views of stakeholders
- Support with the communication of key messages
- Consider the impact of new information, research, policy and guidance on the work of schools
- Support with preparation of report to Education, Children and Families Committee
- Ensure coherence with policy and planning from other service areas

Timeline of Activities for Strategic Group

3 Initial Meetings, with subsequent meetings to be agreed.

Thursday 24th October, 1.30pm – 3.30pm

Wednesday 13th November, 3.00pm – 5.00pm

Wednesday 11th December, 1.30pm – 3.30pm

Sub-groups

Anti-bullying	Michelle McLean, Annemarie Procter, Ben Stewart, Lucy Henderson, Didem Kaner, Fran Platt, Aicha Reid, Ann Marriott, Dave Clark
Inclusive Curriculum	Annemarie Procter, Sharon Muir, Susan Cochrane, Louise Ret
Diversity in the workforce	Annemarie Procter, Anna Gray, Gemma-Rose Lansdowne, John Heywood, Nikhat Yusaf, Caroline McKellar, Rowena Arshad, Steve Stewart

Appendix 2 Action Plan for Anti-bullying subgroup

Edinburgh Learns Action Plan 2019-20

Theme	Anti-Bullying	
Owner	Michelle McLean	
What is the goal	<ul style="list-style-type: none"> To reduce the number of bullying incidents in schools across City of Edinburgh Council and improve the wellbeing of all pupils To ensure that all children and young people who experience bullying are fully supported To keep under review the implementation of the 'Preventing and Responding to Bullying Amongst Children and Young People' procedure To ensure everyone shares a consistent approach and understanding of the rights of our children and young people including in line with UNCRC with reference to articles 2, 12, 13, 14, 23, 29 and 30 	
Objectives	<ul style="list-style-type: none"> By December 2020 all schools have revised own Anti-bullying Procedure All schools will consistently track, record and monitor reported incidents All schools have improved their returns demonstrating improved outcomes from bullying incidents As reporting of incidents increases (due to following protocol) the overall number of incidents is reduced as schools develop preventative and restorative measures to support children and young people. All schools will appoint an Equalities Coordinator if not already in place Children and Young People are active participants in reducing bullying All stakeholders will be integral to the implementation of their schools anti-bullying policy Children and young people and their families who have protected characteristics are integral to the implementation of their schools anti-bullying policy. All stakeholders will be confident in their ability to support and improve children and young people's experiences of bullying 	Measures of Success
		<ul style="list-style-type: none"> Procedures are aligned with Authority policy SEEMIS will provide data to support recording and tracking of bullying incidents SEEMIS will provide data and narrative to support impact of improved outcomes The authority will have a directory of contacts for every school Children and Young People Ambassadors/champions represent every school A shortened, user friendly overview of each school's anti-bullying procedure should be co-produced by the children and young people for all stakeholders. Equality Committees will be established in every school with representation from parents, pupils and staff. Recruitment onto every school's Equality Committee will include representation from stakeholders with protected characteristics. Ensuring the voices of all children and young people including those with protected characteristics is integral to the success of each committee. However, it should be noted that

	<p>when seeking to engage with our children and young people, it must be done sensitively and with care. Creative approaches to engagement are encouraged.</p> <ul style="list-style-type: none"> • Training provided for; <ul style="list-style-type: none"> ○ Staff, Young People, Parents and Other Stakeholders will ensure key messages are shared and a consistent approach is used across the Authority
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Engagement Dates		
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Young People	Parents	Staff
Schools have been asked to set up Equalities groups by Dec 2020. Guidance on setting up groups will be shared by Feb 2020	Presentations are shared to parents across all four localities on the 'Preventing and Responding to Bullying Amongst Children and Young People' procedure.	Respect Me, Anti-Bullying training dates have been circulated for the duration of the school session

Analysis of Current Situation	
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Strengths	<p>CEC has 98 schools participating with UNICEF's Rights Respecting School Programme. Of this 46 have achieved Bronze, 20 Silver and 10 Gold standards.</p> <p>CEC has implemented the new Edinburgh Learns Health and Wellbeing framework which supports delivery of the curriculum through the four contexts of learning using progression pathways</p> <p>CEC has a Building Resilience Programme that is has been delivered throughout a number of primary schools</p> <p>What Kind of Edinburgh and Edinburgh and Youth Talk encourage our young people to be active participants in the decisions made about them. The work has informed the overall publication of What Kind of Edinburgh which in turn will drive the priorities of the 2020 -23 Children's Services Plan. A survey is currently being shared across the local authority for young people to gather more detail about the outcomes for What Kind of Edinburgh before finalising CSP priorities.</p>
Weaknesses	<p>Current and most up to date practice is not yet fully embeded across the CEC as the procedure has only recently been shared with schools</p> <p>Data will be subject to fluctuation as we move from one recording system to another</p>
Opportunities	<p>Learner participation is in its early stages of delivery as a support for schools to further improve the way the engage and involve their pupils in their learning and community. Staff development sessions are being delivered by QIEOs.</p> <p>This provides an opportunity to create active pupil-led school-based Equalities groups to raise awareness of Equalities and anti-bullying in the learning community and to support successful implementation of the procedure.</p>
Threats	

Baselines	Targets	
2018-19 Data of recorded incidents Schools with ECs What training they've had	By December 2020, all incidents will be recorded on SEEMiS	
Actions	Owner	Notes
Guidelines to be produced by February 2020.	AP MM	AP to distribute existing guidelines to group Group to read, feedback and reply to MM MM to collate responses to draft new guidelines for scrutiny at next meeting
Locality training for parents – big ones Smaller training sessions for Eq. committee – parents.	MM LS	MM to contact LS to discuss appropriate locality and timescales MM to contact LG at Respect Me to organise training.
Training for non-teaching staff to train	MM LS	As Above
Resources document to be produced with supporting resources for schools	MM Group	Resources to be shared and updated regularly
Equalities/Anti-Bullying theme for ELATE	MM Group	MM to contact JR QIM to discuss possibility of ELATE published later in the session
Procedure for school SLTs to be shared whilst Equalities Training scoping takes place.	AP DC	DC to ask School Link Officers to share presentations used within schools; AP to liaise with DC re: content linking to hate crime AP to create a signpost for SLTs
Equalities training to be offered to all schools	AP	AP to undertake scoping exercise for logistics
Create a user-friendly document that is adaptable and flexible to meet different needs	Group	This will be undertaken once new guidelines have been agreed.

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Education, Children & Families Committee

10am, Tuesday, 3 March 2020

Community access to schools – update report

Item number
Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 approve the transfer of management of secondary school non-sport lets and primary school lets to Edinburgh Leisure in principal.
 - 1.1.2 delegate responsibility to officers to negotiate detail of transfer including transfer dates with Edinburgh Leisure.

Alistair Gaw

Executive Director, Communities and Families Department

Contact: David Bruce, Senior Education Manager

E-mail: david.bruce2@edinburgh.gov.uk | Tel: 0131 469 3795

Community access to schools - update report

2. Executive Summary

- 2.1 This report provides an update on consultation carried out about the transfer of further areas of community access responsibility to Edinburgh Leisure. Recommendations have been detailed to progress the transfer.

3. Background

- 3.1 Members will recall a report on community access tabled at this committee's meeting on 16 August 2019.
- 3.2 The report detailed measures taken to reduce the budget pressure on the community access project and further areas to improve the department's financial position and the quality of community access provision.
- 3.3 These areas included transfer of non-sport use of secondary schools and primary school lets.

4. Main report

- 4.1 Engagement with head teachers of primary, secondary and special schools has taken place over the last couple of months to explore issues around community access to schools and further transfer of responsibility to Edinburgh Leisure.
- 4.2 Officers have presented at the Head Teachers Executive Forum and convened a risk workshop with head teachers.
- 4.3 Secondary Head Teachers, through their Executive Forum, were asked to consider two routes for the progression of non-sport community access to their schools. The first option was for each secondary school to retain the responsibility for managing these lets but to take a share of the budget pressure being absorbed by the department. An income target would be set as a share of the pressure and if exceeded, the school would retain this amount. Conversely, if the target was not met the school's budget would have to absorb the difference between this amount and the actual income received.

- 4.4 The second option is for non-sport secondary school lets to be transferred to Edinburgh Leisure and the schools would no longer retain responsibility for community access.
- 4.5 The response received from the Chair of the Secondary Headteachers Forum confirmed that there was no appetite for a target-based approach to schools managing non-sport lets and that the collective view of all 23 secondary head teachers was that they did not want to take this option forward.
- 4.6 From the diligence carried out on non-sport use of secondary schools, there are only a small number of schools that have a high level of use at evenings and weekends and most of this use is through the adult education programme. There are at least 9 secondary schools that do not have any form of non-sport community access and 3 schools only have non-sport access at weekends.
- 4.7 Improved customer service through a designated one-stop shop for community access to secondary schools and co-ordinated marketing should result in increased community use of school spaces within a controlled environment. This change will make significant contributions to alleviating the budget pressure.
- 4.8 A risk workshop took place in December 2019 with head teachers from a selection of primary, secondary and special schools. Concerns and issues raised included intruder threats to the building, information security, damage to classrooms and equipment, and health & safety within car parks. A risk register has been drafted following the workshop, detailing control measures and further actions to reduce and mitigate these risks.
- 4.9 Primary school lets are currently managed centrally by Business Support administrators. As previously reported, there is no co-ordination between primary and secondary school lets. Opportunities, therefore, to make the most efficient use of our education estate are not currently being taken.
- 4.10 The lets within primary schools that were within a ten-minute walking distance of a secondary school were reviewed to examine the potential opportunities for the access to be relocated. The review showed that 17 out of 28 lets taking place in primary schools could be accommodated within their closest secondary school. If these lets were to be moved, this would result in a direct reduction of FM re-charges to the Communities and Families Department for opening the primary schools outside of core hours. There would be no additional cost for the lets taking place within secondary schools as they have core hours at evenings and weekends. This change would therefore contribute towards an efficient use of the estate and mitigation of the project budget pressure.
- 4.11 Business Support have been engaged and consulted about the transfer of primary school lets to Edinburgh Leisure and understand the rationale behind this proposal. There would be no requirement to TUPE transfer Council staff to Edinburgh Leisure and administrators would be re-assigned to alternative roles within the Council.
- 4.12 The Council's Adult Education Programme uses both primary and secondary schools as venues for its classes. The AEP currently liaises with school Business

Managers about access and arrangements. Given that the AEP is a Council organised programme as opposed to a let, the current access process would remain in place. The AEP would also continue to receive priority access to non-sport spaces in schools during community time.

- 4.13 Progress has also been made with the transfer of the community access to sport facilities at WHEC and Leith Academy. An engagement event took place with members of staff in December 2019 and a target date for transfer has been set for 1st April 2020.

5. Next Steps

- 5.1 If approved by committee, Edinburgh Leisure will require approval from their Board of Directors for the transfer of additional community access functions to their organisation.
- 5.2 Officers from the Council and Edinburgh Leisure will develop a plan and timeline for the transfer of management of non-sport lets at secondary schools and primary school lets.
- 5.3 The estimated date for transfer of both functions is 1st August 2020.

6. Financial impact

- 6.1 As detailed in the report to this committee in August 2019, this project has a £0.8M budget pressure. Measure have been taken to reduce this pressure and the recommendations detailed in this report should further reduce the pressure.

7. Stakeholder/Community Impact

- 7.1 Headteachers from primary, secondary and special schools have been consulted and engaged on the proposed changes to community access.
- 7.2 Opening hours for core times and the pricing structure will remain the same as present.
- 7.3 Customers and communities will benefit from centralised service for all sport and non-sport access to primary, secondary and special schools.

8. Background reading/external references

- 8.1 Corporate Policy and Strategy Committee Report 4 October 2016
- 8.2 Corporate Policy and Strategy Committee Report 14 June 2016
- 8.3 Education, Children, and Families Committee Report 24 May 2016

- 8.4 Corporate Policy and Strategy Committee Report 17 May 2016
- 8.5 Corporate Policy and Strategy Committee Report 29 September 2015
- 8.6 Culture and Sport Committee Report 11 March 2014
- 8.7 Education, Children, and Families Committee Report 15 August 2017
- 8.8 Education, Children & Families Committee Report 11 December 2018
- 8.9 Education, Children & Families Committee Report 16 August 2019

9. Appendices

None

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Education, Children and Families Committee

10am, Tuesday 3 March, 2020

Renewal of NHS Service Level Agreements

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 approve the extension of Service Level Agreement contracts for children's services with the NHS, to the value of £790,000, listed at Appendix 1, from 1 April 2020, for the periods detailed in Appendix.
 - 1.1.2 approve in principle subject to agreement by the Finance & Resources committee

Alistair Gaw

Executive Director for Communities and Families

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

E-mail: sean.bell@edinburgh.gov.uk | Tel: 0131 123 4567

Renewal of NHS Service Level Agreements

2. Executive Summary

- 2.1 This report is to request approval for:
- 2.1.1 the award of three years funding to the total value of £300,000 (£100,000 per annum) for NHS services supporting enhanced integrated support for children and young people with additional support needs.
 - 2.1.2 the extension of one-year funding arrangements to the value of £170,000 for NHS services supporting enhanced integrated support for children and young people in Additional Support for Learning (ASL) provisions and Throughcare and Aftercare (TCAC) services.
 - 2.1.3 the extension of three months funding arrangements to the value of £330,000 for NHS CAMHS Services and delivery of Occupational Therapy and Speech and Language Therapy in mainstream and special schools' provisions.
- 2.2 The total value of the agreed funding arrangements equates to £790,000.

3. Background

- 3.1 The Council currently commissions the NHS to provide a number of enhanced services to children and young people as detailed in in the main report. Some of these arrangements have been jointly reviewed during financial year 2019-20 and are deemed appropriate to continue as outlined in appendix 3. Delivery and performance are considered fit for purpose and in line with the Scottish Government's strategic priorities for Getting it Right for Every Child.
- 3.2 Some arrangements are still under review and will be fully evaluated during financial year 2020-21.

4. Main report

- 4.1 The Children and Young People (Scotland) Act 2014 places a duty on the Education authority to make appropriate arrangements for identifying those children for whose school education they are responsible, who may have additional support needs. Appropriate agencies have a duty to help the education authority discharge their

duties. NHS Lothian and the Education Authority (the Council) collaborate to meet children's additional support needs, promoting integrated working across agencies in assessment, intervention, planning, provision and review.

- 4.2 The Act requires Councils and the NHS to ensure that children's services are provided in ways which:
 - 4.2.1 best safeguard, support and promote the wellbeing of children
 - 4.2.2 ensure that any action to meet needs is taken at the earliest appropriate time
 - 4.2.3 take appropriate action to prevent needs arising.
- 4.3 Considering this, the Council commissions additional services to ensure that children have timely access to health services appropriate to their additional support needs at school and early years. This also ensures that children can experience seamless support where they may require a range of health and educational support for complex needs, for example, consistent approaches to moving and handling for children who require high levels of physical support in everyday living.
- 4.4 The funding for these services adds value to what is already being provided by NHS Lothian under statutory duties. The services are provided with the aim of enhancing pupils' access to the curriculum and maximising educational achievements, literacy and social development.
- 4.5 These services include:
 - 4.5.1 Allied Health Professional services, principally Speech and Language Therapy for children and young people in school.
 - 4.5.2 Specialist assessment, advice and staff training for children who require high levels of physical assistance in school
 - 4.5.3 A contribution towards the Prepare team costs. Prepare is a multi-agency team providing social work and medical support to pregnant women with complex substance misuse. The team is highly successful in supporting women to stabilise their drug use leading to better health and long-term care outcomes for babies.
 - 4.5.4 Medical support for young people who are previously looked after by the local authority
 - 4.5.5 Mental health support for Looked After and Accommodated children and young people.

5. Next Steps

- 5.1 The request for one-year renewal for services listed in appendix 3 is due to a full review of the current SLA that the Local Authority is undertaking with a focus on improving wellbeing outcomes, and to report on how the two partners are improving those outcomes.

- 5.2 The request for three months renewal for services listed in appendix 3 is due to a full review of the current SLA that the Local Authority has undertaken in collaboration with the NHS. A full report on the results and the recommendations will be submitted for consideration and approval prior to the beginning of academic year 2020-21. To ensure and improve consistency and delivery of the integrated children's services, it is deemed appropriate by both partners to align the service delivered in schools with the academic year (August – June).
- 5.3 Approval for a short-term extension is therefore being sought.

6. Financial impact

- 6.1 The total value of the agreements' renewal is £790,000. Details of the financial impact of each service provision are listed in Appendix 1.
- 6.2 In addition, the cost of individual care packages in 2018/19 was £85K. We anticipate, in the light of rising levels of children with complex needs, this will increase. At this stage, we envisage this would be a maximum of £100K.
- 6.3 Budgetary provision exists for these commitments.

7. Stakeholder/Community Impact

- 7.1 The services provided under these Service Level Agreements are responding to the need for effective integrated support and early intervention for children at school and key targeted services.
- 7.2 Council Standing Orders normally require competition for these values, however best value in this instance is achieved through maintaining collaborative working relationships with the NHS.
- 7.3 There are no adverse environmental outcomes arising from this report

8. Background reading/external references

- 8.1 Guidance on partnership working between allied health professions and education
- 8.2 The Education (Additional Support for Learning) (Scotland) Act 2004
- 8.3 The Children and Young People (Scotland) Act 2014
- 8.4 Getting it Right for Looked After Children and Young People Strategy

9. Appendices

- 9.1 Appendix 1 Proposed NHS Budgets

Appendix 1

Proposed NHS Budgets 2020/21

- The cost for the three months extension of the Service Level Agreement for Speech and Language Therapy is £280,000.
- The cost for the Therapy Inclusion Programme is £12,538.
- The cost for Moving and Handling Service for children requiring physical assistance is £100,800.
- The cost for the Through Care and After Care Nurse is £50,247
- The cost for the Occupational Therapy post is £51,615 per annum
- The cost for the Prepare nurse is £44,870 per annum
- The cost for CAMHS services is £53,459.

Description	Budget	Award
CAMHS - Edinburgh Connect	£35,661	3 months
CAMHS - Young People's Service nurse	£17,798	1 year
Speech and Language Therapy	£280,000	3 months
Therapy Inclusion Project (TIP)	£12,538	3 months
Moving and Handling	£100,800	1 year
TCAC Nurse	£50,247	1 year
Occupational Therapy - Early Years	£51,615	3 years
Prepare nurse	£44,870	3 years
Other Total	£593,529	
		£790,000

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Education, Children and Families Committee

10.00am, Tuesday 3 March 2020

Revenue Monitoring 2019/20 – month nine position

Executive/routine Wards Council Commitments	Routine City-wide
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1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
- 1.1.1 note the net residual budget pressure of £4.8m which remains at month nine;
 - 1.1.2 note that approved savings and operational efficiencies in 2019/20 total £4.334m, with £3.099m on track to be delivered in full; £0.200m assessed as amber, pending further detailed implementation plans and £1.035m assessed as being at risk of not being delivered;
 - 1.1.3 note that the Executive Director of Communities and Families is taking measures to reduce budget pressures.

Alistair Gaw

Executive Director of Communities and Families

Contact: Brendan O'Hara, Acting Principal Accountant

E-mail: brendan.o'hara@edinburgh.gov.uk | Tel: 0131 469 3620

Revenue Monitoring 2019/20 – month nine position

2. Executive Summary

- 2.1 The report sets out the projected month nine revenue monitoring position for the Communities and Families service, based on analysis of actual expenditure and income to the end of December 2019, and expenditure and income projections for the remainder of the financial year.
- 2.2 The total projected (full year) gross budget pressure is currently £13.85m, partially offset by mitigations totalling £9.05m, resulting in a net residual budget pressure of £4.8m.
- 2.3 The Executive Director of Communities and Families is fully committed to making all efforts to identify management action to reduce the budget pressures. However, given the magnitude of these pressures, there is the potential for a significant level of overspend.

3. Background

- 3.1 The total 2019/20 net budget for Communities and Families is £419.5m
- 3.2 This report sets out the projected overall position for the Communities and Families revenue expenditure budget for 2019/20, based on analysis of month nine data.

4. Main report

Overall Position

- 4.1 The Communities and Families service is projecting net budget pressures of £4.8m at month nine.

Gross Budget Pressures and Management Action

- 4.2 To date, projected gross budget pressures of £13.85m have been assessed. The main service areas affected include temporary accommodation, home-to-school transport, efficiency targets, secure services, community access to secondary schools and central costs relating to schools. Management action of £9.05m has been identified, which leaves a net residual budget pressure of £4.8m.

4.3 Temporary accommodation

The shortage of suitable temporary accommodation is leading to the service having to place individuals in bed and breakfast and shared accommodation. This is the costliest provision as the proportionate level of housing benefit the Council receives is low in comparison to other accommodation types. Mitigating action is being taken by the Homelessness Strategy Programme Board to reduce the use of bed and breakfast and shared accommodation and to deliver additional housing benefit.

4.4 Home to School transport

The costs to transport pupils have increased significantly in recent years. The increased costs relate primarily to the number of children with additional support needs receiving individual transport. To address the increase, work has been undertaken to refresh the transport policy, introduce a Travel Allocation Panel to assess all applications for transport, identify opportunities to share transport where possible and reduce the use of external providers and taxis and make use of existing internal capacity. This has stemmed the increase seen in recent years and made some reductions to overall expenditure. A reduction in individual taxis has reduced the in-year pressure, however, at this stage there is still expected to be a significant pressure of £2.1m in 2019/20 and work is ongoing to identify further measures that can accelerate savings opportunities.

4.5 Efficiency and management savings

The service has a target to achieve £0.2m of management savings and the service's direct share of the Council-wide efficiency of 1.55% is £1.797m. This is to be delivered from service-wide management savings and vacancy control, deletion of a number of vacancies within Safer and Stronger Communities and additional income. DSM funded posts, externally funded posts and essential child protection social work posts are exempt from vacancy control actions. Recurring savings to date total £1.0m and there will be full-year benefits delivered in 2020/21.

4.6 Community access to secondary schools

The net income target for community access has a pressure of £0.8m. Mitigating actions from working with Edinburgh Leisure to reduce PPP costs and increase income have yet to be delivered. Further actions are being considered to manage the pressure in future years. This includes enhanced marketing of under-utilised space and the continuation of price harmonisation with Edinburgh Leisure's other facilities.

4.7 Central costs related to supporting schools

Pressures exist on non-devolved school-related budgets including the costs of cleaning materials, refuse collection and grounds maintenance. Management of these areas is being reviewed to address the pressure, however, the scope to reduce costs significantly this financial year is limited.

4.8 Appendix 1 provides further details on these areas of pressure and mitigating action.

4.9 Financial risks in the Communities and Families revenue budget for 2019/20 include increased demands for home to school transport due to rising rolls, potential shortfall on workforce savings and delivery of mitigating actions related to temporary accommodation.

- 4.10 There is a further potential pressure relating to the number of Unaccompanied Asylum-Seeking Children (UASC) that have arrived in the city in recent months. The majority have been placed in our own residential provision but there has been the need to purchase a small number of placements from other providers. The forecast for UASC recoveries is based on cases which have been agreed by the Home Office as at the end of November and the number expected to be agreed by the end of March 2020.
- 4.11 Communities and Families is fully committed to making all efforts to identify mitigations to reduce the existing pressures, and to identify and implement management actions required to address these. These include vacancy control measures, a review of reserves, identification of income generation opportunities and an examination of the scope to stop or reduce planned levels of expenditure.

Savings Delivery – Approved Savings 2019/20 Budget

- 4.12 The approved budget savings and operational efficiencies for Communities and Families for 2019/20 total £4.334m. Progress in the delivery of the savings programme is reviewed regularly.
- 4.13 A red, amber, green (RAG) analysis has been undertaken in consultation with Heads of Service. This indicates that, on the basis of actions planned or already undertaken, £3.099m of savings and efficiencies are on track to be delivered in full (green); £0.200m, mainly relating to workforce controls, requires further work (amber); and £1.035m, mainly relating to management savings and workforce controls is at risk of not being delivered. Further details are included in Appendix 2.

5. Next Steps

- 5.1 Work is ongoing to identify mitigating measures through continued workforce and discretionary expenditure controls to manage financial risks and take timely remedial action, where any further adverse variances become apparent.

6. Financial impact

- 6.1 The report highlights projected net budget pressures of £4.8m for 2019/20. This position is subject to active monitoring, management of risks and identification of further mitigation.

7. Stakeholder / Community Impact

- 7.1 There is no direct relevance to the report's contents. The Council undertook a budget engagement exercise when developing the 2019/20 revenue budget.
- 7.2 There is no direct relevance of the report's contents to impacts on carbon, adaptation to climate change and sustainable development. The Council's revenue budget includes expenditure impacting upon carbon, adaptation to climate change and contributing to sustainable development. In addition, all budget proposals are now subject to an upfront assessment across these areas.

8. Background reading / external references

8.1 None

9. Appendices

9.1 Appendix 1 Summary of forecast net revenue budget pressures;

9.2 Appendix 2 Summary of approved budget savings 2019/20

Appendix 1

Forecast Areas of Budget Pressure and Management Action

Service area	Forecast Pressures £m	Mitigation Recurring £m	Mitigation One-off £m	Net Residual Pressure £m	Description
Home to School Transport - Additional Support Needs	2.300	0.500		1.800	Full year effect of 2018/19 pressure taking account of management action to date. Partial mitigation from actions implemented through panel and review of transport provision
Secure Services	1.300			1.300	ESS staff pressure and external placements
Residential Care	0.800			0.800	YPC staff pressure, additional spot purchases, Out-of-Council and Disability transition
Special Education Needs	0.600			0.600	SEN allocations to mainstream
Disability and Practice Teams SDS	0.300			0.300	Increased caseload and level of support
Children's Services			1.750	-1.750	One-off savings from additional ASL and counsellor investment from SG
UASC income			1.100	-1.100	Additional recoveries from Home Office
ASL Service			0.700	-0.700	Staff savings and recoveries from other authorities
Fostering, Kinship, Adoptions and day care			0.400	-0.400	Usage lower than budgeted provision
Schools – non-devolved costs	0.600			0.600	Maternity cover, grounds maintenance and other central costs
Schools	0.400	0.400	0.400	-0.400	Demographic pressures in DSM staff budgets due to rising school rolls. Mitigated by one-off funding from excess carry forwards
Edinburgh Leisure - Community Access to Secondary Schools	0.800			0.800	Projected shortfall in income from sports lets, pre-6pm lets and non-sports lets
Libraries - income	0.300	0.100		0.200	Ongoing pressure on fees, charges and room hire
Primary school lets	0.150			0.150	Reduced income from school closures for maintenance
Adult education	0.100			0.100	2018/19 pressure partially mitigated in 2019/20
Early Learning and Childcare			0.200	-0.200	Underspends on pre-expansion budgets
Safer & Stronger Communities – Temporary Accommodation	2.500	0.500	1.200	0.800	Increasing average length of stay due to lack of 'move-on' accommodation. Partial mitigation from additional Housing Benefit income, increase in Revenue Collection officers and slippage on Rapid Rehousing Transition Plan funding
Community Justice	0.700		0.500	0.200	Unfunded pay awards for s27 CJ staff offset by vacancies, and non-s27 underspends
SSC - Family & Household Support			0.200	-0.200	Staff vacancies
Corporate Transport Unit	0.550			0.550	Increase in transport and staff costs - further analysis ongoing
Home to School Transport - mainstream	0.250			0.250	Increase in transport costs - further analysis ongoing
Pupil and parent support			0.100	-0.100	Staff vacancies and one-off savings from additional investment
Efficiency and Management savings	2.000	1.000		1.000	Approved savings
ICT refresh costs	0.100			0.100	One-off recharge
Directorate	0.100			0.100	One-off charges
	13.850	2.500	6.550	4.800	

Appendix 2

Approved budget savings 2019/20 with RAG assessment

Proposal description/area	2019/20 approved saving	Saving RAG assessment		
		Green	Amber	Red
	£m	£m	£m	£m
CHILDREN'S SERVICES				
Efficiencies in the delivery of accommodated children's services	0.510	0.405		0.105
Support for Learning Management	0.200	0.200		
ASN adaptations to mainstream schools	0.100	0.100		
NHS commissioned services	0.100	0.100		
Carers' Act Funding	0.075	0.075		
	0.985	0.880	0.000	0.105
SCHOOLS & LIFELONG LEARNING				
Edinburgh Leisure (Year 1 - Pay uplift)	0.350	0.350		
Enabling Educational Efficiencies – Third Party Grants (2018/19 additional spend)	0.250	0.250		
Library service - reduce book fund	0.200	0.200		
Heritage language	0.042	0.042		
	0.842	0.842	0.000	0.000
SAFER & STRONGER COMMUNITIES				
Police funding	0.522	0.522		
Invest in Revenue Collection Officers	0.175	0.175		
Invest to reduce temporary accommodation voids rates	0.090	0.090		
Adoption of Scottish Government Framework for electricity and gas	0.030			0.030
	0.817	0.787	0.000	0.030
Total approved savings 2019/20	2.644	2.509	0.000	0.135
Efficiencies Workstream 2019/20				
Management savings - Dept-wide	0.640	0.240		0.400
Workforce control - C&F	0.700		0.200	0.500
Workforce control - SSC	0.350	0.350		
	1.690	0.590	0.200	0.900
Total approved savings and operational efficiencies	4.334	3.099	0.200	1.035

COMMUNITIES & FAMILIES

Month 9 update

Forecast Areas of Budget Pressure and Management Action

Appendix 1

Service area	Forecast Pressures £m	Mitigation Recurring £m	Mitigation One-off £m	Net Residual Pressure £m	Description
Home to School Transport - Additional Support Needs	2.300	0.500		1.800	Full year effect of 2018/19 pressure taking account of management action to date. Partial mitigation from actions implemented through panel and review of transport provision
Secure Services	1.300			1.300	ESS staff pressure and external placements
Residential Care	0.800			0.800	YPC staff pressure, additional spot purchases, Out-of-Council and Disability transition
Special Education Needs	0.600			0.600	SEN allocations to mainstream
Disability and Practice Teams SDS	0.300			0.300	Increased caseload and level of support
Children's Services			1.750	-1.750	One-off savings from additional ASL and counsellor investment from SG
UASC income			1.100	-1.100	Additional recoveries from Home Office
ASL Service			0.700	-0.700	Staff savings and recoveries from other authorities
Fostering, Kinship, Adoptions and day care			0.400	-0.400	Usage lower than budgeted provision
Schools – non-devolved costs	0.600			0.600	Maternity cover, grounds maintenance and other central costs
Schools	0.400	0.400	0.400	-0.400	Demographic pressures in DSM staff budgets due to rising school rolls. Mitigated by one-off funding from excess carry forwards
Edinburgh Leisure - Community Access to Secondary Schools	0.800			0.800	Projected shortfall in income from sports lets, pre-6pm lets and non-sports lets
Libraries - income	0.300	0.100		0.200	Ongoing pressure on fees, charges and room hire
Primary school lets	0.150			0.150	Reduced income from school closures for maintenance
Adult education	0.100			0.100	2018/19 pressure partially mitigated in 2019/20
Early Learning and Childcare			0.200	-0.200	Underspends on pre-expansion budgets
Safer & Stronger Communities – Temporary Accommodation	2.500	0.500	1.200	0.800	Increasing average length of stay due to lack of 'move-on' accommodation. Partial mitigation from additional Housing Benefit income, increase in Revenue Collection officers and slippage on Rapid Rehousing Transition Plan funding
Community Justice	0.700		0.500	0.200	Unfunded pay awards for s27 CJ staff offset by vacancies, and non-s27 underspends
SSC - Family & Household Support			0.200	-0.200	Staff vacancies
Corporate Transport Unit	0.550			0.550	Increase in transport and staff costs - further analysis ongoing
Home to School Transport - mainstream	0.250			0.250	Increase in transport costs - further analysis ongoing
Pupil and parent support			0.100	-0.100	Staff vacancies and one-off savings from additional investment
Efficiency and Management savings	2.000	1.000		1.000	Approved savings
ICT refresh costs	0.100			0.100	One-off recharge
Directorate	0.100			0.100	One-off charges
	13.850	2.500	6.550	4.800	