

# Notice of meeting and agenda

## Education, Children and Families Committee

**10.00 am Friday, 16th August, 2019**

Dean of Guild Court Room - City Chambers

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

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 Any items under “Private Business” will not be published, although the decisions will be recorded in the minute.

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## **1. Order of Business**

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- 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**

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- 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**

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- 3.1 If any

## **4. Minutes**

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- |     |                                                                                                                                             |         |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 4.1 | Minute of Education, Children and Families Committee of 21 May 2019 - submitted for approval as a correct record                            | 9 - 22  |
| 4.2 | Minute of Additional Meeting of the Education, Children and Families Committee of 17 June 2019 - submitted for approval as a correct record | 23 - 26 |

## **5. Forward Planning**

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| 5.1 | Rolling Actions Log | 27 - 48 |
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## **6. Business Bulletin**

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| 6.1 | Business Bulletin | 49 - 66 |
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## **7. Executive Decisions**

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| <b>7.1</b>  | Joint Inspection of Services for Children and Young People in Need of Care and Protection in the City of Edinburgh – Report by Executive Director for Communities and Families                                                                   | 67 - 108  |
| <b>7.2</b>  | Children's Partnership Arrangements – Report by Executive Director for Communities and Families                                                                                                                                                  | 109 - 144 |
| <b>7.3</b>  | Edinburgh Child Protection Committee Annual Report 2018-19 – Report by                                                                                                                                                                           | 145 - 170 |
| <b>7.4</b>  | Reducing Child Poverty – Report by Executive Director for Communities and Families                                                                                                                                                               | 171 - 220 |
| <b>7.5</b>  | Schooling Options for Children Living in Edinburgh – Follow up Report – Report by Executive Director for Communities and Families                                                                                                                | 221 - 224 |
| <b>7.6</b>  | 2020/2023 Communities and Families Grants to Third Parties Programme – Report by Executive Director for Communities and Families                                                                                                                 | 225 - 236 |
| <b>7.7</b>  | Statutory Consultations Proposing to Establish a New Maybury Primary School, Replace Newcraighall Primary School and Undertake Catchment Changes at Edinburgh Park and Curriemuirend – Report by Executive Director for Communities and Families | 237 - 310 |
| <b>7.8</b>  | Climate Change Strikes by Children – Report by Executive Director for Communities and Families                                                                                                                                                   | 311 - 314 |
| <b>7.9</b>  | Transfer of Management of Secondary School Sport Facilities to Edinburgh Leisure – Report by Executive Director for Communities and Families                                                                                                     | 315 - 320 |
| <b>7.10</b> | Carers (Scotland) Act 2016 Update – Report by Executive Director for Communities and Families                                                                                                                                                    | 321 - 332 |

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| 7.11 | Revenue Monitoring 2019-20 - Month Three Position – Report by Executive Director for Communities and Families          | 333 - 340 |
| 7.12 | Changes to the Operational Property Estate Lifecycle Cost Forecast - referral from the Finance and Resources Committee | 341 - 352 |

## 8. Motions

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### 8.1 Motion by Councillor Burgess – Global Climate Strike September 2019

“Committee:

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

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

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

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

Therefore agrees, to allow school students to take part in this Global Climate Strike 2019, that this day should be considered by the authority as an authorised absence from school as long as a parent/carer has sent prior written permission to their child’s school with a clear statement that the parent/carer will be responsible for their child during the absence from school.”

## Andrew Kerr

Chief Executive



## **Committee Members**

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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.

## **Information about the Education, Children and Families Committee**

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

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If you have any questions about the agenda or meeting arrangements, please contact Lesley Birrell or Blair Ritchie, Committee Services, City of Edinburgh Council, Business Centre 2.1, Waverley Court, 4 East Market Street, Edinburgh EH8 8BG Tel 0131 529 4240 / 0131 529 4085 email [lesley.birrell@edinburgh.gov.uk](mailto:lesley.birrell@edinburgh.gov.uk) / [blair.ritchie@edinburgh.gov.uk](mailto: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 [democracy.edinburgh.gov.uk](http://democracy.edinburgh.gov.uk) .

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# Minutes

## Education, Children and Families Committee

10.00am, Tuesday 21 May 2019

### Present:

Councillors Perry (Convener), Dickie (Vice-Convener), Bird, Mary Campbell, Jim Campbell (substituting for Councillor Rust), Corbett, Doggart (substituting for Councillor Laidlaw), Fullerton (substituting for Councillor Key), Griffiths, Smith and Young.

### Religious Representatives

Fiona Beveridge and Monsignor Anthony Duffy.

### Parent Representative

Alexander Ramage (non-voting).

## 1. Deputation – Scottish Youth Climate Strikers

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The Committee received a deputation from Meelu Saraswata Bhatla, Caitlin Conway and Ester Silverton of the Scottish Youth Climate Strikers in relation to the strike against climate change.

The deputation made the following points:

- Climate change was the most important issue facing the next generation and had to be dealt with to preserve the natural environment.
- By 2030, there had to be significant reform or climate change would be irreversible.
- The vast majority of school students could not vote and the only way to influence politicians was through climate strikes.
- The Council had been very supportive of the climate strikes and were urged to continue their commitment.
- The Global Movement had inspired the youth of Scotland to demonstrate their commitment to the care of the planet.
- The movement provided school students opportunities to learn valuable life skills.
- The strikes also showed politicians what young people thought and to consider this when they made decisions that affected young people.
- On 15 March 2019 more than a million people from 125 countries took part in the climate strike and if the Council gave permission for the strike on 24 May 2019 young people could be heard on this issue.

- The fact that young people were prepared to sacrifice some of their education demonstrated their commitment to preventing the downward spiral of global warming.

The deputation requested the Committee to support the strike on 24 May 2019 to allow the youth to have their voices heard.

### **Decision**

- 1) To note the issues raised.
- 2) To advise the deputation of the decision (see item 2 below).

The full presentation can be viewed via the link below.

[https://edinburgh.public-i.tv/core/portal/webcast\\_interactive/368123](https://edinburgh.public-i.tv/core/portal/webcast_interactive/368123)

## **2. Emergency Motion by Councillor Mary Campbell – Global Strike for Future**

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

### **Motion**

- 1) Committee notes that, on the previous worldwide climate strike day on the 15th of March 2019, Edinburgh was widely held as a leader for the UK in offering a supportive and managed environment in which young people could take action and have their voices heard about a major issue affecting their future.
  - 2) Committee notes the motion from the 5th of March 2019 which recognised that children and young people in Edinburgh have self-organised involvement in the worldwide Strike for Climate and that there should be no punitive action for pupils who are concerned about climate breakdown and feel they need to participate in the climate strike, and believes that school staff should continue to support and engage with pupils who feel so passionately about climate breakdown.
  - 3) Committee recognises the internationally organised 'Global Strike for Future' on Friday the 24th of May 2019 and that school students in Edinburgh have notified the Council of a march from the Meadows to the Scottish Parliament for this occasion and therefore, to allow school students to take part in this unique march, that this day should be considered by the authority as an authorised absence from school for all pupils not sitting an SQA exam, as long as a parent/carer has sent prior written permission to their child's school with a clear statement that the parent/carer will be responsible for their child during the absence from school.
- moved by Councillor Mary Campbell, seconded by Councillor Corbett

## **Amendment**

To take no action on the motion.

- moved by Councillor Smith, seconded by Councillor Doggart

## **Voting**

For the motion - 8  
For the amendment - 3

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

(For the amendment – Councillors Jim Campbell, Doggart and Smith.)

## **Decision**

To approve the motion by Councillor Mary Campbell.

## **3. Minute**

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### **Decision**

To approve the minute of the Education, Children and Families Committee of 5 March 2019 as a correct record.

## **4. Rolling Actions Log**

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The Rolling Actions Log for May 2019 was presented.

### **Decision**

- 1) To close the following actions:
  - Action 3 – Support to Children and Young People with Disabilities: Annual Progress Report
  - Action 4 - Child Poverty - Equity Framework
  - Action 12 - Additional Support for Learning and Special Schools – Inclusion and Engagement of Children, Young People and Families
  - Action 14(1) - Appointments to Sub-Committees on Standards for Children and Families – Wester Hailes Working Group
  - Action 15 - Play Schemes for Children with Disabilities Progress Report
  - Action 18 - Motion by Councillor Jim Campbell – School Recruitment
  - Action 26 - Child Poverty Action Unit
  - Item 31 - Revenue Monitoring 2018/19 – Month Five Position
  - Item 32 - The Growing City, School Roll Projections and Future Accommodation Requirements
  - Item 36(2) - Early Years 1140 Expansion: Progress and Risk Update
- 2) To update the rolling actions log to reflect decisions taken at this meeting.

- 3) To otherwise note the remaining outstanding actions  
(Reference – Rolling Actions Log – 21 May 2019, submitted).

## 5. Business Bulletin

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The Business Bulletin for May 2019 was presented.

### Decision

To note the Business Bulletin.

(Reference – Business Bulletin, submitted).

## 6. What Kind of Edinburgh? – Outcomes and Next Steps

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The report by the Executive Director for Communities was intended to accompany the presentation of the children and young people's magazine *'What kind of Edinburgh? Children and young people across Edinburgh influencing the city's services'* (see appendix 1 of the report). It set out the core messages from participants in the programme and invited Committee members to respond to these. The report also explored potential ways forward regarding children and young people's participation across the city.

### Motion

- 1) To congratulate the children and young people on their contribution.
  - 2) To note the significance and value of this work and consider how Edinburgh as a city might respond to the six key messages from children and young people (set out in paragraph 4.3 of the report).
  - 3) To endorse the approach taken with What Kind of Edinburgh? as a model of good practice to be developed and adapted for engaging with children and young people in shaping policy.
  - 4) To request regular updates on work to raise the voice and influence of young people, and progress made in relation to the issues they highlighted.
  - 5) 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) could work together in a more consistent and coherent way.
- moved by Councillor Perry, seconded by Councillor Dickie

## **Amendment**

To amend decision 5 to read:

- 5) 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) could 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.

To add an additional recommendation:

- 6) To ensure Council staff and Councillors received a digital copy of What Kind of Edinburgh?

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

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

## **Decision**

- 1) To congratulate the children and young people on their contribution.
- 2) To note the significance and value of this work and consider how Edinburgh as a city might respond to the six key messages from children and young people (set out in paragraph 4.3 of the report).
- 3) To endorse the approach taken with What Kind of Edinburgh? as a model of good practice to be developed and adapted for engaging with children and young people in shaping policy.
- 4) To request regular updates on work to raise the voice and influence of young people, and progress made in relation to the issues they highlighted.
- 5) 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) could 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.
- 6) To ensure Council staff and Councillors received a digital copy of What Kind of Edinburgh?

(References – Education, Children and Families Committee 5 March 2019 (item 14); report by the Executive Director for Communities and Families, submitted).

## 7. Future Statutory Consultation Requirements

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The Committee had previously considered a report on “The Growing City, School Roll Projections and Future Accommodation Requirements” which included a list of the future education capital projects which required to be progressed as a result of rising school rolls or due to inclusion as infrastructure requirements in the Local Development Plan Action Programme.

A summary was provided of the statutory consultations that would be required for some of these projects to be progressed. The draft statutory consultation papers would be submitted to Committee for consideration.

### **Motion**

- 1) To note the report and approve that draft statutory consultation papers were brought forward to future Committee meetings for consideration before publication.
- 2) To approve that the use of the new pupil generation from new housing rates included in appendix 1 of the report would be used for the school roll projections contained in the statutory consultation papers.
  - moved by Councillor Perry, seconded by Councillor Dickie.

### **Amendment**

To amend decision 1 to read:

- 1) To note the contents of the report by the Executive Director for Communities and Families and approve that draft statutory consultation papers were brought forward to future Committee meetings, after informal consultation with affected communities, for consideration before publication.
  - moved by Councillor Mary Campbell, seconded by Councillor Corbett.

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

### **Decision**

- 1) To note the contents of the report by the Executive Director for Communities and Families and approve that draft statutory consultation papers were brought forward to future Committee meetings, after informal consultation with affected communities, for consideration before publication.
- 2) To approve that the use of the new pupil generation from new housing rates included in appendix 1 of the report would be used for the school roll projections contained in the statutory consultation papers.

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



## Declaration of Interest

Councillor Young declared a non-financial interest in the above item, as a parent of a child attending one of the affected schools.

## 8. Schools Grounds Update

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Play Services Ireland were appointed to undertake inspections of all Communities and Families schools, Early Years and Community Centre grounds. The inspections were conducted in December 2018 and Play Services Ireland had provided reports in batches since February 2019.

The process of working through the inspection reports provided by Play Services Ireland was ongoing, however, key findings and recommendations were that there were significant savings to be made by having the Council's inhouse Workshops team undertake the repair work and the installation of new equipment and that access to inspection services must be improved to ensure the return of quality reports.

### Decision

- 1) To approve that two additional staff be recruited to the Council's Workshops to allow a saving of at least £270,000 to be realised and assist in the maintenance of school grounds and the manufacture of play installations for Early Years settings.
- 2) To note that these positions would be funded from capital projects including the Early Years Scottish Government grant allocation.
- 3) To note the ongoing work to improve the access the Council had to a range of inspection services with a view to establishing a more comprehensive framework by March 2020.
- 4) To note the intention to tender for inspection services in May to allow inspections of all Communities and Families establishments grounds to be undertaken in September/October 2019.

(References – Education, Children and Families Committee 9 October 2018 (item 8); report by the Executive Director for Communities and Families submitted).

## 9. Assisted Travel Policy and Guidelines: Home to School

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Parents/ carers had a responsibility to ensure that their child/young person attended school, including providing their required travel arrangements. The City of Edinburgh Council might, however, provide travel assistance if the child/young person met the distance criteria or had additional support needs that prevented them from travelling accompanied as necessary.

Details were provided of the Edinburgh Children's Partnership aims, which were to ensure that children and young people's attendance, engagement and achievement would be improved.

Other measures included the Council's provision of a wide range of assisted transport across Edinburgh and the revision of existing Home to School Policy.

### **Decision**

- 1) To note the existing Home to School Policy and Guidelines (Appendix 1 of the report by the Executive Director for Communities and Families) was first drafted in 1989 and last reviewed in 2011.
- 2) To approve the proposed Assisted Travel Policy and Guidelines on the basis that they reflected the aims of the 2017/20 Edinburgh Children's Services Plan and took into account the changes to legislative framework that governed the delivery of Education and Social Work Services, including the Social Care (Self-Directed Support) (Scotland) Act 2013.
- 3) To note that the revised Assisted Travel Policy and Guidelines (Appendices 2 and 3 of the report) would help to improve quality of information, reduce duplication, improve service delivery, and increase efficiency.

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

## **10. Primary and Secondary Schools Let Update**

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Business Support for supporting community access to primary and special school through school lets had faced several challenges in the last twelve months. These included staff turnover and workforce development and training, implementation of 32 hours a year free access of community time in schools and the CEC Asset Management Programme.

The report by the Executive Director for Communities and Families detailed the progress made in dealing with these challenges and highlighted new ones that were expected to emerge in the future.

### **Decision**

- 1) To note the actions taken to improve the management and customer service experience.
- 2) To note the work done to manage the impact of the Asset Management Works Programme.
- 3) To request that an update report was brought to the next committee when the activity during the summer would be known and able to be compared with 2018/19.
- 4) To request a further report in October 2019 on the numbers of lets applied and any issues for organisations not getting lets.

- 5) To agree that the update report be brought back to the Committee in October 2019.

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

## **11. Improving Attainment – Care Experienced Children and Young People Fund**

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Educational outcomes for Care Experienced Children and Young People were generally poorer than the outcomes for non-Care Experienced Children. This was the case in Edinburgh, Scotland and the UK. The Scottish Government released additional Scottish Attainment Challenge funds in the 2018-19 session to help all local authorities achieve improvements and the report by the Executive Director for Communities and Families detailed the work that had been identified in Edinburgh to address the gap in educational attendance and, in particular, attainment.

### **Decision**

- 1) To note the work being taken forward to improve learning outcomes for Care Experienced Young People supported by the Fund.
- 2) 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 would impact on Fund spend next year and beyond.
- 3) To agree that the Corporate Parenting Member Office Group would continue to oversee attainment and other learning outcomes of Care Experience Young People and report to this committee as necessary.
- 4) To provide clarification on how much was spent from the Young People Fund on a personalised approach for care experienced young people.

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

## **12. Choose Youth Work**

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The Committee was informed of the process of the third and final year of the Choose Youth Work programme and the outcome in terms of awards granted to the organisations listed in Appendix 1 of the report by the Executive Director for Communities and Families, for the citywide and North East, South East and South West localities' programmes for 2019-20. The awards in North West would be reported at a later date.

## **Decision**

- 1) To note the awards in Appendix 1 of the report.
- 2) To note that a further report detailing awards in North West locality would be reported to Committee at a later date.
- 3) To thank the young people for their work and support to help make Choose Youth Work happen.

(References – Education, Children and Families Committee 13 December 2016 (item 9); report by the Executive Director for Communities and Families, submitted).

## **13. Senior Phase Attainment 2017-18**

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A summary was provided of the key outcomes in relation to attainment/improvements in performance in the City of Edinburgh Council (CEC) secondary schools for the Senior Phase (S4 to S6) in the academic session 2017-18.

The report focused on the attainment of school leavers for session 2017-18.

### **Decision**

- 1) To note the progress and areas for improvement in educational attainment in the Senior Phase in City of Edinburgh secondary schools.
- 2) To agree to receive further annual reports on attainment/improvements in performance in the Senior Phase.
- 3) To note the continued hard work of pupils, staff and parents to support the successful delivery of national qualifications in session 2017-18.

(References - Education, Children and Families Committee 9 October 2018 (item 12); report by the Executive Director for Communities and Families, submitted.)

## **14. Response to Incident Survey**

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An update was provided following the deputation to December Committee by EIS, "to consider the findings in the survey and report back to the next Committee on proposed changes and improvements which can be made."

### **Motion**

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

- moved by Councillor Perry, seconded by Councillor Dickie.

## Amendment

To add an additional recommendation:

- 2) To ensure that any future report included details on:
  - Quality assurance to ensure that incidents were reported correctly and consistently.
  - Actions that were taken when incidents are being reported.
  - Work with the Unions to ensure there were no gaps in the reporting data.
  - Actions that were being taken to support teachers and PSAs who experienced a violent incident.
- moved by Councillor Mary Campbell, seconded by Councillor Corbett.

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

## Decision

- 1) To note the update following the deputation to December Committee by the Educational Institute of Scotland (EIS).
- 2) To ensure that any future report included details on:
  - Quality assurance to ensure that incidents were reported correctly and consistently.
  - Actions that were taken when incidents are being reported.
  - Work with the Unions to ensure there were no gaps in the reporting data.
  - Actions that were being taken to support teachers and PSAs who experienced a violent incident.

(References – Education, Children and Families Committee 11 December 2018 (item 4); report by the Executive Director for Communities and Families, submitted).

## 15. Edinburgh Learns – Equity – Actions to Improve Outcomes for Children in Poverty

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A summary was provided of the work of the Quality Improvement Team, primary and secondary schools (including those in the Scottish Attainment Challenge Schools Programme) to support and improve equity in learning and attainment. This included additional staffing, resources, programmes and interventions funded by Pupil Equity Funding.

Details were provided of The Edinburgh Learns: Equity framework (appendix 1 of the report), which was a key strand of the City of Edinburgh's Raising Attainment strategy and areas for further improvement.

## **Decision**

- 1) To note the areas of improvement in equity in Edinburgh schools.
- 2) To note the wide range of strategies and resources that were deployed to raise attainment, support equity and achieve excellence in schools and with partners.
- 3) To agree to receive further annual reports on Edinburgh Learns: Equity.
- 4) To note the continued hard work of pupils, staff, partners, communities and families to support the successful delivery of National Improvement Framework priorities 1 and 2 (see Appendix 2 of the report).

(References – Education, Children and Families Committee 9 October 2018 (item 11); report by the Executive Director for Communities and Families, submitted).

## **16. Edinburgh Learns – Framework for Digital Learning**

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As part of the Edinburgh Learns suite of guidance, the report detailed how attainment would be raised across the city's schools through improved teaching and learning, using digital technologies. It specified the actions required at all levels to consistently and sustainably provide digital access and emphasised the need for close partnership working and the requirement to ensure equity of access.

### **Decision**

- 1) To approve the Edinburgh Learns Framework for Digital Learning, to develop and extend digital learning across the City.
- 2) To note the need for partnership working.
- 3) To note the adherence to commitment on improving equity.
- 4) To request a report in December 2019 which detailed 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.

(References – Education, Children and Families Committee 19 May 2015 (item 21); report by the Executive Director for Communities and Families, submitted).

## **17. Edinburgh Learns – Health and Wellbeing**

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A summary was provided of some of the main approaches to developing health and wellbeing across schools in Edinburgh as part of Edinburgh Learns, the strategy to raise attainment for all. While mental health and wellbeing remained the most important area for support, the strategic group had also focused on the full range of wellbeing indicators and provided information on the actions and progress for these.

## **Decision**

- 1) To note the progress and areas for improvement in Health and Wellbeing in City of Edinburgh schools.
- 2) To agree to receive further annual reports on Health and Wellbeing in Edinburgh Schools.
- 3) To note the continued hard work of teams across departments within City of Edinburgh, the staff in schools and partners to support the health and wellbeing of our children and young people.

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

## **18. Supporting Children and Young People’s Mental Health and Wellbeing in School**

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

An update was provided which followed the recommendations made in March and October 2018 with regard to supporting children and young peoples’ mental health and wellbeing in schools and provided an overview of the ongoing work. This included the details of the latest consultation with respect to providing better support for young peoples’ mental health and wellbeing as well as exploring identification and access to people who could support them at point of need.

### **Decision**

To note the report.

(References – Education, Children and Families Committees of 6 March 2018 (item 19) and 9 October 2018 (item 14); report by the Executive Director for Communities and Families, submitted).

## **19. Appointments to Sub-Committees on Standards for Children and Families, Consultative Committee with Parents and Working Groups 2019/2020**

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The Committee was required to annually re-appoint the membership of its Sub-Committee on Standards for Children and Families, Consultative Committee with Parents and Working Groups. The proposed membership structures and remits of each were detailed in appendices 1 to 6 of the report by the Chief Executive.

### **Decision**

- 1) To approve the membership of Sub-Committee on Standards for Children and Families as detailed in Appendix 1 of the report.

- 2) To appoint Councillor Perry as Convener of the Sub-Committee on Standards for Children and Families, Councillor Griffiths to the Labour vacancy and Rabbi Rose as the religious representative.
- 3) To approve the membership of the Consultative Committee with Parents as detailed in Appendix 2 of the report, subject to agreeing that the parental representative on the Education, Children and Families Committee should also be a standing member on the Consultative Committee.
- 4) To appoint Councillor Perry as Convener of the Consultative Committee with Parents.
- 5) To appoint the membership of the Working Groups for 2019/20 as set out in the Appendixes 3 to 6 of the report.

(References – Act of Council No 8 of 28 June 2018; report by the Chief Executive, submitted).



# Minutes

## Education, Children and Families Committee

**9.00am, Monday 17 June 2019**

**Present:**

Councillors Perry (Convener), Dickie (Vice-Convener), Bird, Cameron (substituting for Councillor Griffiths), Mary Campbell, Corbett, Howie (substituting for Councillor Key), Mowat (substituting for Councillor Rust), Laidlaw and Young.

**Religious Representatives**

Fiona Beveridge, Monsignor Anthony Duffy and Rabbi Rose.

### **1. 2020/23 Communities and Families Grants to Third Parties Programme**

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The Committee had previously agreed to implement a three-year main grant programme (2016-2019) and an annual small grants programme.

In May 2018, the Committee agreed to extend the grants within the 2016-19 main grants programme and the 2017-19 Youth Work Grants Programme to March 2020.

**Motion**

- 1) To note the work undertaken to engage with voluntary sector partners as described in paragraphs 4.5 to 4.7 of the report by the Executive Director for Communities and Families.
- 2) To approve the five funding priorities as listed in paragraph 4.4 of the report, for the 2020-23 Communities and Families Grant Programme.
- 3) To approve the funding priority budget ranges, minimum and maximum award levels as proposed in paragraph 4.8 of the report.
- 4) To agree to run the 2020-23 Communities and Families Main Grant Programme as outlined in paragraphs 4.10 to 4.12 of the report.
- 5) To agree to award current Main Grant and Youth Work Grant holders a three-month extension of award as described in paragraph 4.13 of the report.
- 6) To agree to run an annual Small Grant Programme as outlined in paragraphs 4.15 and 4.16 of the report.
- 7) To acknowledge in paragraph 4.1 of the report that the “annual budget available for 2020/21 would need to be considered as part of the Council's wider budget process which would be confirmed in early 2020”. However, in order to proceed

with the grant awards, to agree in principle to maintain the present level of funding for the three years of the grants programme and to request that this was reflected in the Council budgets for 2020 and 2021.

- moved by Councillor Perry, seconded by Councillor Dickie

### **Amendment 1**

- 1) To add to the end of recommendation 1.1.2 of the report – “and recognises that further work will be done on the Current Position, Assessment Criteria and Measures of Success, and the changes will be reported back to Committee in one cycle taking account of the issues identified in the letter from Edinburgh Voluntary Organisations Council on equalities, overall budget, small grants fund, funding priority information sheets and the incorporation of localities and city wide perspectives into decision making processes.”
- 2) To add new recommendation 1.1.7 – “Agrees that the next large grants process will take on board recommendations for improvements from the voluntary sector and will be run using co-production principles.”

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

### **Amendment 2**

To agree the recommendations in the report and include in the report back to Committee in March 2020 on award recommendations, details of what support and infrastructure would be in place for those organisations and users who had been unsuccessful in obtaining grant funding and also for those service users impacted by this.

- moved by Councillor Young, seconded by Councillor Laidlaw.

In accordance with Standing Order 21(11), amendments 1 and 2 were accepted as addendums to the motion.

### **Decision**

To approve the following adjusted motion by Councillor Perry:

- 1) To note the work undertaken to engage with voluntary sector partners as described in paragraphs 4.5 to 4.7 of the report by the Executive Director for Communities and Families.
- 2) To approve the five funding priorities as listed in paragraph 4.4 of the report, for the 2020-23 Communities and Families Grant Programme and recognise that further work would be done on the Current Position, Assessment Criteria and Measures of Success, and the changes would be reported back to Committee in one cycle taking account of the issues identified in the letter from Edinburgh Voluntary Organisations Council on equalities, overall budget, small grants fund, funding priority information sheets and the incorporation of localities and city wide perspectives into decision making processes.
- 3) To approve the funding priority budget ranges, minimum and maximum award levels as proposed in paragraph 4.8 of the report.

- 4) To agree to run the 2020-23 Communities and Families Main Grant Programme as outlined in paragraphs 4.10 to 4.12 of the report.
- 5) To agree to award current Main Grant and Youth Work Grant holders a three-month extension of award as described in paragraph 4.13 of the report.
- 6) To agree to run an annual Small Grant Programme as outlined in paragraphs 4.15 and 4.16 of the report.
- 7) To acknowledge in paragraph 4.1 of the report that the “annual budget available for 2020/21 will need to be considered as part of the Council’s wider budget process which will be confirmed in early 2020”. However, in order to proceed with the grant awards the Committee agreed in principle to maintain the present level of funding for the three years of the grants programme and to request that this was reflected in the Council budgets for 2020 and 2021.
- 8) To agree that the next large grants process would take on board recommendations for improvements from the voluntary sector and would be run using co-production principles.”
- 9) To agree to include in the report back to Committee in March 2020 on award recommendations, details of what support and infrastructure would be in place for those organisations and users who had been unsuccessful in obtaining grant funding and also for those service users impacted by this.

(References – Education, Children and Families Committee of 22 May 2018 (item 22), 13 December 2016 (item 9), 11 October 2016 (item 7), 11 February 2016 (item 1) and 19 May 2015 (item 20); report by the Executive Director for Communities and Families submitted).

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# Rolling Actions Log

## Education, Children and Families Committee

16 August 2019

| No | Date     | Report Title                                           | Action                                                                                                                                                                                                                                                                                                                                                                                                         | Action Owner                                    | Expected completion date | Actual completion date | Comments                                                                   |
|----|----------|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|--------------------------|------------------------|----------------------------------------------------------------------------|
| 1  | 13-12-16 | <a href="#">Breakfast Club Development Fund Update</a> | To call for a progress report within 2 cycles of the end of 2017/18, which would include a financial report based on Appendix 2, and report against the agreed measures of success, namely an increase in the number of children from low income and vulnerable families accessing breakfast club provision at no cost, and an increase in the number of school which support children in SIMD categories 1-4. | Executive Director for Communities and Families | May 2019                 | May 2019               | Update in Business Bulletin in May 2019<br><b>Recommended for closure.</b> |

| No | Date     | Report Title                                                                                          | Action                                                                                                                                                                  | Action Owner                                                                   | Expected completion date | Actual completion date | Comments                                                                                                                            |
|----|----------|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|--------------------------|------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| 2  | 07-03-17 | <a href="#">Communities and Families Policy and Guidance on Sponsorship</a>                           | To review the policy in March 2018.                                                                                                                                     | Executive Director for Communities and Families                                | T.B.C.                   |                        |                                                                                                                                     |
| 3  | 10-10-17 | <a href="#">Lifelong Learning Service Officers</a>                                                    | To agree to receive a further report on the impact of staffing changes, including the total number of activity hours offered at each community centre, within 3 months. | Executive Director for Communities and Families<br>Executive Director of Place | T.B.C.                   |                        | This will be reported on jointly by Locality Managers (Place) and the Strategic Manager, CLD & Libraries (Communities and Families) |
| 4  | 12-12-17 | <a href="#">Transfer of the Management of Secondary School Sports Facilities to Edinburgh Leisure</a> | To request a report on the transfer of management of sport facilities at the remaining Council owned and managed secondary schools.                                     | Executive Director for Communities and Families                                | December 2019            |                        | Decision relating to Action 30 below will also be included in this report.                                                          |

| No | Date     | Report Title                                | Action                                                                                                                                                                                                                                                                                     | Action Owner                                    | Expected completion date          | Actual completion date | Comments                                        |
|----|----------|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-----------------------------------|------------------------|-------------------------------------------------|
| 5  | 12-12-17 | <a href="#">Open Library</a>                | That an update report be submitted to Committee in six months.                                                                                                                                                                                                                             | Executive Director for Communities and Families | December 2018<br><br>October 2019 | December 2018          | Update in the Business Bulletin in October 2019 |
| 6  | 06-03-18 | <a href="#">Digital Learning in Schools</a> | <p>1. To request an update within nine months on the progress of implementation of each of the key strategic actions contained within the Framework.</p> <p>2. To request an update within nine months on the progress as detailed in the scoping document (Appendix 2 of the report).</p> | Executive Director for Communities and Families | December 2018                     | December 2018          | <b>Recommended for closure</b>                  |
|    |          |                                             | 3. To agree that an update report be submitted to the next meeting of the Committee on 22 May 2018 on progress with desktops.                                                                                                                                                              | Executive Director for Communities and Families | May 2019                          |                        |                                                 |

| No | Date     | Report Title                                                                                        | Action                                                                                                                                                                                                                                                                                            | Action Owner                                    | Expected completion date | Actual completion date | Comments                        |
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| 7  | 06-03-18 | <a href="#"><u>Raising Attainment – Framework for Learning</u></a>                                  | To request reports from the above groups on an annual basis. The reports should look to measure the impact of the working group's activities.                                                                                                                                                     | Executive Director for Communities and Families | August 2019              |                        |                                 |
| 8  | 06-03-18 | <a href="#"><u>Supporting Children and Young People's Mental Health and Wellbeing in School</u></a> | To agree to receive a further report in March 2019.                                                                                                                                                                                                                                               | Executive Director for Communities and Families | May 2019                 | May 2019               | <b>Recommended for Closure.</b> |
| 9  | 06-03-18 | <a href="#"><u>Anti-Bullying</u></a>                                                                | <p>1) To ask for a subsequent report in six months once the current policy and procedures had been reviewed.</p> <p>2) To ask for the subsequent report to highlight resources available for schools that helped with specific forms of bullying, for example ENABLE Scotland's Be The Change</p> | Executive Director for Communities and Families | October 2019             |                        |                                 |



| No | Date     | Report Title                                                                                                             | Action                                                                                                  | Action Owner                                    | Expected completion date | Actual completion date | Comments                                                                                                                                                                                       |
|----|----------|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------------------------------|--------------------------|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    |          |                                                                                                                          | Campaign, which provided resources to help tackle bullying of children with a learning disability.      |                                                 |                          |                        |                                                                                                                                                                                                |
| 10 | 22-05-18 | <a href="#">Educational Attainment in Primary and Secondary Schools 2017</a>                                             | To agree to receive further annual reports on attainment/improvements in performance.                   | Executive Director for Communities and Families | May 2019                 | May 2019               | <b>Recommended for Closure</b>                                                                                                                                                                 |
| 11 | 14-08-18 | <a href="#">Appointments to Sub-Committees on Standards for Children and Families, CCWP and Working Groups 2018/2019</a> | To submit a progress review and update to the Education, Children and Families Committee in six months. | Executive Director for Communities and Families | October 2019             |                        | The Working Group has met on four occasions with the next meeting scheduled for 12 June 2019. An update report on the progress of the Group will be prepared for the Committee in August 2019. |

| No | Date     | Report Title                                                                          | Action                                                                                                                                                                                | Action Owner                                    | Expected completion date | Actual completion date | Comments                        |
|----|----------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|--------------------------|------------------------|---------------------------------|
| 12 | 14-08-18 | <a href="#">Sport and Outdoor Learning</a>                                            | 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 | October 2019             |                        |                                 |
| 13 | 14-08-18 | <a href="#">Edinburgh Community Learning and Development Partnership Plan 2018-21</a> | 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 | October 2019             |                        |                                 |
| 14 | 09-10-18 | <a href="#">Year of Young People 2018</a>                                             | To agree to receive a further report in March 2019, updating the Committee on young people's views, feedback and suggestions, including progress with implementing a public campaign. | Executive Director for Communities and Families | May 2019                 | May 2019               | <b>Recommended for closure.</b> |

| No | Date     | Report Title                                                               | Action                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Action Owner                    | Expected completion date | Actual completion date | Comments |
|----|----------|----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|--------------------------|------------------------|----------|
| 15 | 09-10-18 | <a href="#">Towerbank Primary School – On-Site Cooking of School Meals</a> | <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 the servery via the playground.</p> <p>(c)- Further exploration into the</p> | Executive Director of Resources | October 2019             |                        |          |

| No | Date | Report Title | Action                                                                                                                                                                                                                                                                                     | Action Owner                    | Expected completion date | Actual completion date | Comments                                                                        |
|----|------|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|--------------------------|------------------------|---------------------------------------------------------------------------------|
|    |      |              | <p>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> |                                 |                          |                        |                                                                                 |
|    |      |              | <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</p>                                                                                                | Executive Director of Resources |                          |                        | Political Groups have been contacted to nominate members for the Working Group. |

| No | Date     | Report Title                                                   | Action                                                                                                                                                                                                                                                                                                                                                                                                                          | Action Owner                                    | Expected completion date | Actual completion date | Comments                        |
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|    |          |                                                                | <p>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> <p>3. A report covering the options explored by the Working Group should be presented to Committee when the work is complete.</p> |                                                 |                          |                        |                                 |
| 16 | 09-10-18 | <a href="#">Schools and Early Years Playground Development</a> | <p>1. To note the intention to report to Committee in March 2019 setting out the progress made in</p>                                                                                                                                                                                                                                                                                                                           | Executive Director for Communities and Families | May 2019                 | May 2019               | <b>Recommended for closure.</b> |

| No | Date     | Report Title                                      | Action                                                                                                                                                                                                                  | Action Owner                                    | Expected completion date | Actual completion date | Comments |
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|    |          |                                                   | <p>undertaking the inspections outlined in 1.1.2 and advise the findings of these inspections.</p> <p>2. To note the intention to provide an update on a review of school ground accident monitoring in March 2019.</p> |                                                 |                          |                        |          |
| 17 | 09-10-18 | <a href="#">Lifelong Learning Plan</a>            | To agree to receive an annual progress update report.                                                                                                                                                                   | Executive Director for Communities and Families | October 2019             |                        |          |
| 18 | 09-10-18 | <a href="#">Arts and Creative Learning Update</a> | To agree to receive a further report in October 2019.                                                                                                                                                                   | Executive Director for Communities and Families | October 2019             |                        |          |

| No | Date                             | Report Title                                                                                                        | Action                                                                                                                                                                                                                        | Action Owner                                    | Expected completion date | Actual completion date | Comments |
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| 19 | 09-10-18                         | <a href="#"><u>Raising Attainment: Frameworks for Learning: Teaching and Learning</u></a>                           | To ensure impact of this framework by requesting an annual update on the quality of Teaching and Learning.                                                                                                                    | Executive Director for Communities and Families | October 2019             |                        |          |
| 20 | 09-10-18                         | <a href="#"><u>Educational Attainment in the Broad General Education for Primary and Secondary Schools 2018</u></a> | To agree to receive further annual reports on attainment/improvements in performance.                                                                                                                                         | Executive Director for Communities and Families | October 2019             |                        |          |
| 21 | 09-10-18<br><b>B Agenda Item</b> | <b>Delivery of the New Boroughmuir High School – Post Project Review</b>                                            | To request that a follow-up report is submitted to the Education, Children and Families Committee in May 2019 so that progress on implementing all the recommendations included in the Post Project Review can be considered. | Executive Director for Communities and Families | tbc                      |                        |          |

| No | Date     | Report Title                                                                                  | Action                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Action Owner                                                                                                  | Expected completion date                | Actual completion date | Comments |
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| 22 | 11-12-18 | <a href="#"><u>Petition for Consideration - Edinburgh Central Library vs Virgin Hotel</u></a> | <p>1) Require a detailed report on Edinburgh Central Library as a flagship cultural project of national/international significance commensurate with existing professional advice to the Council and the Council's own reports*.</p> <p>2) To request that the annual report on the Lifelong Learning Plan scheduled for October 2019, includes within it, options for the Central Library, drawing on past and current studies and feasibility exercises and a clear vision for</p> | <p>Executive Director for Communities and Families</p> <p>Executive Director for Communities and Families</p> | <p>October 2019</p> <p>October 2019</p> |                        |          |



| No | Date     | Report Title                                    | Action                                                                                                                                                                                                                                                                                                                                                                         | Action Owner                    | Expected completion date | Actual completion date | Comments |
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|    |          |                                                 | its role in the city's cultural landscape.                                                                                                                                                                                                                                                                                                                                     |                                 |                          |                        |          |
| 23 | 11-12-18 | <a href="#">Energy in Schools Annual Report</a> | <p>1) To note that an annual progress report will be submitted to Committee in 2019 on Energy in Schools.</p> <p>2) To note the urgency of meeting statutory 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> | Executive Director of Resources | December 2019            |                        |          |

| No | Date     | Report Title                                                                                                                   | Action                                                                                                                                                                                                                                                                                     | Action Owner                                    | Expected completion date | Actual completion date | Comments                                                                       |
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| 24 | 11-12-18 | <a href="#"><u>Community Access to Secondary School Sport Facilities – Impact of Introduction of Non-Core Hour Charges</u></a> | To request that officers work in partnership with clubs to create a strategy which supports the wider inclusion agenda which would enable access to Council facilities without additional charges being imposed and return with a report in two cycles outlining how this will be managed. | Executive Director for Communities and Families | TBC                      |                        | <b>This action will be included in the report requested at Action 4 above.</b> |
| 25 | 11-12-18 | <a href="#"><u>Update on South East Improvement Collaborative</u></a>                                                          | Request a further annual update.                                                                                                                                                                                                                                                           | Executive Director for Communities and Families | December 2019            |                        |                                                                                |
| 26 | 11-12-18 | <a href="#"><u>Edinburgh Learns: Learning Together Framework for Parental Engagement and Involvement</u></a>                   | Ensure impact of Edinburgh Learns Framework: Learning Together by requesting an annual update report from the Edinburgh Learns Strategic Group for 'Learning Together'.                                                                                                                    | Executive Director for Communities and Families | December 2019            |                        |                                                                                |

| No | Date     | Report Title                                                         | Action                                                                                                                                                                                              | Action Owner                                    | Expected completion date | Actual completion date | Comments                        |
|----|----------|----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|--------------------------|------------------------|---------------------------------|
| 27 | 11-12-18 | <a href="#">Primary and Special Schools Letting Update</a>           | 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 | October 2019             |                        |                                 |
| 28 | 11-12-18 | <a href="#">Early Years 1140 Expansion: Progress and Risk Update</a> | Request an Admissions and Appeals update report in December 2019.                                                                                                                                   | Executive Director for Communities and Families | December 2019            |                        |                                 |
| 29 | 11-12-18 | <a href="#">Care Inspectorate Assessment of Children's Services</a>  | Request a further update once the final inspections findings have been published.                                                                                                                   | Executive Director for Communities and Families | August 2019              |                        |                                 |
| 30 | 11-12-18 | <b>Violence at Work Survey – Motion by Councillor Young</b>          | Instructs officers to consider the findings in the survey and report back to the next Committee on proposed changes and improvements which can be made.                                             | Executive Director for Communities and Families | May 2019                 | May 2019               | <b>Recommended for closure.</b> |

| No | Date     | Report Title                                                                                  | Action                                                                                                                                                                                                                 | Action Owner                                    | Expected completion date | Actual completion date | Comments                                             |
|----|----------|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|--------------------------|------------------------|------------------------------------------------------|
| 31 | 05-03-19 | <a href="#">Carers (Scotland) Act 2016 - Update</a>                                           | The Executive Director for Communities and Families to provide a progress report in six months' time.                                                                                                                  | Executive Director for Communities and Families | August 2019              |                        | <b>Report on agenda for this meeting (item 7.11)</b> |
| 32 | 05-03-19 | <a href="#">Promoting Children's Rights, Equalities and Inclusion in Schools and Services</a> | Detailed information on attendance figures and part-time timetables to be included in the next report to Committee.                                                                                                    | Executive Director for Communities and Families | October 2019             |                        |                                                      |
| 33 | 05-03-19 | <a href="#">Schooling Options for Children Living in Edinburgh</a>                            | The Executive Director for Communities and Families to submit a report to Committee in two cycles (August 2019) identifying numbers of young people who were unregistered for school and who had never been in school. | Executive Director for Communities and Families | August 2019              |                        | <b>Report on agenda for this meeting (item 7.5)</b>  |

| No | Date     | Report Title                                                                       | Action                                                                                                                                                                                                                                                                                                                                                                 | Action Owner                                    | Expected completion date | Actual completion date | Comments                                                                          |
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| 34 | 05-03-19 | Motion by Councillor Laidlaw - Adjustment of Christmas Holiday 2020/21 School Year | Agrees to consult with head teachers on the proposition that the term ends on Tuesday 22 December and returns Tuesday 5 January and report back to Committee after two cycles.                                                                                                                                                                                         | Executive Director for Communities and Families | August 2019              |                        | <b>An update is included in the Business Bulletin for this meeting (Item 6.1)</b> |
| 35 | 21-05-19 | <a href="#">What Kind of Edinburgh? Outcomes and Next Steps</a>                    | To request a further report on how the various youth engagement activities (i.e. What Kind of Edinburgh, Youth Talk, Young Edinburgh Action and Scottish Youth Parliament, Making a Difference) can work together in a more consistent and coherent way including the possibility of a mechanism that would allow young people to input thoughts to Committee Members. | Executive Director for Communities and Families | October 2019             |                        |                                                                                   |

| No | Date     | Report Title                                               | Action                                                                                                                                                                                                                                                                                                     | Action Owner                                                                                                  | Expected completion date                | Actual completion date | Comments |
|----|----------|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-----------------------------------------|------------------------|----------|
| 36 | 21-05-19 | <a href="#">Future Statutory Consultation Requirements</a> | 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                                 |                        |          |
| 37 | 21-05-19 | <a href="#">Primary and Special School Lets Update</a>     | <p>1) To request that an update report is brought to the next committee when the activity during the summer will be known and able to be compared with 2018/19</p> <p>2) To request a further report in October 2019 on the numbers of lets applied and any issues for organisations not getting lets.</p> | <p>Executive Director for Communities and Families</p> <p>Executive Director for Communities and Families</p> | <p>October 2019</p> <p>October 2019</p> |                        |          |

| No | Date     | Report Title                                                                           | Action                                                                                                                                                                                                                                                                    | Action Owner                                    | Expected completion date | Actual completion date | Comments |
|----|----------|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|--------------------------|------------------------|----------|
| 38 | 21-05-19 | <a href="#">Improving Attainment – Care Experienced Children and Young People Fund</a> | 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               |                        |          |
| 39 | 21-05-19 | <a href="#">Choose Youth Work</a>                                                      | 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               |                        |          |
| 40 | 21-05-19 | <a href="#">Senior Phase Attainment, 2017-18</a>                                       | To agree to receive further annual reports on attainment/improvements in performance in the Senior Phase.                                                                                                                                                                 | Executive Director for Communities and Families | Ongoing                  |                        |          |

| No | Date     | Report Title                                | Action                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Action Owner                                    | Expected completion date | Actual completion date | Comments |
|----|----------|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|--------------------------|------------------------|----------|
| 41 | 21-05-19 | <a href="#">Response to Incident Survey</a> | <p>Ensure that any future report includes details on:</p> <ul style="list-style-type: none"> <li>• Quality assurance to ensure that incidents are reported correctly and consistently.</li> <li>• Actions that are taken when incidents are being reported.</li> <li>• Work with the Unions to ensure there are no gaps in the reporting data.</li> <li>• Actions that are being taken to support teachers and PSAs who experience a violent incident.</li> </ul> | Executive Director for Communities and Families | T.B.C.                   |                        |          |



| No | Date     | Report Title                                                                                   | Action                                                                                                                                                                                                                                                                                                                                                                                          | Action Owner                                    | Expected completion date | Actual completion date | Comments |
|----|----------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|--------------------------|------------------------|----------|
| 42 | 21-05-19 | <a href="#">Edinburgh Learns: Equity – Actions to Improve Outcomes for Children in Poverty</a> | To agree to receive further annual reports on Edinburgh Learns: Equity.                                                                                                                                                                                                                                                                                                                         | Executive Director for Communities and Families | Ongoing                  |                        |          |
| 43 | 21-05-19 | <a href="#">Edinburgh Learns: Framework for Digital Learning</a>                               | 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 wifi access at home. | Executive Director for Communities and Families | December 2019            |                        |          |

| No | Date     | Report Title                                           | Action                                                                                  | Action Owner                                    | Expected completion date | Actual completion date | Comments |
|----|----------|--------------------------------------------------------|-----------------------------------------------------------------------------------------|-------------------------------------------------|--------------------------|------------------------|----------|
| 44 | 21-05-19 | <a href="#">Edinburgh Learns: Health and Wellbeing</a> | To agree to receive further annual reports on Health and Wellbeing in Edinburgh schools | Executive Director for Communities and Families | Ongoing                  |                        |          |



# Business Bulletin

## Education, Children and Families Committee

**10.00am, Friday 16 August 2019**

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

## Education, Children and Families Committee

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

## Recent News

The Paolozzi Prize for Art is an annual award for all S4 to S6 students in the city. Teachers are asked to nominate up to four students per school under the following categories:

- Talent and Creativity
- Overcoming Barriers
- New Directions
- Spirit of Paolozzi

The nominated pupils, 2 guests, their teacher and head teacher are invited to the award ceremony at the National Galleries of Scotland. Judges include a Director at the National Galleries and the Principal of Edinburgh College of Art who attend the ceremony and present the awards, along with the City of Edinburgh Council Directors, Heads of Service and elected members.

The Paolozzi Award for Art is designed to be highly inclusive and attracts nominations from schools across the city, including special schools. At the ceremony, the Commended, Highly Commended and Winner in each category is announced and the young people receive a cash prize. All nominated pupils get a certificate and the judges choose an overall winner each year, also revealed on the night. The previous year's overall winner attends the following year's ceremony and shares what winning meant to them and how it helped them realise a goal or ambition. Overall winners have been selected from all categories, all year groups and a wide range of schools, based on the professional judgement of art experts.

*'The Paolozzi Prize is an inspirational event which showcases young talent in Edinburgh. My student has won overall prize and I couldn't be prouder!'*

Jenny Anderson, teacher, Howdenhall (June 2019)

*'A vital, wonderful evening.'* Stuart Bennett, Acting Principal, Edinburgh College of Art (2019)

Everyone who has attended the Paolozzi Prize ceremony is enthusiastic about the prestige and inclusivity and pupils consistently talk about being proud of themselves and their achievements.

It was fantastic that the **Overall Winner was Faith McKenzie, a 4<sup>th</sup> year pupil at Howdenhall.**

She was delighted!

As were all the category winners, especially Dan Hildersley in the Overcoming Barriers category. In addition to the schools below, we also had nominees from Tynecastle, Currie, Braidburn and Firrhill.

### Talent and Creativity

|                         |               |    |            |
|-------------------------|---------------|----|------------|
| <b>Commended</b>        | Mhairi Dickie | S6 | Drummond   |
| <b>Highly Commended</b> | Amy Odium     | S6 | Portobello |
| <b>Winner</b>           | Bea Lauckner  | S6 | JGHS       |

### Overcoming Barriers

|                         |                |    |          |
|-------------------------|----------------|----|----------|
| <b>Commended</b>        | Mia Mullen     | S6 | Leith    |
| <b>Highly Commended</b> | Ho Ching Yeung | S6 | Liberton |
| <b>Winner</b>           | Dan Hildersley | S6 | Trinity  |

### New Directions

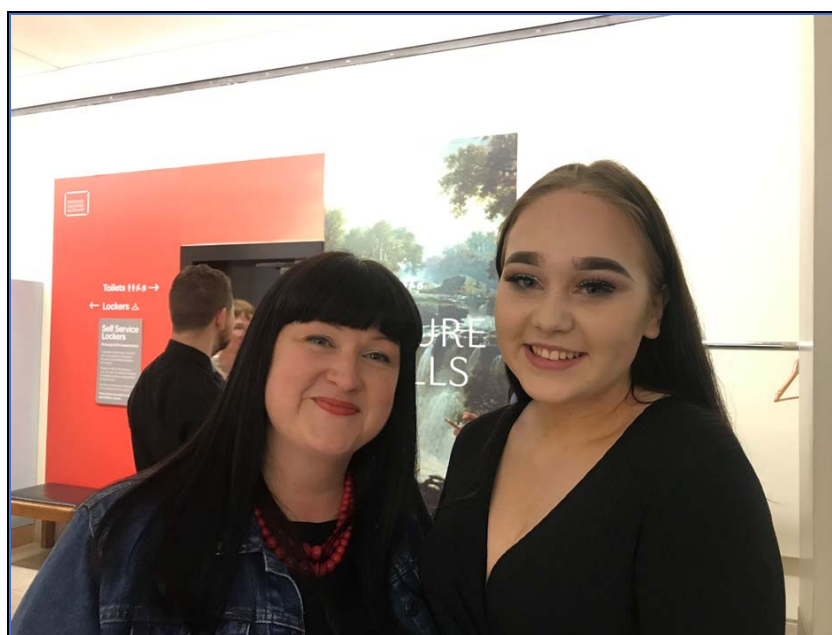
|                         |                 |    |              |
|-------------------------|-----------------|----|--------------|
| <b>Commended</b>        | Alex Husain     | S6 | Castlebrae   |
| <b>Highly Commended</b> | Grace Helfer    | S6 | JGHS         |
| <b>Winner</b>           | Declan Tumblety | S5 | Holy Rood RC |

### Spirit of Paolozzi

|                         |                  |    |              |
|-------------------------|------------------|----|--------------|
| <b>Commended</b>        | Siobhan Bthehill | S6 | Drummond     |
| <b>Highly Commended</b> | Hannah Milne     | S6 | Boroughmuir  |
| <b>Winner</b>           | Cyrpian Przybyla | S6 | Holy Rood RC |

For more information contact: Linda Lees, 0131 469 3065, [linda.lees@edinburgh.gov.uk](mailto:linda.lees@edinburgh.gov.uk)

### Winner Faith McKenzie



Faith's teacher, Jenny Anderson and Faith McKenzie

## Faith McKenzie's winning artwork



## Three Edinburgh Students Win National Reading Award

### First Minister's Reading Challenge Celebrates Pupils' Success



The winners of the First Minister's Reading Challenge 2018-19 have been announced at an event in Glasgow. Nineteen schools, one library and one book club were honoured at the celebration ceremony, where prizes were awarded by Ross MacKenzie, author of *The Elsewhere Emporium* (Floris).

Education, Children and Families Committee – 16 August 2019

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The Minister for Mental Health, Clare Haughey, also joined the celebration event and presented the Reading Inspiration Award. She also toured the showcase, to view the work that schools, community groups and libraries had completed during their journey. 1,195 groups registered for the First Minister's Reading Challenge, a 20% increase in registrations from the previous year.

Three students from Edinburgh were recognised by the First Minister's Reading Challenge: Gus from Echline Primary School; Rebecca from St George's School for Girls and Thomas from Liberton Primary School.

Gus was awarded the Pupil Reading Journey for Primary 5 prize for being a great reading ambassador for his school. Gus was a reluctant reader, but he was encouraged by his teacher and his family to try the *Harry Potter* books and the *Magic Faraway Tree* series. During his reading journey, Gus realised that it was important to pace himself and focus on the enjoyment of reading.

Rebecca impressed the judging panel with her creative response to the Reading Challenge and was awarded the Pupil Reading Journey for Primary 7. As a student with English as a second language, Rebecca was recommended books and supported by her school's librarian. She had never read a book in English until August last year, and has documented her journey in her reading passport with beautifully detailed illustrations. Working on her reading passport has helped Rebecca to develop new friendships, whilst also supporting her English language skills.

Thomas was awarded the Pupil Reading the Most Books for Upper Primary. Through the First Minister's Reading Challenge, Thomas, who is in primary 5, was inspired to read 417 books. He enjoys adventure stories and is also a big reader of comics. Thomas spends a lot of his time writing his own comics, and was inspired to join the Reading Challenge after watching the celebration event last year.

The First Minister's Reading Challenge celebration event took place at the DoubleTree Hilton Hotel in Glasgow on Monday (10 June). Now in its third year, the Challenge encourages children to read for pleasure and develop a life-long love of books. The awards recognise the efforts of schools and pupils to support reading for enjoyment and create a reading culture in their school, home or community. Schools, libraries and community groups who submitted to the Challenge received a party pack, including certificates signed by the First Minister.

The First Minister's Reading Challenge was launched in 2016 for Primaries 4 to 7 and the third year has expanded to include all primary and secondary schools as well as libraries and community groups. Scottish Book Trust, the national charity changing lives through reading and writing, delivered this exciting reading initiative on behalf of the Scottish Government and every school in Scotland was invited to take part.

A full list of the awards can be found below.

**The First Minister said:**

"I'm delighted that over 1100 primary schools, secondary schools, libraries and community groups from every local authority in Scotland participated in the third year of the First Minister's Reading Challenge.

"My warm congratulations to all those who have taken part – the submissions demonstrate that Scotland really is a country of readers, and showcase the hard work of the pupils, teachers and librarians who were involved.



“I launched the reading challenge in 2016 to encourage reading for pleasure, which is key to raising attainment and improving literacy. Even more schools registered for it this year, and it was wonderful to see so many examples of how a shared reading culture can build and improve relationships within a community.”

**Marc Lambert, CEO of Scottish Book Trust, said:**

“Congratulations to all those who took part in the First Minister’s Reading Challenge. Scottish Book Trust was delighted to see so many secondary schools take part in the challenge for the first time. The submissions showcased the fantastic work that schools, libraries and community groups across Scotland have achieved in order to build a reading culture.”

**Anne Purcell, Head Teacher, Echline Primary School said:**

“Reading is a very important aspect of learning at Echline Primary School. We aim to foster a love of reading in all of our children and we are delighted that Gus has won the Pupil Reading Journey P5 award. We hope that this will inspire more children to embark on their own reading journey and we look forward to taking part again next year.”

**Lorna Barr, Lower School Librarian, St George’s School for Girls said:**

“We at St. George’s School for Girls are absolutely thrilled for Rebecca in P7X and her much deserved achievement. The First Minister’s Reading Challenge offers our girls the opportunity to empower themselves through Reading for Pleasure and helps to reinforce independent thinking throughout our many year groups. The reading passports allow them to express themselves as individuals and encourages our pupils to ‘think outside the box’.”

**Paul Ewing, Head Teacher, Liberton Primary School said:**

“We are really delighted that Thomas has won this award. The First Minister’s Reading Challenge has been a key part of our Libby Reads initiative in school and Thomas has been a brilliant example of a child who loves to try all different kinds of books. We are very proud of him.”

## Nurture in Edinburgh, Psychological Services

*“Educating the mind without educating the heart is no education at all.” Aristotle*

### Conference

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



### Training

Nurture forms a crucial part of many of the schools’ plans for development and Psychological Services are delighted to be supporting this vital work. Over 200 members of City of Edinburgh Council school staff completed Psychological Services’ comprehensive nurture practitioner training which allows them to run a nurture group in their school. **The next two-day nurture training dates are 5 and 19 of September 2019, and 5 March and 26 March 2020**, with summer term dates tbc. Training is two full days; two members of staff must attend together since one person cannot run a nurture group alone. Book via the learning and development directory.

### Ongoing Support

We have launched Tea and Talk sessions for nurture practitioners to share and network together. These are run in partnership by Psychological Services and the Additional Support for Learning Service. Next Tea and Talks will be in October and May. For details contact Fran Platt [Fran.Platt@ea.edin.sch.uk](mailto:Fran.Platt@ea.edin.sch.uk) or Nicola Keith [Nicola.Keith@ea.edin.sch.uk](mailto:Nicola.Keith@ea.edin.sch.uk)  
If you are interested in developing nurture further in the school, please contact Aicha Reid, Depute Principal Educational Psychologist, tel. 469 2800 [aicha.reid@ea.edin.sch.uk](mailto:aicha.reid@ea.edin.sch.uk)

## Active Schools Games @ the Hub Event 22 May 2019

The Active Schools Annual Games @ the Hub event took place with over 2,000 pupils taking part from 75 primary schools, including 4 special schools. Games @ the Hub is a citywide event with all Edinburgh primary schools invited to participate in their chosen sport(s) of which there were 14 this year including our new activity for 2019 - Orienteering.

Active Schools take great pleasure in hosting this fantastic event with the support of the schools across the city and our sports clubs and volunteers that make the day possible. The aim is to celebrate Active Schools by inspiring young people to take part in physical activity and sport and motivate them to continue staying active.



Left to right: Kevin Ferguson, SportsScotland, Bob Wyllie, SportsScotland, Tommy George, Edinburgh Leisure, Sperry the Squirrel – mascot for Spartans, Hairy Haggis – mascot for Edinburgh Marathon, Alistair Gaw, Executive Director for Communities and Families and Councillor Claire Bridgman



## Oaklands Allotment Opened 26 June 2019

### What, why and the benefits

Oaklands School is creating an accessible and sustainable disability friendly allotment in their school grounds. Oaklands is a Special School for young people aged between 3-18 years with severe and complex needs. The pupils frequently face barriers when trying to access outdoor spaces such as parks, gardens, woods, beaches and nature trails as these places are often not truly accessible to children.



*Photo courtesy of Shona Elliot*

The project is designed to directly involve pupils in a range of outdoor education experiences. Eight large raised beds have been created at wheelchair accessible heights connected by wheelchair accessible paths. There will also be raised troughs which a wheelchair can tuck under like at a table. These will be used to plant crops and herb gardens. In addition, we will be constructing a large wheelchair friendly polytunnel. This will provide growing space for seedlings and more delicate plants but will also provide an all-weather outdoor classroom space where pupils can benefit from outdoor learning whatever the weather. The pupils learn best through sensory learning experiences, the polytunnel will provide a wide range of sensory experiences such as the noise of the rain and the wind, the greenhouse smells of plants and earth and the changes in temperature. In the area next to the raised beds, they hope to plant a small orchard of fruit trees and create a social space for meeting, relaxing, eating, BBQs etc.

Oaklands School believes that this project will have a huge positive impact on the pupils' learning, skills development and health and wellbeing. The pupils will be able to learn about nature through growing and tending to crops and by being able to access and explore the plants, earth and wildlife. The allotment will provide a range of sensory experiences such as different smells, tastes, textures, and more. The pupils will be preparing, cooking, smelling and

tasting the produce as well as inviting friends and families to share it. It will provide opportunities for movement and development of motor skills through tasks such as watering, digging and planting. There is huge potential for cross-curricular learning including literacy, communication, numeracy and HWB opportunities. The allotment space will enable us to offer a greater depth and breadth of SQA, ASDAN and JASS qualifications as well as opening up potential to offering other awards. We hope that the allotment will also become a social space where pupils, staff, families and volunteers can come together, not just to work, but also to relax and share experiences.

The staff envisage that the immediate availability and accessibility of this area to the pupils and staff will be hugely motivational and will result in a big increase in the time that the pupils spend outdoors during their day. The pupils benefit hugely from being outdoors, demonstrating increased energy levels, engagement, fitness and wellbeing both during and after outdoor activities. The school has many close community links including those with local businesses, volunteer groups, colleges and local primary and secondary schools and can see the creation of the allotment space as a way of increasing and strengthening these links through increased opportunities for working alongside the pupils and helping with the maintenance and general upkeep of the area. At the end of the first growing season Oaklands would like to have an open day for parents, carers, volunteers and the local community to come and see and taste the end produce as well as meet the learners and find out about how they have been using the space.

#### How and when

Oaklands School was delighted to have been awarded a sum of money by Cash for Kids to help finance this project, enabling them to buy the polytunnel, gardening equipment, seeds and more.

The Grand Opening took place on Wednesday the 26 of June at 11am. Boogie and Arlene from Forth Radio, as well as McLaughlin & Harvey Construction Ltd, joined staff and pupils to celebrate the allotment's opening with us.

## Probationer of the Year for City of Edinburgh Council – Lucy Gee, Modern Languages Teacher at WHEC



Lucy attended the GTCS National Probationer Event, where she was presented with her Full Registration certificate by John Swinney, Deputy First Minister.

Lucy was nominated by her Head Teacher who wrote:

*From leaving her previous career as a successful lawyer of nine years, Lucy has made an exceptional contribution to the department and school this session. Overcoming the challenges of serving in a single-teacher subject and working in an area of significant disadvantage, Lucy has effectively relaunched the department to deliver on the school's 1+2 agenda through her exceptional dual language skills whilst making a significant contribution to the learning and achievement of our Senior Phase pupils offering bespoke N5 and Higher courses for EAL pupils.*

*Lucy is someone who visibly loves coming to work every day and is an incredible asset showing a keen interest in whole school activities such as initiating a highly successful immersive Spanish Club in the school through organisation of the school's staff and EAL learners, volunteering to support at social times by building positive relationships often with many of our most vulnerable pupils and, nominating herself to support the school's BGE Outward Bound residential during our Activities Week in May 2019. The experience that Lucy has brought to the teaching profession from her previous career (this was reported on BBC Scotland in December) has supported the skills required to deal with challenging situations whilst also reaching out to those who are struggling to engage.*

*In summary, Lucy has shown an exemplary level of professionalism with her work ethic and commitment to pupil achievement. Irrespective of their background and social circumstances Lucy seeks excellence and equity for all she works with. This is complemented by a genuine empathy and care for every young person (and staff member) in our Community. Lucy is easily the most skilled and committed probationer I have seen in 23 years of Secondary Education across two Local Authorities.*

## **STUDENTS WIN £1,500 FOR TRINITY ACADEMY**

Trinity Academy recently had huge success in the [Shell's Bright Ideas Competition](#). This is a National Competition and Trinity Academy won the Scottish Finals and went to London to compete with 11 other teams from the rest of the UK.

Five Trinity Academy students have been recognised as the Scottish winner in Shell's new schools' competition – The Bright Ideas Challenge, and were in the running to be crowned Finalists, and then National Champions.

The pupils placed in the top 5, making them National Finalists. As National Finalists they won a further £1,000 for the school, which means they have won £2,500 in total, which will be used to enrich STEM experiences within the school.

Please click on the link below for further information:

<https://academytoday.co.uk/Article/winners-announced-in-the-stem-focused-bright-ideas-challenge>

Students were tasked with using their science, technology, engineering and maths (STEM) skills to come up with creative solutions to the energy challenges that cities will face in 2050.

Did you know that the UK has a HUGE shortfall of scientists and engineers, which is a big problem when you think about all the amazing things they do – from creating life-saving medicines to making planes fly. We recently took part in a school competition which really made us think about how rewarding science and engineering can be. The Bright Ideas Challenge, which is organised by Shell, asked teams of 5 pupils to put their own science, technology, engineering and maths skills to the test.

By 2050 there will be more than 9 billion people on Earth creating a need for 50% more energy than today. The competition asked us to imagine innovative solutions to the energy challenges that will face cities of the future. My team researched the problem of Sustainable Living. By using our SCIENCE/TECHNOLOGY/MATHS knowledge, creative thinking, and problem-solving skills, we developed an innovative idea to solve the problem. Our solution was our new styles of living called Utopia.

Trinity Academy received £1,500 that will go towards STEM. [The students also received cash vouchers, plus a funded VIP winners' experience in London, which included a prototyping workshop at Imperial College London. Taking place in a state-of-the-art makerspace, led by experts, the workshop was a hands-on opportunity for our students to take their winning idea to the next level. As regional winners, they also presented their ideas to the judges, got practical tips from a science communications workshop and had the opportunity to meet maths expert and TV celebrity Rachel Riley!](#)



More information (and the pupils' submission) can be found on our school website [here](#).

S3 pupils involved were:

- Hannah Boldy
- Jenny MacDonald
- Katarina Kancir
- Archie Powell
- Fergus Veitch
- Gwilym Hughes

Pupils mentored by Florence Donaldson, Design and Technology Teacher at Trinity Academy.

### **Head Teacher Consultation on Christmas Holidays 2020/21**

Head Teachers opinion is currently being canvassed regarding the view on altering the start and finish of the Christmas holiday in December/January 2020/21.

An analysis of the findings will be circulated to committee members at the end of the consultation period which commences on the 30 August 2019.

### **Make Music Day**

21 June 2019 was Make Music Day, a global celebration of music making. **Make Music Day** is a free celebration, launched in 1982 in France as the *Fête de la Musique* and is now held on the same day in more than 1,000 cities in 120 countries.

Completely different from a typical music festival, **Make Music** Day is open to anyone who wants to take part. Every kind of musician — young and old, amateur and professional, of every musical persuasion. All of it is free and open to the public, and one of the main themes this year was music in Libraries.

Participation by Edinburgh City Libraries in Make Music Day supported the Public Libraries Scotland strategy Ambition & Opportunity's strategic aim 4 Health and Wellbeing and Aim 5 Culture and Creativity by reducing social isolation through a communal activity and promoting creativity by providing a public performance space for music.

All performers gave up their time for free performing at no cost to the library service.

Taking up the challenge, four venues across the city organised programmes of music drawn from local choirs, schools, and ensembles, demonstrating the wealth of musical talent across



the city, with the Music Library, Central Library taking the co-ordinating role for promoting the event.

Make Music Day was advertised to the public through posters, social media, programmes, by email to local councillors and a press release released by Communications to the Orb homepage, Evening News and Edinburgh Reporter.

### **Music Library, Central Library**

10 acts performed in Central Library divided between the Music Library Mezzanine and Central Lending. Acts were sought through word of mouth, local music contacts and some publicity encouraging groups to sign up interest in performing. From an overwhelming response we were able to put together a varied programme featuring choirs, and a range of different instruments and styles of music. We also invited our colleagues in the community libraries to take part and this call was answered by Stockbridge, Craigmillar and Morningside who put together.



On the Mezzanine, we hosted three choirs, two Ceilidh bands and a Button Accordionist. The three choirs were the Rolling Hills Chorus, The Gilmerton Singers and Sangstream. Our library visitors also enjoyed sets from the bands Nigel's Allstars and Ceilidh Caleerie and a lovely slot featuring accordionist Magnus Turpie accompanied by Linda Campbell and Mike Turpie.



In the lending library we had recorded play Louise Guy, Klezmerists, Kleyne Kleezmer Trio, night class graduates and Scots music group, Play it again, Tam.

After the crowd in the lending library had been completely entertained they were then treated to a surprise rendition of 'Bring Me Sunshine', the Morecambe and Wise hit and the anthem of Make Music Day. This was performed by a flash mob made up of library staff from all departments.

Attendance figures for the day indicated over 400 visitors to the Music Library Mezzanine space and over 700 to the Central Lending indicating high levels of attendance.

Visitors were invited to complete evaluation forms asking how they had heard of the day, what they enjoyed most and what other library events they would like us to organise.

Asked – **What have you enjoyed about Make Music Day in Central Library?** – we got these responses:

*“Lots of musical buzz”*

*“It has created a great atmosphere – it has been very uplifting”*

*“Enjoyed the variety and particularly the venues on both levels, interesting to watch staff and public ‘dancing”*

*“Something different – brought people together – smiling faces”*

*“The surprise spontaneity of it”.*

Asked – **How did you find out about events taking place?**

*OMG, such a lovely surprise!!!*

*I popped in the Library + found it by chance.*

*On ECL website + flyer that friend showed me*

*Music Library Shelf*

*Friend told me*

*Family Involvement*

*via Word of Mouth*

*via Scots Music Group request for players*

*Word of Mouth your advertising is bad.*

*Friend who is taking part.*

Asked **What future library events would interest you?**

*Music as well as talks on music, intros to different types of music.*

*Anymore with live music*

*More of the same*

*More music events please but not in the George W Brown Room!*

*More live Music Meeting groups for discussions tea + welcome groups for new people in area*



The feedback suggests that attendees really enjoyed the event in Central and that there is a real appetite for more live music but the way they found out about the event was quite haphazard and that we need to consider means to improve promotion.

Overall we felt that Make Music day was a huge success bringing new audiences to Central Library, engaging with our local community of both musicians and music lovers alike, and enabling the Library to forge new links through music with the public.

Make Music Day takes place every year on 21 June: There seems to be a real appetite to make this an annual event and to expand to other libraries across the city and to consider other ways to introduce music to libraries through initiatives such as Get it Loud in Libraries, Live Music Now Scotland, and other concerts throughout the year.

The ethos of Make Music Day is about making music in our communities and encouraging everyone who wants to join in and libraries, at the centre of our communities, are well placed to provide a space for people in our community to do this. It's not just about bringing in professionals although this has its place too.

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# Education, Children and Families Committee

10.00am, Friday, 16 August 2019

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

Executive/routine  
Wards  
Council Commitments

### 1. Recommendations

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- 1.1 The Education, Children and Families Committee is asked to:
  - 1.1.1 Note and agree the Care Inspectorate's external scrutiny report of services provided by Edinburgh Children's Partnership's, published in June 2019.

**Alistair Gaw**

Executive Director for Communities and Families

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## Children's Partnership Joint Inspection

### 2. Executive Summary

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- 2.1 The purpose of the report is to outline the positive outcome of the Care Inspectorate's report of services that are delivered by the Edinburgh Children's Partnership. This Report highly commends the child protection work of the Partnership, its leadership and the successful work undertaken in maintaining children safely within family-based care and the strength-based approach it adopts in its work with children and families. This is a very positive report, and for the purposes of this Committee, it is important to note that Council services and approaches received particular praise.
- 2.2 The Children's Partnership comprises the City of Edinburgh Council, NHS Lothian, Police Scotland and the Third Sector. This was reflected in the composition of the inspection team, which included the Care Inspectorate, Her Majesty's Inspectorate of Constabulary Scotland, Health Improvement Scotland and Education Scotland. The Care Inspectorate led the Inspection.

### 3. Background

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- 3.1 The joint inspection commenced in January 2019. However, preparation, including evidence collation, started October 2018. This included a self-evaluation of strengths and areas of development that was underpinned by four staff engagement and stakeholder events. The accuracy of the self-evaluation and associated self-awareness of the Partnership was highly praised by the Inspectorate.
- 3.2 The Head of Children's Services was the Partnership's lead and worked closely with a multi-agency team to coordinate, manage and oversee the inspection.
- 3.3 The new method of inspection focused on two key areas of ministerial interest - children in need of care and inspection and looked after children.

It used the European Foundation for Quality Management Excellence Model (EFQM) and addressed the following five questions:

- How good is the partnership at recognising and responding when children and young people need protection?
- How good is the partnership at helping children and young people who have experienced abuse and neglect stay safe, healthy and recover from their experiences?

- How good is the partnership at maximising the wellbeing of children and young people who are looked after?
- How good is the partnership at enabling care experienced young people to succeed in their transition to adulthood?
- How good is collaborative leadership?

The methodology was robust and provides a high level of external scrutiny and assurance for the Committee.

- 3.4 In the first week of January 2019, the Inspectorate read 115 children’s files, met with 107 children and 44 parents. In addition, their Young Inspectors met with our care experienced young people and Participation Officers. In February, the Inspectorate met with 60 focus groups, involving 220 partnership staff and stakeholders. They surveyed 2,798 staff from the partnership, and additional children, parents and stakeholders.

## 4. Main report

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- 4.1 The report identifies the following key strengths:

- Recognition and response to children at immediate risk of significant harm.
- The use of a strength-based approach to work with children and families
- More children being looked after in community-based settings to avoid residential care.
- Successful multi-disciplinary throughcare and aftercare services, supporting young people and promoting independence.

And areas for improvement:

- Strategic arrangements for Corporate Parenting and capture of impact
- Collective use of data in responding to young people’s views
- Quality assurance systems to inform future priorities and more effectively use collective resources

- 4.2 The Partnership’s impact on children and young people was rated as **Very Good** with strong indications that children’s care and protection was improving due to Partnership services. The inspection team identified strengths in areas such as the robust Inter-Agency Referral Discussion (IRD) process as well as feedback from children and young people regarding their positive relationships with staff. They described this work as sector leading.

- 4.3 The inspection team found that leadership of the Partnership was **Good**. Partnership leaders were noted as being both realistic and pragmatic, whilst creating a common purpose for staff, and that Leadership had contributed to a Partnership that was strongly collaborative and had been successful in fostering a learning culture. However, they noted that the strategic impact of corporate parenting was not being adequately captured across the partnership.

- 4.4 The Partnership’s outcomes were found to be **Adequate**. The inspection team noted that the Partnership had demonstrated improvements and had undertaken a



great deal of work to reduce the number of young people going missing from residential placements. Staff were identified as working well to improve outcomes for children and young people. However, they also noted that the Partnership needed to make better use of collective evidence and trend analysis to improve outcomes for children, young people and families, including those affected by homelessness. The inspection team also identified that more could be done to close the attainment gap for looked after children as well as to increase both the offer and uptake of advocacy service across the Partnership.

- 4.5 The Partnership's impact on parents was graded as **Good** with staff having supportive and trusting relationships with parents. 90% of surveyed parents reported that they got on well with staff, and that expectations upon them were clear. Specialist services in the Partnership were supporting more confident, competent, and resilient parents.

## 5. Next Steps

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- 5.1 The Partnership's Improvement Plan will be submitted to the Care Inspectorate by 23 August 2019 and will be monitored and overseen by their Link Inspector.

## 6. Financial impact

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- 6.1 The Partnership is required to resource the improvement plan. This will be achieved through the contribution of Partnership staff.

## 7. Stakeholder/Community Impact

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- 7.1 Members of the community played a critical role in providing feedback to the inspection team, as well as validating the Partnership's self-evaluation. The improvement plan will continue to involve stakeholders, as participation and feedback is an area of identified improvement.

## 8. Background reading/external references

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N/A

## 9. Appendices

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- 9.1 Appendix 1 - Report of a joint inspection of services for children and young people in need of care and protection in the City of Edinburgh. Prepared by the Care Inspectorate in partnership with Education Scotland, Healthcare Improvement Scotland and HMICS, June 2019.





care  
inspectorate

# Report of a joint inspection of services for children and young people in need of care and protection in the City of Edinburgh

Prepared by the Care Inspectorate in partnership with Education Scotland, Healthcare Improvement Scotland and HMICS

June 2019



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**The cover picture for this report is the competition winning design drawn by a young person in the City of Edinburgh**

# City of Edinburgh

## Key facts



# Introduction

## Our remit

At the request of Scottish Ministers, the Care Inspectorate is leading joint inspections of services for children and young people in need of care and protection across Scotland. When we say 'children and young people' in this report, we mean young people under the age of 18 years or up to 21 years and beyond, if they have been looked after.

These inspections look at the differences community planning partnerships are making to:

- the lives of children and young people in need of care and protection
- the lives of the children and young people for whom community planning partnerships have **corporate parenting** responsibilities.

The inspections take account of the full range of work with children, young people in need of care and protection and their families within a community planning partnership area.

When we say 'partners' in this report, we mean leaders of services who contribute to community planning, including representatives from City of Edinburgh council, NHS Lothian, Police Scotland and a range of partners from the third and private sectors.

When we say 'staff' in this report we mean any combination of people employed to work with children, young people and families, including health visitors, school nurses, doctors, teachers, social workers, police officers, and people who work in the voluntary sector. Where we make a comment that refers to particular groups of staff, we mention them specifically, for example health visitors or social workers.

Where we have relied on figures, we have tried to standardise the terms of quantity so that 'few' means up to 14%; 'less than half' means 15% up to 49%; 'the majority' means 50% up to 74%; 'most' means 75% up to 89%; and 'almost all' means 90% or more.

## Our five inspection questions

These inspections focus on answering five key questions:

1. How good is the partnership at recognising and responding when children and young people need protection?
2. How good is the partnership at helping children and young people who have experienced abuse and neglect stay safe, healthy and recover from their experiences?
3. How good is the partnership at maximising the wellbeing of children and young people who are looked after?
4. How good is the partnership at enabling care experienced young people to succeed in their transition to adulthood?
5. How good is collaborative leadership?



## Our quality improvement framework

In August 2018, the Care Inspectorate published a quality framework for children and young people in need of care and protection, which was developed in partnership with stakeholders. It aims to support community planning partnerships review and evaluate their own work. Inspection teams use this same framework to reach evaluations of the quality and effectiveness of services provided by partnerships.

Inspectors collect and review evidence against all 22 quality indicators in the framework of the indicators in the framework and use this understanding to answer the five inspection questions in this report. In addition to answering the inspection questions, we use a six-point scale (see **appendix 2**) to provide a formal evaluation of three quality indicators that concern the impact of partners' work on the lives of children, young people and their families and the outcomes partners are achieving.

These are:

- 1.1 - Improvements in the safety, wellbeing and life chances of vulnerable children and young people.
- 2.1 - Impact on children and young people.
- 2.2 - Impact on families.

We also provide an overall evaluation for leadership, which comprises a suite of four quality indicators (9.1 to 9.4 inclusive). We do this because we recognise the importance of effective leadership in ensuring children, young people and families experience consistently high-quality services which meet their needs and improve outcomes.

## Our inspection teams

Our inspection teams are made up of inspectors from the Care Inspectorate, Her Majesty's Inspectorate of Constabulary for Scotland and Education Scotland and clinical experts from Healthcare Improvement Scotland.

Teams include young inspection volunteers, who are young people with direct experience of care or child protection services who receive training and support to contribute their knowledge and experience to help us evaluate the quality and impact of partners' work. Local file readers are also involved. These are individuals from the community planning partnership area that we are inspecting who support us in reviewing practice through reading case records. Not only does this support the inspection, but it also supports the partnership area in joint self-evaluation, following inspection.

## How we conducted this inspection

The joint inspection of services for children and young people in the Edinburgh children's partnership area took place between 14 January and 22 February 2019 and covered the range of partners in the area that have a role in providing services for children, young people and families.

- We met with 107 children and young people and 44 parents and carers to hear about their experiences of services.

- We offered children and young people, parents and carers, the opportunity to complete a survey telling us their views of services and received 129 responses.
- We reviewed a wide range of documents and joint self-evaluation materials provided by the partnership.
- We spoke to staff with leadership and management responsibilities.
- We carried out a staff survey and received 2,798 responses.
- We talked to large numbers of staff who work directly with children, young people and families.
- We reviewed practice through reading records held by services for a sample of 115 of the most vulnerable children and young people.

We are very grateful to everyone who talked to us as part of this inspection.

As the findings in this joint inspection are based on a sample of children and young people, we cannot assure the quality of service received by every single child in the area in need of care and protection.

# Summary – strengths and priority areas for improvement

## Strengths

1. The partnership was recognising and responding well when children and young people are at immediate risk of significant harm.
2. The use of strengths-based approaches has led to increased wellbeing for children and young people and is helping to increase families' resilience.
3. More children are now being looked after in community settings as a result of planned initiatives to strengthen kinship care and keep children at home.
4. Multi-disciplinary throughcare and aftercare services were successfully providing support to young people, with promotion of their independence.

## Priority areas for improvement

1. The strategic arrangements for corporate parenting were not clear and the full impact on improving outcomes was yet to be realised.
2. Children and young people had opportunities to share their views; the partnership was aware they had yet to fully utilise the data they were gaining through these activities.
3. The partnership was not yet comprehensively evaluating the effectiveness of all services by using quality assurance information, data and feedback to inform future priorities or inform the best use of their collective resources.

# City of Edinburgh in context

## Geography and demography

Edinburgh is the capital city of Scotland and is situated on the Firth of Forth against the backdrop of the Pentland Hills. Edinburgh is the seat of the Scottish Government and the Scottish Parliament. It has long been a centre for education, religion and the arts. Edinburgh is the second largest financial centre in the UK and has a well established tourist economy. It is the second most popular tourist destination in the UK.

The population is 513,210 which is the second largest of the 32 local authority areas and covers 263 square kilometres. The population of Edinburgh is rising at a higher rate than most cities in the UK and has increased by 9% since 2008 while overall Scotland's population has increased by 5%.

The child population of Edinburgh grew by 12.7% between 2007 and 2017. The under 16 population is predicted to increase by 8% by 2026 however, the equivalent figure for Scotland as a whole is a 2% increase by 2026. This presents Edinburgh with a significantly higher increase in the 0-15 population.

## Social and economic

In terms of poverty, Edinburgh is divided into 597 data zones and 59 (10%) of these are among the most deprived in Scotland. 9% of the overall population is income deprived while 8% of the overall population is considered employment deprived.

## The partnership

The Edinburgh Partnership is the overarching community planning partnership arrangement that has responsibility for delivering improved outcomes for the community. The partnership is responsible for developing, approving and delivering the community plan (local outcome improvement plan) locality improvement plans and related strategic plans such as the children's services plan, the community learning and development plan and the criminal justice outcome improvement plan.

The Edinburgh children's partnership forms part of the strategic planning framework for the city and contributes to the Edinburgh Partnership's vision that 'Edinburgh is a thriving, connected and inspired and fair city, where all forms of poverty and inequality are reduced'. The Edinburgh children's partnership oversees the progress the partnership makes against five objectives, which are outlined in the children's services plan to improve outcomes for children and young people.

Responsibility for implementing and delivering on the children's services plan lies with the multi-agency children's services management groups; one in each of Edinburgh's four locality areas.



The **chief officers group** has responsibility for public protection. The child protection committee reports to the chief officers group along with the full range of public protection committees and strategic groups.

**Table 1: Children in need of care and protection: key strategic groups and plans in the City of Edinburgh.**

| Children in need of care and protection: key strategic groups and plans featuring in this inspection                                                                                                            |                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Groups                                                                                                                                                                                                          | Strategic plans                                                                                                                                                                                                                                     |
| <ul style="list-style-type: none"> <li>• Edinburgh children’s partnership</li> <li>• Chief officers group for public protection</li> <li>• Corporate parenting</li> <li>• Child protection committee</li> </ul> | <ul style="list-style-type: none"> <li>• Children and young people’s services plan 2017-20</li> <li>• Corporate parenting plan 2018-20</li> <li>• Child protection committee annual report 2017/18 and business improvement plan 2018/19</li> </ul> |

# The five inspection questions

## 1. How good is the partnership at recognising and responding when children and young people need protection?

### Key messages

1. The partnership's recognition of children and young people at immediate risk of significant harm was strong.
2. Good inter-agency communication was supporting quality planning and intervention.
3. Staff were well motivated and felt valued; a learning culture was preparing practitioners to confidently fulfil their roles.
4. The child protection committee demonstrated a commitment to continuous improvement was overseeing a range of self-evaluation activity.

### Recognising when children need protection

The initial recognition of when children and young people needed protection was a strength of the partnership. Early interventions, clear referral pathways and practice models were collectively effective. Investment in additional health visitors and the implementation of **Getting it Right for Every Child** (GIRFEC) were helping to identify need and risk earlier. The introduction of a health visiting pathway and more health visitors had helped strengthen early identification of risk for babies and infants.

Integrated working was effectively supporting staff to recognise and respond to a range of risks to children and young people. A multi-agency approach was firmly embedded in the culture of the partnership. Communication between the police concern hub and social care direct was helping partners to respond to risks quickly. Single-agency screening and communication between the police and social care direct was robust and effective. National guidance tools were used as required and included procedures for escalating concerns.

The number of child protection concerns reported to the police had reduced by more than a third in the previous twelve months. A focus on children affected by domestic abuse had resulted in more children in this category being identified and getting help through a comprehensive range of responses with an emphasis on prevention. The Safe and Together model focused on the safety and wellbeing of the child and non-abusing adult and engaged with perpetrators with a view to reducing violence and coercive control against women and children. An example of a local response to domestic abuse was a targeted initiative in the south west locality. Police responded to every domestic abuse incident where there were children in the household and a supportive visit to the

family was triggered. This enabled early identification of any children at risk from domestic abuse and informed subsequent intervention and support activity.

### **Responding when children need protection**

Strong collaborative strategies and an open and receptive approach to partnership working were helping to keep children and young people safe. All agencies were committed to the **interagency referral discussion** (IRD) process, which was robust, resulting in effective risk assessment and appropriate planning to address the risk to children and young people. Consistency of staff had helped to develop a culture of trust and confidence and had resulted in consensus-based decision making. This meant that risk assessment and appropriate planning to address the risks to children and young people were more likely to be effective.

With a few exceptions, forensic medicals were carried out timeously contributing positively to the identification of harm. The PrePare service was helping protect unborn babies at risk of harm or neglect where there was a history of maternal substance use.

Almost all the children and young people in our sample were being kept safe through early recognition of risks and appropriate initial safety plans. There were a few examples where harm was not recognised early enough and action could have been taken sooner particularly when risks had accumulated over time. However, all had subsequently got the help they needed.

### **Information sharing**

Recognising when children were at risk and responding to these risks were strengthened by effective information sharing processes. Information sharing was enhanced by the electronic recording system, eIRD. This facilitated timely communication between all the relevant agencies and informed single-agency activity. An IRD hub within health was recording all relevant information on an information management system. There were some minor impediments in exchanging information as staff's knowledge of the implications of **General Data Protection Regulations** (GDPR) grew.

Police link officers were well established in schools and provided a valuable link for named persons. The link officers were well placed to recognise children and young people who were at risk or in need of protective measures. Concerns were recorded on the police vulnerable persons database and were subsequently subject of established screening and assessment processes. Information sharing processes for young people missing and at risk of child sexual exploitation were effectively addressing risks and had resulted in increased safety.

## Risk management responses

Despite an overall rise in referrals for children at risk of harm, fewer were proceeding to an initial child protection case conference. This indicated that the partnership was providing a proportionate response that managed the risk to children. There was an emerging confidence among staff that strengths-based practice and a positive use of GIRFEC plans were positively impacting on the decrease in numbers of children placed on the register. Managers told us they were confident of this positive impact through their knowledge of interagency referral discussion (IRD) reviews. However, a systematic analysis that could provide firm evidence giving confidence and assurance had not been undertaken which would have given us fuller assurance.

An IRD review group oversaw all open IRDs on a weekly basis and no case was closed without its approval. The review process was providing reassurance that the right cases were proceeding to case conference. This was enabling the child protection committee to feel confident about the reduction in the number of case conferences.

Almost all the records we read contained an assessment of needs or risk and a child's plan. These were providing direction to the staff managing the risks associated with the child's safety. Appropriate partnership working was evident in most plans and almost all were reviewed at an appropriate interval for the child's needs. Most of them were evaluated as good or above.

The multi-agency commitment to managing risks associated with young people missing and at risk of sexual exploitation was a strength of the partnership. The risk of child sexual exploitation was a focus of a daily multi-agency conference call between members of the vulnerable young people's group who also met weekly to discuss and develop multi-agency plans in respect of those most at risk of child sexual exploitation. This was a successful project that deployed Barnardo's staff to conduct return interviews with young people missing from two residential care homes in the area that had yielded benefits in terms of trusting relationships, better communication and subsequent disclosures. The vulnerable young people's group is planning to expand the return interviews service to include more residential units. Young people were also benefitting from sexual health support. Planning to address the risks to those young people was helped significantly by the daily sharing of information and the relationships staff built with young people.

**The vulnerable young people's group is an example of good practice within the partnership. Staff had been supported to proactively respond to a significant need and had built a collaborative model that has daily oversight of risks and concerns. Staff have engaged well with young people and built trusting relationships and were managing risk more confidently. These factors have helped young women in particular to stay in their residential placements, reducing the need for secure accommodation.**

## Use of legal measures

Staff and leaders were confident that emergency legal measures were being used appropriately. Reading records confirmed measures were being used actively and appropriately in most cases. In

terms of immediate responses to secure a child's safety, we found a pragmatic, solution-focused approach. This provided a degree of flexibility that helped joint working and took single-agency responsibilities into account.

### **Engagement with children, young people and families**

The use of children, young people and families' views to subsequently inform and shape child protection services was not consistent across the partnership. All children between 5 -18 years in need of protection were automatically referred to WhoCares? Scotland independent advocacy services. In the records we read, independent advocacy had been offered to less than half of children or parents at case conference stage but other forms of advocacy had been offered more widely. In most of the records, staff were good or very good at involving the child and supporting them to understand their rights.

### **Staff confidence and competence in protecting children**

An open, reflective learning culture was evident in the partnership and staff were motivated and felt supported in their roles. Investment in single- and multi-agency learning and development opportunities had resulted in a good level of understanding of child protection processes. Almost all staff were confident about decision making in relation to the identification and response to child protection concerns. The majority agreed they had the tools and guidance to contribute to assessing risk. Almost all the records we read had an assessment of risk, which confirmed what staff told us.

### **Quality assurance**

Single- and multi-agency quality assurance activity was providing an emerging base of evidence for continuous improvement and learning. On a monthly basis the manager of Social Care Direct, the first response team, were looking at sampled referrals that had not a required social work service. This was to ensure that the right decisions had been made and children and young people were getting the help they needed.

Quality assurance of interagency referral discussion (IRD) processes was provided by the review group, which was responsible for approving the closure of all open IRDs. There was significant commitment from senior managers to quality assure decisions and actions at the identification of risk stage. Thematic issues that emerged from the IRD review process were reported through the quality assurance sub group of the **child protection committee**. These were addressed at quarterly learning and development workshops to help staff develop their competence and confidence further specifically in relation to child protection practice.

However, there were limited quality assurance measures in respect of those cases that did not reach the threshold of an IRD. The child protection committee was taking positive steps to address this. Managers habitually lead multi-agency case discussion sessions that enabled them to gain a greater oversight of cases. Both the City of Edinburgh council and NHS Lothian had robust supervision policies in place. In 38% of the records we read, social work staff had the opportunity to discuss their work with their manager and less than half had been reviewed regularly for quality assurance purposes.

NHS Lothian staff were reviewing the records of children aged under five as part of supervision meetings.

Throughout the inspection, we heard about restorative and case management practice models which were supported by leaders. These enabled multi-agency case discussion and had a positive benefit for frontline staff and leaders alike. These were instigated primarily by social work staff in the local authority and included a range of agencies from the partnership. We refer to this throughout the report and it is an example of what we call a learning culture and is seen as good practice.

## 2. How good is the partnership at helping children and young people who have experienced abuse and neglect stay safe, healthy and recover from their experiences?

### Key messages

1. A wide range of multi-agency targeted and universal interventions were having a positive impact on children and young people's wellbeing.
2. Staff across the partnership were working well together to implement individual plans for children.
3. Staff needed more understanding of the unique contribution that independent advocacy can make for children in need of protection and care.
4. The partnership was not routinely analysing the effectiveness of services in improving outcomes for children and young people.

### Assessment and planning to reduce risk and meet needs

Most children and young people who had experienced abuse and neglect were being helped by the partnership to stay safe, healthy and well and recover from their experiences. The quality of assessments, planning and the use of interventions were helping children, young people and families to develop strength and resilience.

Staff made informed judgements about the risk to and needs of individual children and young people, which was demonstrated in comprehensive assessments and plans. We looked at a sample of these records and found the majority were evaluated as good or better. In most cases, chronologies were highlighting risks, assessing need and planning for children and young people.

The majority of plans that we saw were good or very good at directing staff to co-ordinate appropriate help for children and young people. Partners had been improving consistency in the quality of assessments and plans through staff learning and development activities. Learning was further strengthened by feedback from reporters, panel members and reviewing officers. The appropriate

application of legal measures, including decisions about when to refer children and young people for consideration of compulsory measures, was apparent from records. This was reinforced in our discussions with frontline staff, the children's reporter and children's hearing panel members.

### **Positive change and sustained improvement**

Overall, children, young people and families considered their wellbeing was improving because of the help they received from services. Our review of records confirmed that most children and families were experiencing some improvement in their lives as the result of the services they received.

Vulnerable families were benefiting from universally available parenting programmes. These helped parents develop their confidence, capacity and resilience to meet their children's needs. Within local communities, services were providing positive activities for young people to reduce their risk of offending. For example, the Jack Kane Centre and Broomhouse Centre were providing a range of supports for young people in or at the edge of care. They were also helping vulnerable young people who were not receiving a service from statutory agencies.

A further range of commissioned third sector services were supporting children in need of care and protection and their families. Examples included Safe Families, where local volunteers were creating social support networks for families in need. The Circle projects were providing valuable help for families with young children affected by parental substance misuse.

**The wellbeing of vulnerable children and young people was optimised through the availability and timely delivery of targeted strengths-based interventions. An emerging restorative approach was compatible with these interventions and was developing a positive culture. We viewed this approach and the developing culture as strengths and as an example of a good practice approach that was showing positive results. These interventions were helping children in need of both care and protection.**

Some of these services were building a restorative, strengths-based approach that was impacting positively on children, families and staff alike. Services had worked hard to embed a solution-focused approach. For example, the family group decision making service supported families to identify and implement their own solutions to difficulties. Lifelong Links was helping some children and young people to find family members and engage with them to increase their support networks.

Multi-systemic therapy was providing intensive family-based intervention. The service was helping to reduce family breakdowns, risk-taking behaviours and increase engagement with education for young people aged 11-17 years. A small, targeted number of young people at risk of being accommodated or experiencing placement breakdown were receiving enhanced support from the EH1 service.

Where specialist provision for mental health was available, this was generally having a positive impact on children and young people. A range of voluntary sector agencies, Edinburgh Connect, Place 2B, school counsellors and school nurses were providing a helpful response to lower-level mental health and emotional wellbeing concerns. The child and adolescent sexual trauma service provided a specialist service to children and young people who had experienced abuse and trauma and to young

unaccompanied asylum seekers. We heard from staff and families alike that waiting times for child and adolescent mental health services (CAMHS) could be lengthy, which could mean not all children or young people got the help they needed when they needed it. Alongside this, the uptake of services was variable. In response, partners had invested significantly in a redesign of CAMHS in order to strengthen mental health services.

Foster and kinship carers were helping many children and young people to recover from adverse experiences by providing stability, security and by building trusting and supportive relationships. Creative packages of support were helping to improve the lives of some children and families by helping them to stay at home or with their kinship carers. Building on a small number of positive examples, the partnership was beginning to gain confidence in the use of **self-directed support** (SDS).

While staff and families told us about the positive impact of the range of specialist services on children and families' wellbeing, not all agencies were consistently making the best use of performance or outcomes data that could demonstrate this. An extensive range of perceptual data gathered from children, young people and families to demonstrate the improvements attributed to these interventions wasn't yet being used to help evaluate services.

### **Trusting relationships with key professionals**

Many children and young people were experiencing trusting and respectful relationships with their workers and most felt their worker cared about what happened to them. It was evident across the partnership that staff were committed to working alongside vulnerable children and families. Staff were helping them to build on strengths and make positive changes in their lives. Of note was a change in response by the police who were recognising the need to break down barriers and build different relationships within communities.

Children and young people's views were included in the majority of plans we read in our sample. Most children, young people and parent's views had been respected in key planning and decision-making processes. Most parents and children understood why services were working with them. Most said they understood the decisions that were made either with them or on their behalf. Feedback directly from children and young people confirmed that most were generally satisfied that they had been involved in agreeing their plan. However, this was not consistently experienced by all those we spoke with.

### **Engagement with children, young people and families**

Despite some important individual examples of planned engagement, the extent to which an embedded approach to stakeholder involvement in planning and service development could be demonstrated was limited. The Champions Board and the Young People in Care Council were supported by the partnership to elicit the views of children and young people. Partners recognised the need to increase participation and to use children and young people's views further in the development of services.

An independent advocacy service was available to all children on the child protection register and many looked after children. However, children and young people who were looked after at home



did not have access to independent advocacy. Around half of the children and young people who responded to our survey said that they had heard of advocacy and fewer had used the service. Our case sample found evidence of advocacy services being provided in only 17% of eligible cases. There was some confusion about referral processes among groups of staff that we spoke to and the overarching corporate commitment to advocacy services was not yet fully apparent.

### **Collaborative working**

Overall, partnership working was a strength and this was giving staff the confidence to be open, honest and appropriately challenge others. Staff told us peer support from practitioners in different agencies helped them to share responsibility and to reach a shared understanding of when to provide children and families with help. This was particularly important for those frontline managers and practitioners who were responding to complex child protection concerns.

Vulnerable children, young people and families were benefiting from the support of a competent and confident workforce. Across services practitioners were working alongside families to optimise their wellbeing. Staff were helped and guided by managers and peers to reflect on their practice and develop their skills and experience. A broad range of multi-agency training was available and many staff told us this had contributed to their professional development. A small number told us they struggled to prioritise attendance at these events due to other work pressures.

GIRFEC was well embedded and provided the tools and a shared language to enable practitioners to work together with vulnerable families. Reviews were generally held at appropriate intervals and in most of the records we reviewed the quality of these in driving forward progress was evaluated as good or above.

### 3. How good is the partnership at maximising the wellbeing of children and young people who are looked after?

#### Key messages

1. The partnership has effectively improved the balance of care towards more children and young people being looked after in family settings in the community.
2. Family group decision making and arrangements for kinship care were helping looked after children and young people to live at home and in their communities.
3. For a small but significant group of looked after children who were at risk of offending, services were having a positive impact.
4. Not all looked after children were getting the support they needed with their education or with their emotional and mental health.
5. Corporate parenting arrangements were not yet fully established and were limiting children and young people's influence on service improvement.

#### The balance of care

Fewer children and young people were being looked after or accommodated than at any time in the last 10 years. Considerable progress had been made since 2013 in improving the balance of care arrangements for children and young people, shifting investment from expensive interventions to early support with the aim of reducing the need for accommodating looked after children and improving outcomes.

There were lower numbers of looked after children in residential care, a notable reduction of children and young people in secure care, and an increase in supported kinship care families.

There had been a significant reduction in the number of children and young people who were adopted in preceding years. These figures reflect work to support families and increase kinship placements for babies. PrePare, family group decision making and multi-systemic therapy had contributed to keeping babies safe at home and reducing the need for them to move from their parents' care. Half of all children in foster families were placed out of area, albeit in easily commutable distance of the city. By extending the recruitment of foster carers to just beyond the city boundaries the family-based care team had been able to increase the number of children and young people living in family placements. A few children or young people needed emergency placements and had multiple placement moves.

#### Care planning and review

Progress was being made towards maximising the wellbeing of children and young people who were looked after, through good care planning and review. Practice was impacting positively on children

and young people's lives and keeping more children at home or in kinship care. Partners were also working hard to help those children and young people living in foster care or residential homes benefit from stable care arrangements.

The quality of assessments for looked after children, the conduct of reviews and the implementation of plans was largely a positive picture. Specialist assessments for vulnerable young people were being undertaken when needed and were being used to inform individual plans.

The records we read presented a positive picture of the plans for children and young people in care. Partnership working was consistently effective and plans were being implemented well to help children and young people experience caring and stable environments. We saw little impact of any delays in the provision of services for children or parents, which indicated they were getting help when they needed it. For the children or young people in our sample that had been assessed as needing a permanent substitute for family care, plans were progressing well.

In our survey we asked children and young people about their individual plans and the responses were mixed. Most young people over the age of 15 said they had been involved in agreeing their plan and the majority generally felt it reflected their wishes. Some 8-15 years olds said they didn't know what was in their plan and gave mixed responses about whether they had been able to contribute.

The majority of plans were being reviewed at a frequency that met the child's needs and the quality was evaluated as good or very good in three-quarters of the cases. The frequency of reviews for looked after and accommodated children were within timescales however, timeliness of reviews for children looked after at home had dropped over the past year. The partnership is in the first phase of the **permanence and care excellence (PACE) programme**. This will help improve outcomes by timely decision making about where a child or young person will live on a permanent basis. While it is too early to assess the impact of these changes, effective foundations have been laid.

### **Closing the gap in education**

Looked after children were more likely to be excluded and have lower levels of achievement at the end of schooling. Closing the gap for looked after children is a challenge for the partnership and some pupils were not receiving all the support to meet their individual needs. The partnership had responded by implementing specific strategic actions to address this. Attainment levels were below those of their peers in both primary and secondary schools and children and young people from the most deprived areas. Some measures that were being used to monitor and track attendance rates were showing improvement and these were being reported monthly. Initiatives to improve the understanding of the impact of adverse childhood experiences (ACEs) had been introduced recently in some schools. While this had been welcomed, it is too early to see any impact of these initiatives.

### **Improvements in wellbeing**

The partnership's work to embed relationship- and strengths-based practice had impacted positively on looked after children's wellbeing. There was a purposeful commitment to evidence-based interventions to help children and young people make the changes they needed.

A small but significant group of young people were benefitting from multi-agency approaches to identify, manage and respond to risks of harm and offending. Staff commitment and increasing confidence in managing risk were helping the need to reduce the need for secure care.

Staff and carers told us they felt mental health services were reduced or hard to access. However, Edinburgh Connect was providing regular consultancy for residential services and foster carers and had unused capacity. Where CAMHS were supporting children, carers reported on this very positively alongside services provided for a lower level of need that looked after children could access. NHS Lothian have funded a specialist looked after children's nursing service that was offering all children and young people a mental health screening appointment and referral to CAMHS if appropriate. Most looked after children who had been offered this had taken it up.

Some individual agencies were beginning to measure the improvements their services made for looked after children and young people. Limited processes to analyse outcomes information collectively meant that the overall impact had yet to be confirmed.

Universally delivered parenting programmes and other supports were helping keep children and young people at home or in kinship care alternatives. Parents and carers reported very positively on the support they received and said it was helping them support and improve their children's wellbeing.

Looked after children and young people were benefitting from free leisure activities. They had access to a dedicated online Edinburgh Fringe Festival booking system which provided them with free tickets for events.

### **Consistent relationships with trusted adults**

The importance of building and sustaining positive relationships with children, young people and families was recognised by staff. They understood the benefits of relationship-based practice with children and young people and felt encouraged and supported to work in this way. We heard that looked after children and young people benefited from key relationships, although some carers told us that children and young people had experienced frequent changes of social worker.

Foster carers were receiving support from family-based care staff and access to training that was helping them provide care to children and young people. While some kinship carers perceived an unequal access to training, others were benefitting from well-established support groups.

### **Listening to the views of children and young people**

Children, young people, parents and carers were well informed about the reasons for services being involved with them. Positive steps had been taken to include individuals in decision making about their lives. However, less involvement was apparent in contributing to service review and development.

Independent advocacy was not available to children looked after at home and the availability to other looked after children was sometimes limited. This meant they did not consistently get the opportunity to express or have their views heard by an independent person rather than their lead professional.

The partnership had made a meaningful commitment to the ongoing development of the **champions board**. Two young people had recently been recruited as participation officers within the local authority to support the champions board and were in the process of setting their priorities for the next 18 months. The expectation of these roles was high and it was too early to assess the impact yet. The partnership had committed to using an online tool to gather children and young people's views. There had been some delays in launching this so progress was understandably limited.

### **Corporate parenting responsibilities**

While looked after children were benefitting from the efforts of partners to improve outcomes, more could be achieved by strengthening the corporate parenting arrangements. The **corporate parenting** partnership had plans to help looked after children access emotional and mental health help at school and saw this as an ongoing priority. Alongside a commitment to more general educational improvement for looked after children, it was too early to tell the impact of the promising ideas and commitments we heard.

The partnership recognised the importance of the champions board and increasing meaningful engagement with children and young people. Gaining the views and input of care experienced children and young people was not yet being fully maximised but was evolving. Partners were accepting that there were opportunities to expand upon how corporate parents listened to the views of children, young people and families and had identified this as a priority themselves.

## **4. How good is the partnership at enabling care experienced young people to succeed in their transition to adulthood?**

### **Key messages**

1. Multi-disciplinary throughcare and aftercare services were successfully supporting young people to achieve independence.
2. Young people valued the continuity of contact with trusted professionals.
3. The transition for young people with additional needs moving into adult services was not fully effective for everyone.

### **Steps towards living independently**

The partnership was working hard to help care experienced young people succeed in their transition to adulthood. Young people were being given the support they needed with health, education and employment to help plan towards their futures. Young people with experience of foster care spoke positively about the help they received and felt that they were being equipped with the skills to live independently.

The multi-disciplinary throughcare and aftercare team was making a key contribution to helping young people gain independence. Bi-monthly meetings took place between the throughcare and aftercare team and social work practice teams, which were facilitating the transition process for young people. Leaders had invested in a multi-agency young person's hub – a one-stop shop where a range of services were co-located in the city centre – which was valued by those who used it. The availability and accessibility of the hub for the majority of young people and the commitment of staff was a significant strength.

We heard positive feedback from young people about the throughcare and aftercare service. Young people said they experienced caring, strong and trusting relationships and they were given help to stay motivated in times of crisis. Help with budgeting, access to funding for further education, planning for further education and access to leisure facilities were all helping to improve their transition to young adulthood. The number of young people who had left care and maintained contact with their social worker was above the national average.

Despite the high quality of the services that many young people were receiving, there were some gaps in the level of provision available. Throughcare and aftercare workers had been identified for each locality and were building up knowledge of resources. This was helping young people who found it difficult to reach the city centre within office hours. However, not all young people or staff were sufficiently aware of them or what they could offer. Advocacy was inconsistent and some young people did not know they could use this service.

The provision of appropriate permanent accommodation for care leavers was a particular challenge for the partnership. Availability had been reduced drastically by other demands on the rented housing market that were beyond the partners' control. Although an affordable housing programme was underway, the shortage meant that the difficulties in accessing accommodation for care leavers were likely to continue.

A monthly housing panel had been established to widen accommodation options for care leavers by looking at individual cases. The panel had improved information sharing and collaborative working and had taken positive action to prevent marginalisation and homelessness for individual looked after young people.

Overall rates of youth homelessness were lower than the national average and there had been a decrease in the numbers of youth homelessness applications made over the last year in the city. However, a case-by-case evaluation and analysis of the needs and outcomes for those who became homeless had not yet been undertaken.

## **Continuing care**

The council had responded to the implementation of **continuing care** with a five-year phased plan. There was some encouraging practice emerging and the majority of eligible young people were staying on in a placement of their choice. A few young people told us individually that they felt uncertain about their placements. We also heard that some review planning meetings were being postponed due to continuing care payments and contractual arrangements not being resolved.

The majority of young people over 16 who responded to our survey said they were positive about their current care arrangements. They were less likely to be confident about their future care; a view that was shared by some staff. Lead professionals indicated concern about the level of care available for these young people. Individual plans for care leavers were less likely to have been reviewed or overseen by managers than those for all looked after children. The roles and responsibilities of corporate parents in relation to continuing care, including future funding commitments, were not fully implemented.

Responses to our survey showed that the experience of being consulted about views on service delivery among young people over 16 was not widespread: less than half of young people had been asked for their views about services while even fewer felt that their views had influenced change.

### **Positive destinations**

Partners had recognised a need to improve educational outcomes and positive destinations for looked after young people and the picture for care experienced school leavers was improving. Some initiatives were in place that were helping looked after young people in schools and colleges. Staff had been trained to understand the specific needs of care experienced young people. Schools had introduced a key adult system, which was providing a consistent contact person to support young people's additional needs. Skills Development Scotland careers advisers were supporting looked after young people who were at risk of not having a positive destination once school had finished. A bursary was available for care experienced young people helping them to aspire to further education. Young people with anxiety or mental health issues were being supported to use 'time out' passes in college.

Initial destinations for looked after school leavers were improving however, performance in relation to follow-up destinations had shown less progress. Some case studies were available about the Job-Club, which was helping young people access education, training and employment and meet the requirements of the Job Centre. The Hub for SUCCESS (Support for University and College for Care Experienced in South East Scotland) had been launched to help improve educational outcomes for looked after young people. The introduction of the Job-Club and the Hub for SUCCESS were key initiatives. Although there was some qualitative information available, it was too early to be able to judge their long-term impact.

### **Supporting successful transition**

Agencies and individual staff were working together to support the transitions process for young people with more complex needs and particularly young people with learning disabilities. Self-directed support was being used to support children with differing abilities and their families, although precise numbers or information about their circumstances was limited. Some challenges remained around the practicalities of co-ordinating suitable care provision, due to availability of personal care providers and the complexities of finance arrangements. This had affected the uptake of self-directed support.

Despite efforts, young people with complex needs and their families experienced a series of challenges in moving from children's to adults' services. They experienced delays and the process lacked co-ordination and planning. It was encouraging that the health and social care partnership had recognised the need to improve transition arrangements.

A transition-care planning approach had been introduced by CAMHS to ensure a more young-person centred approach to transitions to adult mental health services. There was a range of complementary services available from other agencies to support the emotional and mental health of vulnerable young adults, including care experienced young people.

Transitions to adult justice services were managed well and the Young People's Service continued to work with young people over the age of 18. This meant they could complete any outstanding court orders without the disruption of changing services. The Young People's Service was working with young people serving sentences in Polmont Young Offenders Institution to support their successful release into the community.

## 5. How good is collaborative leadership?

### Key messages

1. Senior leaders were collaborating to plan and direct service delivery across the partnership. They shared a common purpose and were enabling a learning culture to develop.
2. The strategic impact of corporate parenting was not yet fully developed.
3. Rich sources of data and quality assurance activity were not consistently maximised to identify trends, strengths and areas for development.
4. The commitment of leaders to restorative, strength-based practice was having a positive impact on children, young people, families and staff alike.

### Vision, values and aims

Leaders shared a common purpose and vision for the delivery of services for children in care and in need of protection. They were working collaboratively to plan and direct service delivery across the partnership. Leaders had a clear understanding of national priorities and the need to anticipate the wider planning challenges that could impact on children and young people in the longer term. Leaders were realistic about the challenges presented by budgetary pressures and had a pragmatic approach to maximising resources.

The Edinburgh children's partnership was committed to a set of city-wide objectives and outcomes for children and young people. Strategic plans demonstrated a commitment to the values of keeping children and young people safe and making their lives better through partnership services.



Partnerships were involving the right people to meet the identified objectives and value was being added by proactive collaboration. There were clear lines of accountability in place to the education and children's committee in the council and the NHS children's committee. The third sector was well represented and had opportunities to provide input to strategy and planning.

The child protection committee shared a vision to keep children and young people safe and had a joint approach to delivering their improvement plan. The majority of respondents in the staff survey agreed or strongly agreed that there was a vision, value and aims for children and young people in need of protection across the partnership.

A commitment to delivering the legislative and statutory aspects of corporate parenting was outlined in strategic plans. However, the partnership was in the early stages of delivering its goals and aspirations in a fully collaborative way. This was primarily impacting on the champions board, which was not yet able to maximise the impact of children and young people's engagement.

The partnership was embedding strengths-based and restorative approaches. We heard that the aims and values of these approaches to working with children, young people and families were shared across all levels of leadership. This was impacting positively on staff providing an optimistic and empowering outlook. Resilience and strengths were being developed for families and the potential for long-term change was positive.

### **Leadership of strategy and direction**

The Edinburgh children's partnership had developed five key outcomes following consultation with members of the community. This collaboration was locality focused, enabling the partnership to act swiftly to tackle specific issues when required, for example the development of the vulnerable young people's group and Stronger North, a service in the north of the city for young people at risk of offending. The plan contributed to the objective that "Edinburgh is a thriving, connected and inspired city, where all forms of poverty and inequality are reduced".

The performance framework supporting the children's services plan and monitoring arrangements will be reviewed in March 2020. Leaders were responsive to lessons from national initiatives, practice-based discussions and multi-agency case reviews. Establishing a solution-focused culture was enabling collective ownership and encouraging proactive practice solutions.

An approach to ensuring that the views of children and young people are given a central role in informing future developments has not been fully established. As noted earlier, the appointment of two participation officers in the council was a positive step and they are well placed to support further multi-agency commitment. A positive start has been made with their active involvement with the champions board.

The partnership recognised that a formal joint **strategic needs assessment** was necessary, and plans were in place to take this forward. This would be particularly useful in considering how to

use resources and funds to further support CAMHS provision for children and young people and understand more fully the needs and impact of the lack of social housing on vulnerable young people.

The chief officers group was providing oversight of strategic planning within the public protection arena. They were anticipating future areas of challenge through lessons from quality assurance activity and connectivity to other strategic groups. There was effective support and challenge from the chief officers group and the child protection committee that operated effectively at a strategic level and set direction.

While progress was being made delivering the actions identified in the corporate parenting plan, oversight arrangements were still developing. In our staff survey, only 17% of respondents were confident about the leadership's direction for corporate parenting. As a result, it was less clear how direction was given to staff throughout the partnership. However, it was evident that staff understood the duties of corporate parenting in practice for children in care.

The partnership could evidence the positive results of collaborative initiatives to reduce the risk of children and young people offending. Management information was reported to the justice committee and contained useful intelligence helping anticipate future need through an understanding of trends and outcomes.

## **Leadership of people and partnerships**

Positive working relationships had been secured across the partnership that were contributing to improved outcomes for vulnerable children and young people. Leaders were promoting multi-agency teamwork and had established a culture of professional collaboration at leadership level. This was supported by a series of arrangements for operational and middle managers that generally worked successfully.

Successful collaborative working across the partnership supported by senior leaders had reduced the incidents of missing young people. This showed a determination to overcome barriers between partners and had improved the safety and relationships for the young people involved.

A shared responsibility for improving outcomes was being promoted through practice models involving staff in active case reflection and identifying areas for development. This provided leaders and managers with a confidence in practice and was an enabling model for staff. The partnership was prepared to take proactive and innovative steps to address need, such as the vulnerable young people's group, and ensured that staff had the necessary support.

Feedback in the staff survey reflected that leaders could be more visible and communicate regularly with staff at all levels. Some staff had confidence in their direct line management and felt less connected to senior leadership. We saw that some managers and leaders were directly involved with staff in reviewing work and developing practice.

The child protection committee had an extensive multi-agency training programme although some staff reflected the difficulties in attending training. We heard how staff received support from

colleagues and enjoyed informal support mechanisms. The picture about formal supervision in the social work records we read was less positive. Staff had the opportunity to discuss their work with their line manager in fewer than half the records. There was limited evidence that the records had been reviewed by managers for quality assurance purposes. However, notwithstanding these results, we heard how staff felt supported by their immediate line managers across the partnership.

## **Leadership of improvement and change**

The partnership was engaging in activity that was helping to improve and change the impact of service delivery. Some multi-agency approaches to quality assurance activity enabled partners to improve and develop practice. Others were less systematic and there was further potential to collate results from activity to maximise its impact. It was not always evident how messages from quality assurance activity were widely disseminated so that all staff fully understood the impact of activity in informing change. Less than half of staff who replied to our survey agreed that leaders communicated the rationale and gained support for change and improvement.

A quality assurance sub-group reported to the child protection committee and oversaw a range of multi-agency activity. A reduction in the range of data the child protection committee gathered had enabled them to focus on areas that required action and improvement. This resulted in a streamlined approach, which the child protection committee was monitoring to ensure the right information was being captured. Learning from significant case reviews was having a tangible impact on service delivery and had influenced effective new ways of working for example, ensuring vulnerable young people had an identified person to speak.

The impetus for improvement and change within corporate parenting leadership was less advanced and arrangements were confusing. There was awareness of the issues and a willingness to address them and the corporate parenting plan was progressing. Children, young people and families' feedback was not yet being used consistently to inform service development. Work remained to be done to give their voice more prominence and to make use of available feedback.

The five outcomes outlined in Edinburgh children's partnership plan were being led by a multi-agency group of officers who reported their progress to the children's partnership. Improvement planning was being managed at a locality level where there had been a helpful switch from single-agency to multi-agency audit activity.

Leaders faced significant challenges to provide vulnerable young people and families with children affordable, safe housing due to shortages in all rented sectors in the city and there was an acute awareness of how this impacted on care leavers. Further challenges lay ahead in providing services for children and young people with mental health needs.

# Conclusion

The Care Inspectorate and its scrutiny partners are confident that the partnership has the capacity to continue to improve and to address the points highlighted in this report.

- Staff are competent, confident and clear in their understanding about the expectations of their roles with children in need of care and protection. Supported by collaborative leaders and a positive approach to learning and development, they can further build on the good practice we have seen.
- The self-evaluation submitted by the partnership as part of this inspection demonstrated its knowledge of areas of improvement and reflected a collaborative response that included staff at all levels.
- The initial response to concern element of the interagency referral discussion process was robust.
- Services are responsive to the needs of children and young people and there is a willingness to try new approaches and look for solutions.

However, while we are confident the partnership has the capacity to continue to improve, to do this they will need to evaluate the impact of services and use evidence more systematically. Using data, feedback and lessons from quality assurance activity in a more joined-up way will help the partnership know consistently what is making a difference and what needs to change. Continuing to embed self-evaluation will help the partnership establish how to deliver improvement in outcomes for children and young people.

## What happens next?

The Care Inspectorate will request that a joint action plan is provided that clearly details how the partnership will make improvements in the key areas identified by inspectors. The Care Inspectorate and other bodies taking part in this inspection will continue to offer support for improvement through their linking arrangements. They will also monitor progress in taking forward the partnership's joint action plan.

# Appendix 1: Summary of evaluations

## How good is our leadership?

### Good

#### 9. Leadership and direction

- Vision, values and aims
- Leadership of strategy and direction
- Leadership of people and partnerships
- Leadership of improvement and change

#### Rationale for the evaluation

Senior leaders demonstrated a strong common purpose. They were realistic about the challenges that were presented to them by budgetary pressures and were being pragmatic in their management of resources.

The partnership had arrangements in place that demonstrated collaborative partnership working at a strategic level. Planning mechanisms enabled leaders to oversee and direct services across agencies for children in need of care and protection.

Leaders fostered a learning culture and used reviews and case discussion to help staff and influence practice. A restorative, strength-based approach was impacting positively on families and staff.

Strong collaborative leadership had enabled partners to overcome some barriers and make significant progress on reducing the numbers of young people missing.

The strategic impact of corporate parenting was weaker and leadership arrangements were less clear. However, actions on the corporate parenting plan were being progressed and staff were helping children and young people in care and improving their outcomes. The champions board was not yet making the impact it desired and children and young people's views were not consistently used constructively.

Quality assurance activity was taking place and being used, particularly by the child protection committee, to influence change and improvement. However, partners were not systematically using data, feedback and analysis to measure the impact of services for self-evaluation purposes.

## How well do we meet the needs of stakeholders?

**Very good**

### 2.1 Impact on children and young people

#### Rationale for the evaluation

There were strong indications that the wellbeing of children and young people in need of care and protection was improving as a result of services. Services responded efficiently and effectively to concerns about safety and wellbeing. The interagency referral discussion process was robust and effective responses were in place to keep children safe.

Early identification and intervention in respect of young people most at risk of child sexual exploitation had reduced the number of missing young people. Strategies to deal with youth offending had resulted in significant reduction in youth offending incidents. There was an improving picture in relation to the impact on care leavers.

Children and young people in need of care and protection were benefitting from positive working relationships with staff and carers and felt that they were treated with respect.

Staff were involving children and young people in review meetings and were seeking and recording their views. An increased use of independent advocacy for children in need of care and protection and awareness of its contribution would further improve performance in this area.

Care leavers had positive, caring relationships with key staff. Young people were positive about the throughcare and aftercare team, with team members perceived as extremely caring and prepared to make every effort to help.

Overall, children and young people felt settled where they were currently living. However, a small percentage of the total population of looked after children and young people had experienced three or more placement moves over the last year. Emergency placements had been available for the small number of children or young people who required them.

More work needed to be done to close the attainment gap for looked after children and young people in school to bring them in line with their peers. Where specialist provision for mental health was available, this was having a positive impact. However, for a few this came too late or was not accessible.

## How well do we meet the needs of stakeholders?

**Good**

### 2.2 Impact on parents

#### Rationale for the evaluation

##### Rationale for the evaluation

Parents and carers generally experienced supportive, trusting relationships with services. Almost all parents and carers who responded to our parent/carer survey agreed that they got on well with staff, were supported by them and that staff listened to them and took their views seriously.

Many parents and carers understood well what staff were expecting of them. Parents and carers were being supported to build their parenting confidence through a range of different approaches and programmes. Practical family support was also readily available, which was contributing to strengthening parental resilience. Specialist services like PrePare, multi-systemic therapy and family group decision making were enabling parents to make important changes to their behaviour and become more confident, competent, resilient parents.

However, parents had limited access to independent advocacy and not all families were receiving effective support. Some parents were not aware of what services were available to them and others had to wait too long before getting help. In file reading for 26% of cases, the extent to which the family's circumstances had improved or were improving as a result of the help provided showed no or minimal improvement (1 in 4). Although the kinship care team provides accessible support that is greatly valued by carers, there are a few kinship carers who feel isolated and unsupported.

## What outcomes have we achieved?

### Adequate

#### 1.1 Improvements in the safety, wellbeing and life chances of vulnerable children and young people

##### Rationale for the evaluation

Partners were able to demonstrate particular improvements in the safety and wellbeing of children and young people. However, they were not always analysing information to fully understand trends or inform how children and young people are safer or how their wellbeing was improving. As a result, information was not fully telling the story of what changes had taken place and what they could be attributed to. Importantly, evidence of improved outcomes and their impact for children and young people's lives was not used consistently across the partnership.

There were some very important examples where the partnership was demonstrating improvements. Most notable was the sustained significant reduction in young people going missing from young people's units. The child protection committee had significantly streamlined the data it considered to enable it to promptly identify any emerging trends that required action. Analysing trends in key child protection processes provided partners with assurance about prompt and appropriate action to ensure the safety of children and young people. Numbers of children and young people whose names are on the child protection register had steadily reduced since 2016. Partners were confident in attributing this to GIRFEC working well by intervening at the right time in children's lives, identifying wellbeing concerns and putting the right support in place. However, partners have not clearly presented any information to justify this attribution of cause, which would increase confidence in the impact of practice.

The partnership was able to present a range of data and management information that demonstrated improvement in the balance of care. However, while the data showed trends relating to looked after children and young people in placements, it was not explicitly linked to showing how outcomes had improved. Continuing care data was being used in a similar way and it was unclear whether this was informing future planning.

Youth homelessness information was being used to help identify patterns and gaps and inform future planning. The partnership was using looked after children's educational attainment data, which had helped them identify areas that needed to be improved. Information relating to training and employment outcomes for looked after young people was not yet being used routinely. Feedback from children, young people and families and perceptual data was being gathered but was not being used systematically to demonstrate the impact of services on improving outcomes. More robust target setting and analysis of data to understand causal factors would strengthen performance in this area.



# Appendix 2: The quality indicator framework and the six-point evaluation scale

## Our quality improvement framework

In August 2018, the Care Inspectorate published a quality framework for children and young people in need of care and protection. This framework is used by inspection teams to reach evaluations of the quality and effectiveness of services. Inspectors collect and review evidence against all of the indicators in the framework and use this to answer the five inspection questions.

The evaluative answers to each question take account of evidence against up to seventeen quality indicators from across the framework. In addition to answering the inspection questions we use the six-point scale below to evaluate three quality indicators and the domain of leadership:

- 1.1 - Improvements in the safety, wellbeing and life chances of vulnerable children and young people.
- 2.1 - Impact on children and young people.
- 2.2 - Impact on families
- 9.1 – 9.4 – Leadership.

## The six-point evaluation scale

The six-point scale is used when evaluating the quality of performance across quality indicators.

|                         |                                                      |
|-------------------------|------------------------------------------------------|
| <b>6 Excellent</b>      | Outstanding or sector leading                        |
| <b>5 Very Good</b>      | Major strengths                                      |
| <b>4 Good</b>           | Important strengths, with some areas for improvement |
| <b>3 Adequate</b>       | Strengths just outweigh weaknesses                   |
| <b>2 Weak</b>           | Important weaknesses – priority action required      |
| <b>1 Unsatisfactory</b> | Major weaknesses – urgent remedial action required   |

An evaluation of **excellent** describes performance which is sector leading and supports experiences and outcomes for people which are of outstandingly high quality. There is a demonstrable track record of innovative, effective practice and/or very high-quality performance across a wide range of its activities and from which others could learn. We can be confident that excellent performance is sustainable and that it will be maintained.

An evaluation of **very good** will apply to performance that demonstrates major strengths in supporting positive outcomes for people. There are very few areas for improvement. Those that do exist will have minimal adverse impact on people's experiences and outcomes. While opportunities are taken to strive for excellence within a culture of continuous improvement, performance evaluated as very good does not require significant adjustment.

An evaluation of **good** applies to performance where there is a number of important strengths which, taken together, clearly outweigh areas for improvement. The strengths will have a significant positive impact on people's experiences and outcomes. However improvements are required to maximise wellbeing and ensure that people consistently have experiences and outcomes which are as positive as possible.

An evaluation of **adequate** applies where there are some strengths but these just outweigh weaknesses. Strengths may still have a positive impact but the likelihood of achieving positive experiences and outcomes for people is reduced significantly because key areas of performance need to improve. Performance which is evaluated as adequate may be tolerable in particular circumstances, such as where a service or partnership is not yet fully established, or in the midst of major transition. However, continued performance at adequate level is not acceptable. Improvements must be made by building on strengths while addressing those elements that are not contributing to positive experiences and outcomes for people.

An evaluation of **weak** will apply to performance in which strengths can be identified but these are outweighed or compromised by significant weaknesses. The weaknesses, either individually or when added together, substantially affect people's experiences or outcomes. Without improvement as a matter of priority, the welfare or safety of people may be compromised, or their critical needs not met. Weak performance requires action in the form of structured and planned improvement by the provider or partnership with a mechanism to demonstrate clearly that sustainable improvements have been made.

An evaluation of **unsatisfactory** will apply when there are major weaknesses in critical aspects of performance which require immediate remedial action to improve experiences and outcomes for people. It is likely that people's welfare or safety will be compromised by risks which cannot be tolerated. Those accountable for carrying out the necessary actions for improvement must do so as a matter of urgency, to ensure that people are protected and their wellbeing improves without delay.

## Appendix 3: The terms we use in this report

**Child and adolescent mental health services (CAMHS)** are the NHS services that assess and treat children and young people with mental health difficulties. CAMHS includes psychological, psychiatric and specialist social work support, addressing a range of serious mental health issues.

The **champions board** is a forum intended to create a unique space for care experienced young people to meet with key decision makers, service leads and elected members to influence the design and delivery of services that directly affect them, and to hold corporate parents to account.

The **chief officers group** provides strategic oversight of key partnership functions in the protection of children and young people. The chief officers group works to a single public protection strategy and reviews the learning from initial and significant case reviews, self-evaluation and external scrutiny.

The **child protection committee** brings together all the organisations involved in protecting children in the area. Its purpose is to make sure local services work together to protect children from abuse and keep them safe.

The **children's services plan** is for services that work with children and young people. It sets out the priorities for achieving the vision for all children and young people and what services need to do together to achieve them.

The **continuing care** provisions within the Children and Young People (Scotland) Act 2014 offer looked after young people the right to remain in their care setting (if they are in kinship, foster or residential care) up to their twenty-first birthday.

**Corporate parents** are organisations and individuals who have a legal responsibility for looked after and care experienced children and young people under part 9 of the Children and Young People (Scotland) Act 2014.

The **General Data Protection Regulation (GDPR)** is a series of laws that were approved by the EU Parliament in 2016, coming into effect on 25 May 2018. GDPR is an EU initiative that brings data protection legislation into line with new ways that data is now used. The new regulations are designed to give users greater control over their data, including the ability to export it, withdraw consent and request access to it.

**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 by offering the right help, at the right time, from the right people. It supports them and their parent(s) to work in partnership with the services that can help them.

An **interagency referral discussion (IRD)** is the process of joint information sharing, assessment and decision making about child protection concerns. The IRD is not a single event but takes the form of a process or series of discussions.

The **local scrutiny plan** sets out scrutiny risks and responses for each local authority area. This is based upon an annual shared risk assessment, carried out by Audit Scotland and its scrutiny partners.

**Self-directed support** is the support a person purchases or arranges to meet agreed health and social care outcomes. It allows people to choose how their support is provided and gives them as much control as they want of their individual budget.

A joint **strategic needs assessment** is the means by which local leaders work together to understand and agree the needs of all local people in order to deliver a strategy that sets priorities for collective action.

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## Education, Children and Families Committee

10am, Friday, 16 August 2019

### Children's Partnership Arrangements

Executive/routine

Wards

Council Commitments

[7,28,29,30,31,32,33,34,35,36,39,40,45](#)

#### 1. Recommendations

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- 1.1 The City of Edinburgh Council and NHS Lothian lead a review of the current oversight arrangements to make sure children's services in Edinburgh:
  - 1.1.1 are planned and commissioned to best effect to deliver high quality care and support.
  - 1.1.2 are designed and evaluated by the children, young people, families and communities they serve.
  - 1.1.3 have effective governance and accountability.
- 1.2 The work should take into account Scottish Government guidance on Community and Children's Services planning, best practice on participation and the principles that currently underpin children's services development in Edinburgh.
- 1.3 The review should bring forward any proposals for new arrangements by December 2019.
- 1.4 Any changes to current arrangements should be agreed by the Education, Children and Families Committee, Lothian Health Board and the Edinburgh Partnership.

#### Alistair Gaw

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## Children's Partnership Arrangements

### 2. Executive Summary

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- 2.1 This report asks the Committee to agree to a review of current arrangements for the planning and oversight of children's services in Edinburgh. A short-term working group will be established that will be asked to bring back proposals for the consideration of the Committee and the NHS in December 2019.

### 3. Background

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- 3.1 The joint planning arrangements for children's services in Edinburgh have been in place since 2014. A report went to the Education, Children and Families Committee in March 2014 outlining proposals to take forward the development of Integrated Children's Services (Appendix 1) and a further report in September 2014 (Appendix 2) asking Committee to note the feedback from the consultation process.

Since then there have been significant changes in legislation and policy and we must now make sure planning and oversight is best placed to maximise the benefits of these changes and likely future changes like the proposed adoption of the United Nations Convention on the Rights of the Child into domestic law. There is a shared view that the time is right to consider how current arrangements could be revised so children's services in the city are planned and commissioned to best effect, are designed and evaluated by the children, young people, families and communities they serve and have effective governance. It is proposed a short life working group (SLWG) be established to take forward a review of current arrangements, reporting back with any recommendations for change by December 2019.

### 4. Main report

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- 4.1 The current joint planning arrangements for children's services have been place since 2014. The multi-agency Children's Partnership reports to the Edinburgh Partnership, the Education Children and Families Committee of the Council, the Strategic Planning Committee of Lothian Health Board and the Integrated Children's Services Board.
- 4.2 The Children's Partnership is currently chaired by the City of Edinburgh Council Executive Director for Communities and Families. Membership includes City of Edinburgh Council and NHS Lothian senior officers, third sector representatives



from EVOC Children, Young People and Families Network, Edinburgh Leisure, Police and Fire and Rescue Service, SCRA, Skills Development Scotland, Edinburgh College and Edinburgh Health and Social Care Partnership.

- 4.3 Key tasks of the Partnership include coordination of the statutory Children's Services Plan, delivery of children and young people related outcomes within Locality Improvement Plans, performance reporting, strategic planning for services, overseeing inspection processes and quality assurance of children and young people's services, quality assurance and oversight of children and young people's participation activities.
- 4.4 The Partnership has also had oversight from the Integrated Children's Services Board. Board members include City of Edinburgh Council Elected Members, City of Edinburgh Council, NHS Lothian, Edinburgh Third Sector Interface, Skills Development Scotland, SCRA, Edinburgh College and Police Chief Officers. The Board has had a role in upholding the culture and values of the Plan and more recently the Board has taken an active role in participatory events.
- 4.5 The development of children's services in Edinburgh is founded on core principles that underpin the current Edinburgh Children's Services Plan;
- children and young people are at the centre
  - focus on strengths and building resilience
  - prioritise prevention
  - improve fairness
  - listen to and respond to children and young people
- 4.6 It is anticipated these principles will continue to underpin future partnership arrangements.

## **5. Next Steps**

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- 5.1 It is proposed the SLWG will;
- 5.1.1 Consider the role and organisation of the current Integrated Children's Services Board, Children's Partnership and it's sub groups and bring forward proposals for effective oversight and governance of children's services planning.
- 5.1.2 Bring forward proposals, based on best practice on participation, to make sure service design, implementation and evaluation activities are founded on the views of children, young people, families and communities.
- 5.1.3 Consider how best oversight can be provided for joint planning and commissioning, quality assurance and service improvement.
- 5.2 It is proposed the SLWG is chaired by tbc. Membership would include an elected member (the current chair of the ICSB), a LHB non-executive Director and staff from the key areas of the Children's Partnership – City of Edinburgh Council, NHS

Lothian, Police Scotland and the voluntary sector. The contribution of children and young people will be an essential component of the work of the group.

5.3 The SLWG will aim to bring forward proposals in December 2019.

## **6. Financial impact**

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6.1 There is no immediate financial impact. A key objective of any new arrangements will be to further improve strategic planning and joint commissioning and to make sure service planning builds on the views and strengths of children and young people, their families and communities.

## **7. Stakeholder/Community Impact**

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7.1 The SLWG will engage widely to make sure any proposals brought forward have broad support.

## **8. Background reading/external references**

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N/A

## **9. Appendices**

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9.1 Appendix 1 Integrated Children's Services Report March 2014

9.2 Appendix 2 Integrated Children's Services Report September 2014

# Education, Children and Families Committee

10am, Tuesday, 4 March 2014

## Integrated Children's Services

|               |      |
|---------------|------|
| Item number   | 7.10 |
| Report number |      |
| Wards         | All  |

### Links

|                          |                                           |
|--------------------------|-------------------------------------------|
| Coalition pledges        | <a href="#">P1</a> , <a href="#">P36</a>  |
| Council outcomes         | <a href="#">CO1 – CO6</a>                 |
| Single Outcome Agreement | <a href="#">SO2</a> , <a href="#">SO3</a> |

### Gillian Tee

Director of Children and Families

Contact: Lynne Porteous, Acting Head of Service, Planning and Performance

E-mail: [lynne.porteous@edinburgh.gov](mailto:lynne.porteous@edinburgh.gov) | Tel: 0131 529 2423

# Executive summary

## Integrated Children's Services

### Summary

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The attached report is a paper which outlines the proposal to take forward the development of Integrated Children's Services within the city of Edinburgh. This proposal will establish systems that further develop effective partnership working at a local level and deliver even better outcomes for children, young people and their families in Edinburgh.

This high level paper will provide the platform for an extensive consultation and engagement programme across the areas of provision within scope of an Integrated Service. This engagement will involve staff and service users as well as recognising Trade Union consultation processes where appropriate and relevant to the changes proposed.

The intention is to seek agreement within City of Edinburgh Council and NHS Lothian to take forward this consultation process and to develop a more extensive business case and firm proposals (including management structures) for such an Integrated Children's Service here in the city. This proposal would then be submitted to the Scottish Government along with the paper which sets out the integrated adult health and social care arrangements within the city

### Recommendations

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1. The Committee is asked to agree the rationale for such an Integrated Service and the proposal to consult on a wide basis to further its development
2. That the Committee request a further paper to be submitted to the August Committee reporting on the consultation process and outlining the next stage of the development of an Integrated Service.
3. That the Committee request the Corporate Policy and Strategy Committee to approve the proposals.

### Measures of success

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The Integrated Children's Plan, the Children and Families Service Plan and the NHS Lothian Children and Young People's Health and Wellbeing Strategy outline the areas of activity which will maintain and improve outcomes for children, young people and their families in Edinburgh. The existing performance framework which supports these

plans will be reviewed and further developed to acknowledge Integrated Services. We would expect to see improvements in the priority areas within these plans.

## Financial impact

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The development of Integrated Services will be managed within existing Children and Families budgets and we would anticipate that efficiencies can be achieved through the development of more shared resources and business support functions.

## Equalities impact

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As the process develops a full Equalities and Right Impact Assessment will be undertaken. However, the development of an Integrated Service should help us address areas of inequality more effectively and efficiently.

## Sustainability impact

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Developing models of collocation and shared services will have a positive effect in terms of property use and associated energy requirements and the development of more integrated working practices should produce more sustainable services in the longer term.

## Consultation and engagement

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This proposal to develop Integrated Children's Services builds on – and will be supported by - the very positive work of the multi-agency Edinburgh Children's Partnership.

A full information, consultation and engagement programme will be developed to explore the potential in this discussion document and to determine the best structures and approaches to delivering integrated services which improve outcomes.

## Background reading / external references

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None

## Gillian Tee

Director of Children and Families

## Links

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**Coalition pledges** P1. Increase support for vulnerable children, including help for families so that fewer go into care

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Council outcomes</b>         | <p>P36. Develop improved partnership working across the Capital and with the voluntary sector to build on the “Total Craigroyston” model</p> <p>CO1. Our children have the best start in life, are able to make and sustain relationships and are ready to succeed</p> <p>CO2. Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities</p> <p>CO3. Our children and young people in need, or with a disability, have improved life chances</p> <p>CO4. Our children and young people are physically and emotionally healthy</p> <p>CO5. Our children and young people are safe from harm or fear of harm, and do not harm others within their communities</p> <p>CO6. Our children and young people’s outcomes are not undermined by poverty and inequality</p> |
| <b>Single Outcome Agreement</b> | <p>SO2. Edinburgh’s citizens experience improved health and wellbeing, with reduced inequalities in health</p> <p>SO3. Edinburgh’s children and young people enjoy their childhood and fulfil their potential</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Appendices</b>               | <p>1. “Towards a Model of Integrated Children’s Services for Edinburgh”</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

## **DRAFT FOR CONSULTATION**



### **Towards a Model of Integrated Children's Services for Edinburgh**

#### **Vision for children services in Edinburgh**

*Our vision is for all children to enjoy their childhood and achieve their potential.*

The positive Care Inspectorate joint inspection of services for children and young people in the City of Edinburgh in 2013 recognised the work that has been done to implement Getting it right for every child across the authority and to improve outcomes for children and families in line with the aspirations in the city's Integrated Plan for Children and Young People.

However, we also know we can do more to do to improve the co-ordination and integration of children's services and our proposals for Integrated Children's Services are intended to progress this agenda and:

- improve and extend help and support at an early stage for children, young people and families so they get the help they need before difficulties get worse;
- improve planning to meet needs so that children and young people experience long-lasting improvements;
- implement more systematic and joint approaches to quality assurance and self-evaluation to improve outcomes for children and young people;
- continue to reduce outcome gaps for children and young people whose life chances are at risk and place a stronger focus on achieving speedier improvement for the most vulnerable.

This proposal for an Integrated Children's Service in Edinburgh will establish systems that further develop effective partnership working at a local level and deliver even better outcomes for children, young people and their families here in Edinburgh.

#### **Outcomes**

The integrated Plan for Children and Young People (2012-2015) covers the range of services from universal provision to more targeted and intensive interventions and identifies six high level strategic outcomes:

1. Our children have the best start in life.
2. Our children are successful learners, confident individuals, and responsible citizens making a positive contribution to their communities.
3. Our children in need or with a disability have improved life chances.
4. Our children are physically and emotionally healthy.
5. Our children are safe from harm.
6. Our children outcomes are not undermined by poverty or inequality.





need to develop appropriate management structures, this would ensure a holistic view of all of children's services in Edinburgh from universal to specialist and acute services and build on the successful work of the Children's Partnership. We would expect that the development of such a Board will also improve transition arrangements for young people moving into adult services and build on the important interface with existing adult treatment and care services in terms of better supporting families as a whole unit.

## **2. To strengthen management arrangements of children's health services in Edinburgh through the establishment of a Director of Health for Children and Young People.**

The creation of the shadow Health and Social Care Partnership and anticipated future dissolution of the Community Health Partnership (CHP) in April 2015 has a consequential effect for Health Visiting and School Nursing services that are currently managed within Edinburgh CHP. It has been proposed that these services will not be managed or governed within the Edinburgh Health and Social Care Partnership. An agreement on the future management and governance of these services is therefore required for inclusion in our Health and Social Care Integration Plan. The status quo is therefore not an option. A number of high level discussions about models which would strengthen and further integrate community health services a preferred management arrangement has been proposed.

This proposal is to incorporate the CHP managed Children's Services within the existing portfolio of the Director of Operations for the Women and Children's Directorate, who currently manages a wide range of NHS Lothian wide and Edinburgh Community Child Health Services including Community Medical Staff, the Community Children's Nursing Team, Children's Outreach Service & Community Respite, Complex Care / Packages of Care and supply of NHS Community Children's Equipment. This would bring together the management of Edinburgh's children's community health services under one NHS Director of Children's Health Services. Under this arrangement all universal and specialist children's community health services currently managed within the CHP and Children and Women's Directorate will become a single operational unit. This structure will ensure that all elements of professional accountability, support and supervision are appropriately developed, managed and delivered.

As mentioned in the Governance Section, there is the potential over time, to include the management of Child and Adolescent Mental Health Services, Family Nurse Partnership and Allied Health Professionals. Given the significant contribution these services make to the health and wellbeing of children and young people it will be important to consider this as part of the consultation process. Should all these services be included within a single management arrangement it is envisaged that a 'Head of Children's Community Health Services' will be required with clear lines of professional leadership and accountability.

The Director of Health for Children will work in partnership with the Director of Children and Families in the Council and together they will have responsibility for the delivery of children's services in Edinburgh. This will strengthen the work of the existing Children's Services Chief Officers' Group which comprises the Director of Children and Families in the Council, the NHSL Child Health Commissioner, the Police Commander and the Voluntary Sector lead from the Children and Families Network.

### **3. To ensure the consistent implementation of Getting it Right for Every Child for all children and families**

Edinburgh already has effective arrangements in place for Getting it Right for Every Child in Edinburgh. These arrangements were commended in the recent inspection of children's services in Edinburgh and include:

- A named midwife responsible for maternal health and continuity of care during pregnancy and until handover to the named Health Visitor around 10-14 days of a baby's life.
- A named Health Visitor until the child enters Primary School
- A named Head Teacher for school age children.
- The development of a single assessment and single plan for a child or a family.
- That every child or family should have one person that they can get to know over time and who will work with them to help them get any extra help they need. For most children this will be a health visitor or head teacher but for some children with complex needs this will be another professional.

The integration of services will support the further embedding of these arrangements and ensure that the core elements are consistently applied in practice across the city in line with the requirements of the Children and Young People's Bill

### **4. To establish neighbourhood multidisciplinary children's services management teams across Edinburgh to ensure the oversight and delivery of integrated children services.**

Multi-agency Children's Services Management Groups (CSMGs) are already operating in 5 areas across the city. Their remit is to develop Getting it Right practice, support the development of the 'Team around the Cluster' model and improve interagency collaboration and the effectiveness of services at local level. Each is supported by an Area Co-ordinator. The CSMGs should comprise operational managers who have responsibility for a range of children's services within a defined geographical area: to progress the integration agenda it will be important that the membership and remit of the CSMGs are revised and formalised and that they comprise Service Managers from the key services for children in Edinburgh e.g. education, social work, NHS Lothian Community Children's Services, police and voluntary sector.

Their role will be to provide the necessary leadership to ensure the delivery of the vision and outcomes for children within their local area. They will ensure that the services they manage work together effectively to "do whatever it takes" to improve the outcomes and life chances of children in their area. They will have a key role in translating the principles for integrated services into reality for the children and families in their area and for maximising the opportunities for collocation and shared business services. The boundaries of each CSMG should be determined during the period of consultation in order to maximise the potential for synergy between adult and children's service integration.

### **5. To extend the Total Place approach to the other school clusters across the city.**

The work to date in Total Neighbourhood in East Edinburgh and the first year evaluation of Total Craigroyston both demonstrate good progress towards improving coordination with positive feedback from local people about the work which is being undertaken to “join things up”. Whilst there is much more to do to realise the potential of fully integrated local services for children and families, outcomes for children and young people have already improved markedly in a number of areas in Craigroyston:

- The number of school leavers into positive destinations is the highest level recorded.
- Educational attainment and staying on rates at Craigroyston high school have improved significantly with 100% pupils attaining 5 standard grades at level 3.
- Feedback from secondary school staff is that the attainment of S1 pupils on transfer is the best it has been for a number of years.
- Joint work between health visitors and social work is resulting in support being offered much earlier to families who need it.

Some outcomes have not yet improved, (for example school attendance levels remain a cause for concern) and there are still concerns about a number of young people involved in antisocial behaviour in the community as well as about the increased impact of substance misuse on families. Issues such as this will remain a focus for the integration agenda as we go forward. Feedback from staff and parents is largely positive with a number of important strengths identified (see annex 1 for details of feedback from Craigroyston). Parents recognised that services were prioritising their area and working more closely with the community and across different services to meet local needs. Staff across the agencies highlighted that there was a real sense of partnership and listening to feedback from local people and of working jointly to address problems. No one was under any illusion that Total Craigroyston was a panacea or that there were any easy solutions to longstanding problems. Rather there was a sense of local services working more closely together and in partnership with the community they serve to tackle problems together and learn from what was working and what was not. This in turn was having a positive impact on outcomes for children and families. This “can do”, solution focused, learning culture is key.

As part of the integration agenda it is proposed to extend the Total Place approach to the other school clusters throughout the city on a phased basis. This will involve identifying the multi-agency team (including education, community learning and development, social work, health, housing, community safety, police and voluntary sector staff) linked to each school cluster throughout Edinburgh. The role of the team will be to provide the necessary support to ensure the delivery of the vision and outcomes for children within their local area. Staff will ensure they work together effectively to “do whatever it takes” to improve the outcomes and life chances of children in their area and translate the principles for integrated services into reality for the children and families in their area. For each cluster the focus will be on:

- strengthening support for children and families from universal services;
- strengthening support for families;
- strengthening support for the community.

Highly skilled leadership is seen to be key to the success of the Total Place approach with clear responsibility delegated to an identified individual to coordinate the work of local services, ensure that services are working together effectively and in partnership with the community for the benefit of children and families.

It is therefore proposed to identify a Coordinator for each cluster team. This will be from within existing resources on the basis that these arrangements will make more effective use of the wide range of multi-agency resources already in place within each local area. Coordinators will be appointed on a phased basis informed by an assessment of need and local circumstances by the neighbourhood CSMG.

Staff and parents had feedback about how they would like to see services improve. This feedback is included at annex 1. An improvement plan is being developed to respond to this feedback and will be taken forward as part of the wider plans for developing integrated services.

## **6. To develop integrated city wide services for children with additional support needs /disabilities.**

There are some groups of children, for example with additional support needs or a disability who require more specialist services than are routinely available at a locality level. Examples include children with complex and exceptional healthcare / additional support for learning needs, autism or mental health problems or with disabilities and severe and challenging behaviour. Work is required to ensure a coordinated multi-agency getting it right approach and to improve the consistency in the quality and availability of provision for children with a disability across Edinburgh. It is proposed to build on the successful model of case management referral groups to ensure that these children's needs are identified and that they access support in the best way possible and to look specifically at the "team support" that would be most appropriate in a special school or home setting. Opportunities should also be explored for improving joint commissioning approaches to ensure that the planning and delivery of services is as integrated as possible, meeting the needs of children as close to home, wherever possible.

### **Consultation and engagement**

It is proposed to engage, consult and inform staff, children and families, NHS staff partnership and Trade Unions from the respective organisations on these proposals to shape their further development in readiness for submission to the Government as part of the Edinburgh Health and Social Care Integrated Plan by December 2014.

S Egan, Associate Director and Child Health Commissioner, NHS Lothian

F Mitchell, Director of Operations, NHS Lothian

G Tee, Director, Children and Families, City of Edinburgh Council

## Total Craigroyston: Feedback from Parents and Staff

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Overall there is strong support from parents and staff about the Total Craigroyston approach.

The following strengths were identified:

- Parents recognised that services were prioritising their area and working more closely with the community and across different services to meet local needs. There was a sense of partnership and listening to feedback from local people and working jointly to address problems. Parents reported that a wide range of statutory and voluntary services were available locally.
- They highlighted the importance of being able to get support from universal services, having open access services and services which supported the whole child and the whole family. They appreciated services which worked in partnership with parents and involved them in the development of solutions. They valued having a relationship with a key individual who get to know them over time.
- They valued “Trim” the residents/ tenants group and felt this could be used more e.g. to advertise services available locally. They valued having the community shop, food coop, open cafe and activities run by local people for local people.
- They highlighted the importance of schools as providing highly valued, non stigmatising support. They valued schools which welcomed parents (fathers as well as mothers), ran breakfast clubs, after school clubs and holiday provision, led work on Rights Respecting Schools addressed issues of bullying, provided advice and support for parents including parenting programmes. They highlighted the excellent work of the home school link worker at Forthview primary school.
- They valued the range of services provided through the early years centres and would like more of these e.g. longer session times. They valued the Pilton Community Heath project.
- They appreciated services which worked in partnership with parents, took a whole family focus and were willing to “do whatever it takes” to meet the family’s needs.
- They valued the “My Child” year long course run by adult education and which was on offer for all parents and also the Health and Literacy project at Pennywell.
- They valued voluntary sector services e.g. the pregnancy cafe and Bump Start at the Haven, Circle family support service. They valued the Pilton Community Heath project.
- They valued the expertise of staff from Rowanfield Special School and its multi-agency approach.
- Staff also valued Total Craigroyston and even staff who had worked in the area for a long time said they had a better idea of the full range of services available locally. They appreciated the Support in Time meetings to coordinate support for particular children and families.

Parents and staff also had a number of suggestions for improving services

- They felt services needed to be available earlier and not just when problems had developed and the staff should listen more to parents and children when they said they had concerns about their child. They did not like having to tell their story to so many different people.
- They felt that it was difficult to get a clear picture of the range of services available in the area and that some parents may not know where to go to for help.
- They had concerns about lack of early diagnosis and help for children with Additional Support Needs and about long waiting times for some services e.g. occupational therapy, speech therapy, counselling and mental health services. Parents of children with complex needs often had lots of appointments and sometimes had difficulty accessing them e.g. children in special schools could have lots of appointment in different places.
- They thought there needed to be better support for domestic abuse and for families with parents in prison.
- They thought there should be more for young people to do in the local area (or more information about what is available for them). There is a particular problem with young people taking and driving cars causing a risk to themselves and others.
- They thought transition from primary to secondary school could be improved.
- There were difficulties with thresholds for services e.g. could the pregnancy cafe keep some families for longer if they needed it, could a midwife continue beyond 10 days?
- There is a lack of space for some activities e.g. for community groups to meet, lack of a parents room in the early years centre.
- There isn't a good multiagency system for identifying the families which need help early on. There aren't enough services offering direct, practical help to parents e.g. family support workers. Parents and staff felt that better use could be made of resources in the local community e.g. older people in the community who could act as "grandparents" for young families experiencing hardship.

## **Recommendations**

1. Strengthen work in schools in relation to home school links, parent support, parenting, out of school care.
2. Increase the availability of the "My Child" programme run by adult education.
3. Provide better information for parents on the range of support available for them.
4. Look at the services available on an area basis to make it easier for parents to access support and for services to work together effectively e.g. early years centres as a point of support for under 5s, schools (with home school link workers) as a point of support for school age children, community centres providing multiagency support services e.g. health clinics, more co location of services so services work together more closely and parents know where to go to for help. The new Muirhouse centre provides an opportunity for this.
5. Improve coordination of support for individual children and families e.g. developing a child or family plan overseen by someone who has a relationship with the family over time, is able to do "whatever it takes" to support the family with services which are needs led rather than service led e.g. being able to keep with a family if they need it.
6. Increase the number of open access services which parents can go to without the need for a referral or a waiting list.

7. Increase availability of early intervention services for all children e.g. health visitors, school nurses, home school link workers.
8. Increase support for children with additional support needs and make it easier and faster to access services. In particular, increase availability of occupational therapy, speech and language therapy and mental health services. Make it easier for children to access services e.g. local clinics, school based services, text message reminders about appointments.
9. Increase availability of support for parents e.g. parenting, family support services.

# Education, Children and Families Committee

10am, Thursday, 11 September 2014

## Integrated Children's Services

|                          |           |
|--------------------------|-----------|
| <b>Item number</b>       | 7.11      |
| <b>Report number</b>     |           |
| <b>Executive/routine</b> | Executive |
| <b>Wards</b>             | All       |

### Executive summary

Over the last three months a consultation process has begun to progress the further development of Integrated Children's Services as reported to Committee in May 2014.

The original high level paper provided the platform for consultation and engagement across the areas of provision within scope of an Integrated Service. This engagement has primarily involved staff as well as recognising Trade Union consultation processes where appropriate and relevant to the changes proposed. A summary of the staff consultation survey is attached as Appendix 1. There are further plans to work directly with children, young people and their families to seek their views on ways to improve service design and delivery as we go forward with integration.

The proposal will establish systems that further develop effective partnership working at a local level to deliver even better outcomes for children, young people and their families here in Edinburgh.

Further detail about the locality structure to deliver Integrated Children's Services is contained at Appendix 2. Following the consultation process, firm proposals (including management structures) for Integrated Children's Services will now be developed and submitted to the Scottish Government along with the paper which will set out the integrated adult health and social care arrangements within the city.

### Links

Coalition pledges [P1](#), [P36](#)

Council outcomes [CO1-CO6](#)

Single Outcome Agreement [SO2](#), [SO3](#)



There will be no immediate impact on management and organisational structures within Children and Families: any changes that occur going forward will be consistent with work to strengthen locality management and service delivery being developed as one of the key BOLD workstreams.

## **Recommendations**

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- 1.1 The Committee is asked to note the feedback from the consultation process which demonstrates staff support for further integration of services.
- 1.2 That the Committee requests a further paper to be submitted to the December Committee detailing the proposal to be submitted to the Scottish Government along with details of Health and Social Care Integration within the city.
- 1.3 That this report is forwarded to the Corporate Policy and Strategy Committee for information.

## Integrated Children's Services

### Background

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- 2.1 There is a long history of partnership working in children's services in Edinburgh, supported by the Edinburgh Children's Partnership and Integrated Plan for Children and Young People.
- 2.2 The proposal to move towards greater integration will build on this work and also take account of the changes required to the management of a range of health services when the existing Community Health Partnership ceases to exist in line with the establishment of the adult Health and Social Care Partnership by April 2015.

### Main report

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- 3.1 The Christie Commission report outlined the importance of integrating public services if we wished to improve outcomes for the people of Scotland. The four Lothian Local Authorities and NHS Lothian have moved forward promptly with proposals for integration. The programme of work to deliver an integrated children's service builds on an ethos of integrated children's service planning in Lothian and follows on from considerable work in establishing the shadow Health and Social Care Partnerships.
- 3.2 The creation of shadow Health and Social Care Partnerships (Joint Integrated Boards) and anticipated future dissolution of the Community Health Partnerships (CHPs) in or beyond April 2015 has a consequential effect for the future management of universal community child health services.
- 3.3 There is a strong desire to strengthen the integration of children's services through collaborative working to improve outcomes for, and the wellbeing of, children, young people and families in Edinburgh. Over the last six months discussions have taken place between Chief Executives of NHS Lothian, City of Edinburgh Council, Non-Executive members and CEC Elected Members on how best to build upon the successful partnership.
- 3.4 An effective children's integrated planning partnership is already in place comprising of officers representing the Council services for children, the full range of health services for children, police and the voluntary sector. However there is not a joined up governance arrangement and this is a particular gap and one that the Chief Executives are committed to resolving through effective alignment of service planning, joint commissioning and quality assurance.

- 3.5 There is no intention of City of Edinburgh Council to delegate Children and Families function to the emerging Health and Social Care Partnership nor is there a desire to delegate universal health service provision to the Health and Social Care Partnership. There is, however, a desire to have greater management alignment across all children's services and a joined up governance mechanism to support these arrangements. This has been taken into account when considering the future potential management and governance arrangements for all children's health services currently being delivered in Edinburgh, including those within the Women and Children's Directorate and Edinburgh CHP.
- 3.6 Feedback from the staff engagement exercise is largely supportive of the direction of travel with the majority of staff responding (79%) strongly agreeing/agreeing with the statement "I think the proposals will strengthen partnership working in Edinburgh" and 79% agreeing that the proposals will have a positive impact on **outcomes** for children and young people.
- 3.7 The next phase of engagement will focus on working directly with children, young people and their families to gather ideas and suggestions for improving service delivery. Early feedback from consultation with parents and carers in Total Craigroyston would indicate a real willingness to engage in these discussions and opportunities and ideas for service redesign as a result.
- 3.8 Further work to develop integration at a neighbourhood level will be progressed as an integral part of the BOLD workstream addressing this issue and the development of management structures at a local level will reflect this approach.
- 3.9 The model of integration consolidates the good work that is taking place currently at school cluster level and supports the realignment of wider resources around each high school, its feeder primaries, pre-school provision and health visiting and school nursing services.
- 3.10 Opportunities for greater alignment of boundaries across the city are currently being explored across Council service areas and with partners and a paper is being prepared for discussion at the September Edinburgh Partnership. Further development of the integration agenda will take due account of these discussions.

## Measures of success

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- 4.1 The Integrated Children's Plan, the Children and Families Service Plan and the NHS Lothian Children and Young People's Health and Wellbeing Strategy outline the areas of activity which will maintain and improve outcomes for children, young people and their families in Edinburgh. The existing performance framework which supports these plans will be reviewed and further developed to acknowledge Integrated Services. We would expect to see improvements in the priority areas within these plans. We would also expect that

feedback from staff would demonstrate the added value of further integration through the introduction of greater co-location, shared infrastructure resources and improved communication and information sharing.

## **Financial impact**

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- 5.1 The development of Integrated Services will be managed within existing Children and Families and NHS Lothian budgets and we anticipate that efficiencies can be achieved through the development of more shared resources and business support functions at a neighbourhood level.

## **Risk, policy, compliance and governance impact**

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- 6.1 There are no direct implications for policy, compliance or governance arising from the recommendations in this report.

## **Equalities impact**

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- 7.1 In the next stage of development, a full Equalities and Right Impact Assessment will be undertaken and the outcomes of this will be addressed both in strategic planning and operational service delivery implementation. It is anticipated that the development of better integrated children's services should help us address areas of inequality more effectively and consistently.

## **Sustainability impact**

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- 8.1 Developing models of collocation and shared services will have a positive effect in terms of property use and associated energy requirements and the development of more integrated working practices should contribute to more sustainable services in the longer term.

## **Consultation and engagement**

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- 9.1 This proposal to develop Integrated Children's Services continues to build on the very positive work of the multi-agency Edinburgh Children's Partnership, its Chief Officer group and each of the Strategic Oversight Groups designed to ensure multi-agency delivery of actions within the Integrated Plan for Children and Young People.
- 9.2 A full information, consultation and engagement programme will be developed to explore the potential in this discussion document and to determine the best structures and approaches to delivering integrated services which improve outcomes.

## **Background reading/external references**

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- 10.1 ["Towards Integrated Children's Services" – Appendix 1 Education Children and Families Committee Report March 2014](#)

## Gillian Tee

Director of Children and Families

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## Links

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|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Coalition pledges</b>        | <p>P1. Increase support for vulnerable children, including help for families so that fewer go into care.</p> <p>P36. Develop improved partnership working across the Capital and with the voluntary sector to build on the “Total Craigroyston” model.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Council outcomes</b>         | <p>CO1. Our children have the best start in life, are able to make and sustain relationships and are ready to succeed.</p> <p>CO2. Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities.</p> <p>CO3. Our children and young people in need, or with a disability, have improved life chances.</p> <p>CO4. Our children and young people are physically and emotionally healthy.</p> <p>CO5. Our children and young people are safe from harm or fear of harm, and do not harm others within their communities.</p> <p>CO6. Our children and young people’s outcomes are not undermined by poverty and inequality.</p> |
| <b>Single Outcome Agreement</b> | <p>SO2. Edinburgh’s citizens experience improved health and wellbeing, with reduced inequalities in health.</p> <p>SO3. Edinburgh’s children and young people enjoy their childhood and fulfil their potential.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Appendices</b>               | <p>Appendix 1 - Integrated Children’s Services staff survey</p> <p>Appendix 2 - Integrated Children’s Services Management Group - Terms of Reference</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

# Integrated Children's Services staff survey

**Edinburgh Children's  
Partnership  
6 August 2014**

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Survey ran between May and end of July 2014

## **265 responses**

|          |                                      |    |
|----------|--------------------------------------|----|
| Page 131 | Schools                              | 43 |
|          | Other Children and Families          | 36 |
|          | Health Visiting                      | 31 |
|          | Royal Sick Children's Hospital staff | 28 |
|          | AHPs                                 | 27 |

Survey asked:

*'I think the proposals for integrating children's services will strengthen partnership working in Edinburgh'*

**79% agreed** (strongly agree and agree)

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*'The proposals will support me to deliver a more effective service'*

**61% agreed**

For both statements, others tended to tick 'neither agree or disagree' rather than disagree options



*'With reference to your answers above, can you tell us about any opportunities or benefits you see in relation to the proposals?'*

**189** people responded, with a number of themes and issues emerging:

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- Better multi-agency partnership working, increased links, more seamless service for children and their families
- Simpler, more effective access to services with less waiting time
- More effective planning and delivery of services

- ❑ Help for children and families to get the support they need earlier
- ❑ Better understanding/awareness of different services; better communication and relationships between professionals
- ❑ Opportunity to build on the success of CSMGs and enhance the implementation of GIRFEC further
- ❑ Less bureaucracy and less duplication
- ❑ More scope for local 'place-based' approaches like Total Craigroyston/neighbourhood

*'Can you tell us about any barriers or disadvantages you see in relation to the proposals?'*

**180** people answered. Main issues:

- Worries that issues re capacity, workloads and staff levels will make the proposals unrealistic and difficult/impossible to achieve
- Concerns proposals are more about saving money than improving outcomes
- ICT systems do not support integration
- Issues re the phrase 'do whatever it takes' – it needs to be defined better, managers need to buy into it, staff need more flexibility to be able to 'do whatever it takes'

- ❑ It might lead to more meetings/more time spent in meetings
- ❑ Potential issues around confidentiality
- ❑ Tensions between centralised/strategic and neighbourhood/local approaches
- ❑ The need for both staff roles and management/governance arrangements to be clear – worries about blurring if not
- ❑ All very high level at the moment – hard to see how it will translate on the ground/what difference it will make on a day to day basis

**79% agree** that the proposals *will have a positive impact on **outcomes** for children and young people*

**18% think** they will make *little or no difference*

**3% think** they will have a *negative impact*

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**75% agree** that the proposals *will have a positive impact on **services** for children and young people*

**19% think** they will make *little or no difference*

**6% think** they will have a *negative impact*

**165 people** answered the first question and **128** answered the second (although more than 30 of these were 'see above').

Similar issues in both responses:

Positives:

- Streamlining and better co-ordinating the response of services
- Helping children and families at an earlier stage
- Building on the strengths and responding to the views of parents and young people
- Improving relationships, communication and awareness between services

- ❑ Greater consistency
- ❑ Less complexity
- ❑ Better service planning

Some concerns that:

- ❑ If changes aren't implemented well they will have a negative effect
- ❑ Lack of resources, funding and staffing will mean that aims are not met
- ❑ There isn't enough detail at this stage to be able to say
- ❑ Some services' commitments to working together are 'on paper' only and make little difference in practice

## Next steps...

- Engagement with children and young people
- Engagement with parents/carers, community groups
- Early September to late November



## **Integrated Children's Services Management Group**

### **Terms of Reference**

Integrated Children's Services Management Groups (ICSMGs) comprise locality managers working together to improve outcomes for children, young people and their families by:

- making decisions and directing resources to support delivery of the Strategic Objectives in the Integrated Plan and to address specific local concerns promptly and effectively
- monitoring the consistent implementation of the Getting it right for every child Core Components within their sphere of responsibility and across the locality

#### **Specific functions:**

- Identify local trends and themes using agreed authority-wide data sets
- Receive reports as required on progress against agreed targets
- Identify and deliver solutions to barriers to effective local service delivery
- Develop effective links with adult services to better meet the needs of families
- Drive forward positive changes to culture, systems and practice across all partners
- Report to the Children's Partnership on activity to meet Strategic Outcomes
- Identify service/resource gaps which require strategic intervention and support
- Retain an overview of multi-agency staff training to achieve objectives
- Identify and celebrate good practice and success

#### **Membership**

Core membership will consist of the following:

- Social Work Practice Team Manager
- Senior Education Manager
- Principal Educational Psychologist
- NHS Service Manager
- Police Scotland
- SfC Service Manager
- Early Years Manager
- ASN Service Manager
- EVOC Children and Families Network representative

Additional partners may be represented based on localised links and relevant issues

- Reporter's Administration
- Skills Development Scotland
- CLD
- NHS Audit Services
- Social Work Adult Teams

#### **Expectations of Members**

- Attendance at meetings\*
- Authority to make decisions and allocate resources

- Timely communication to allow for meeting preparation
- Provision of relevant and up to date information to facilitate discussion and progress
- Contribution to decision making for specific cases and agreed action
- Commitment to service improvement
- Ensuring all actions and tasks agreed by the group are acted upon and treated as core business by staff
- Reporting back on action and impact at agreed intervals

\*sending informed substitutes – with appropriate delegated authority – *only* when necessary

### **Role of the Chair**

The Chair will be nominated from the membership of the Core Group and will play a crucial role in ensuring the effective operation of the ICSMG to meet its agreed aims

Support for the ICSMG will be provided by the ICS Area Co-ordinator

### **Frequency of meetings**

ICSMG meetings will take place on a 6 weekly basis, but require to have a mechanism to contact each other to access information quickly should the need arise.

Area managers will use their own profession's network of support and resources to resolve issues without having to hold back action on children's cases to wait for area managers to meet.

# Education, Children and Families Committee

10am, Friday, 16 August 2019

## Edinburgh Child Protection Committee Annual Report 2018-19

Executive/routine  
Wards  
Council Commitments

### 1. Recommendations

---

- 1.1 The Education, Children and Families Committee is asked to:
  - 1.1.1 Note the content of the Edinburgh Child Protection Committee Annual Report 2018-19.
  - 1.1.2 Note the positive contribution made by services across the City in keeping children safe.

**Alistair Gaw**

Executive Director for Communities and Families

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## Edinburgh Child Protection Committee Annual Report 2018-19

### 2. Executive Summary

---

- 2.1 This report accompanies the Edinburgh Child Protection Committee Annual Report 2018-19 (see Appendix 1), which summarises the work of this multi-agency strategic partnership within the past year. It highlights the core business of the Child Protection Committee as well as areas of strength and good practice, alongside identified priority areas for the coming year.

### 3. Background

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- 3.1 The Scottish Government guidance “Protecting Children and Young People: Child Protection Committee and Chief Officer Responsibilities” (2018) sets out the functions of child protection committees:
- 3.1.1 Continuous improvement
  - 3.1.2 Public information, engagement and participation
  - 3.1.3 Strategic planning and connections
  - 3.1.4 Annual reporting
- 3.2 Following endorsement by the Chief Officers Group (Public Protection) on 24<sup>th</sup> July 2019, the Annual Report is presented to the Education, Children and Families Committee for information and to comment as necessary.

### 4. Main report

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- 4.1 The Edinburgh Child Protection Committee is a multi-agency strategic partnership, including membership from the City of Edinburgh Council, Police Scotland, NHS Lothian as well as partners including the Edinburgh Voluntary Organisations Council (EVOC), Scottish Council of Independent Schools (SCIS) and Scottish Children’s Reporter’s Administration (SCRA). The Child Protection Committee’s shared vision and commitment to continuous improvement was explicitly noted in

June 2019 by the Care Inspectorate, in their report of a joint inspection of services for children and young people in need of care and protection.

- 4.2 Several key achievements are highlighted within the Annual Report, including:
- 4.2.1 The development of a revised performance framework, enabling more robust scrutiny of trends and earlier exception reporting where children have been subject to child protection plans for several months.
  - 4.2.2 A simplified and streamlined improvement plan, with a focus placed on five key priority areas.
  - 4.2.3 A range of self-evaluation and quality assurance activity undertaken on a multi-agency basis, providing evidence that frontline practice is keeping children safe.
  - 4.2.4 A comprehensive training calendar, covering a wide range of relevant topics, providing learning opportunities to professionals working across the City.
  - 4.2.5 Proactive monitoring of action plans resulting from Initial and Significant Case Reviews.

## **5. Next Steps**

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- 5.1 The Child Protection Committee Annual Report highlights several areas of work to be taken forward over the coming year across the range of strategic functions. These will be incorporated into the Child Protection Committee improvement plan, the next version of which will be considered by the Child Protection Committee in September 2019 and thereafter presented to the Public Protection Chief Officers Group.

## **6. Financial impact**

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- 6.1 The Child Protection Committee is funded by an inter-agency tripartite budget, with contributions from City of Edinburgh Council, Police Scotland and NHS Lothian. All work referred to above and in the Appendix is resourced from within this budget. As such there is no additional financial impact identified.

## **7. Stakeholder/Community Impact**

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- 7.1 As noted in Appendix 1, the work of the Child Protection Committee is closely aligned with the Edinburgh Children's Partnership via the priorities within the Children's Services Plan. This ensures there is connectivity between the aspirations for children, young people and their families across these strategic forums.
- 7.2 The views of children, young people and their families are central to the continuous improvement of child protection services. As detailed in Appendix 1, section 8, the

perspectives of stakeholder have informed our self-evaluation and improvement planning. The Child Protection Committee will continue to actively consult with stakeholders going forward.

- 7.3 There are no health and safety, governance, compliance or regulatory implications.
- 7.4 There are no carbon impacts or impacts on climate change and sustainable development.

## **8. Background reading/external references**

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- 8.1 None.

## **9. Appendices**

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- 9.1 Appendix 1 Edinburgh Child Protection Committee Annual Report 2018-19



# **Edinburgh Child Protection Committee Annual Report 2018-19**

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## 1. Introduction

Colleagues,

I am delighted to present the Edinburgh Child Protection Committee Annual Report for 2018-19. Since taking over as Chair of the Committee last year, I have had the privilege of working with colleagues across the multi-agency partnership to keep children safe.

This report outlines the work we have done in the last year to continually improve our services. This has been managed through a new and simplified improvement plan, focussing on five key priority areas, a format which we will continue into the next year.

At the start of 2019, we welcomed the Care Inspectorate who carried out a joint inspection of services for children and young people in need of care and protection. The final report highlighted several areas of good practice – in particular, the way we keep children safe through robust inter-agency referral discussion, as well as the work of the vulnerable young people’s group. We were pleased to see the Care Inspectorate recognised that “the child protection committee demonstrated a commitment to continuous improvement and was overseeing a range of self-evaluation activity”. Central to all our good work is a learning culture and positive relationships, which was also noted by the Care Inspectorate and which I hope will be familiar to all of you working across the City of Edinburgh.

This annual report is structured around the functions of the Child Protection Committee, as laid out in Scottish Government guidance. It highlights our achievements to date, and what we intend to do in the coming year. I hope you find it an informative document of the good work being done to keep children safe. We know that this requires collaboration and cooperation, qualities which I have seen throughout the multi-agency partnership and which provide strong foundations going forward.

Jackie Irvine

Chair – Edinburgh Child Protection Committee

Chief Social Work Officer

Head of Safer and Stronger Communities

## 2. Demographics

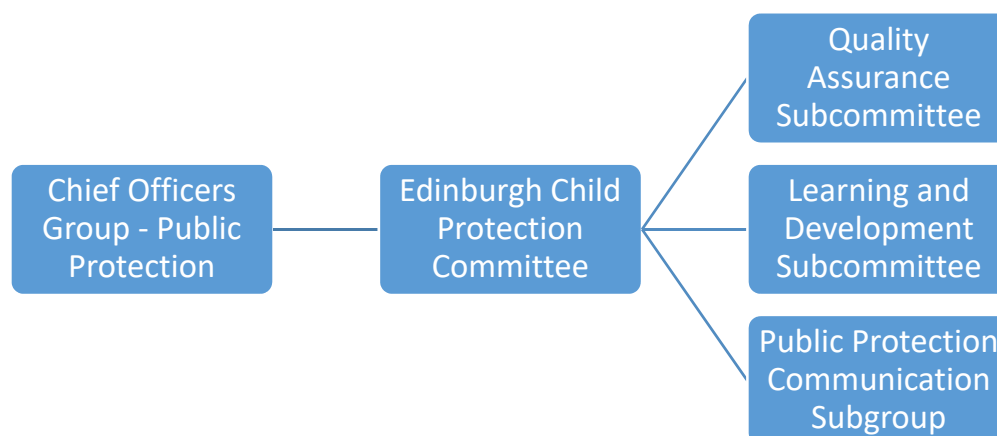
Edinburgh has one of the fastest growing populations of any city in the UK. In 2016, Edinburgh's population increased to over half a million for the first time in its history and is estimated at 518,500 in 2018.

The number of children aged 0-15 in Edinburgh in 2006 was 69,000 compared to 78,500 in 2018 with the projected population for 2026 being 83,400. The number of young people of secondary school age (12-17) is projected to increase by 25%, from 25,400 to 31,900, by 2026. It is estimated that one in thirteen Edinburgh primary and secondary students go to an independent school. The young people, aged 16-29, at 23.2% in 2018 account for a higher proportion of the population than the national figure of 17.7%.

Another feature of our city is the ethnic and cultural diversity, not only in terms of the local population, but also in terms of Edinburgh's short-term employment of young people and transient tourist population. In 2017-18, net migration increased Edinburgh's population by around 4,600 people which as a percentage of the population was more than double the national figure.

The number of child protection referrals has been around 1,300 each year over the last five years though this decreased to 1,210 in 2018-19. The number of children on the Child Protection Register continued to decrease through 2018-19 to a record low of 132 at the end of March 2019. Correspondingly we have seen a decrease in the number of Child Protection Case Conferences (CPCCs) with a total of 787 held in the period April 2018 to March 2019 compared to 942 in the preceding year.

### 3. Child Protection Committee Structure and Functions - overview



The Edinburgh Child Protection Committee is a locally-based, inter-agency strategic partnership, responsible for the design, development, publication, distribution, dissemination, implementation and evaluation of child protection policy and practice across the public, private and wider third sectors in the City of Edinburgh area. Through our local structures and membership, we provide individual and collective leadership and direction for the management of child protection services.

The Committee is made up of senior representatives from across all key areas and partners concerned with the care and protection of children. Guidance issued by the Scottish Government requires every local authority area to have a Child Protection Committee.

Strong links exist between the Committee and the Edinburgh Children's Partnership (the Partnership) through the Edinburgh Children's Services Plan (2017-2020).

The vision for both the Committee and the Partnership is to ensure that all Edinburgh's children and young people enjoy their childhood and achieve their potential. To support us in achieving our vision, 5 strategic outcomes have been identified.

- Every child will have the best start in life.
- Children and young people's attendance, engagement and achievement will be improved and the poverty related attainment gap will be reduced.
- Every child and young person will have good wellbeing and achieve the best possible health.
- Equity amongst children and young people and their families will be advanced.

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

In line with the GIRFEC well-being indicators, we aim to ensure children and young people are safe, healthy, active, nurtured, achieving, responsible, respected, and included. The Committee has a key role in achieving these aims along with the Partnership, recognising that the environment for some children in Edinburgh is more challenging, requiring additional measures to ensure children are protected from harm.

The governance of the Committee is the responsibility of the Edinburgh Public Protection Chief Officers' Group. Within the last year, the membership of this group has expanded to include two local Councillors, with these elected members now attending alongside Chief Officers from the City of Edinburgh Council, Police Scotland and NHS Lothian.

In 2019, the Scottish Government published the document "Protecting Children and Young People: Child Protection Committee and Chief Officer Responsibilities". This sets out the functions of the child protection committee, which are:

- continuous improvement
- public information, engagement and participation
- strategic planning and connections
- annual reporting on the work of the CPC

#### **4. Continuous improvement**

The Committee has a pivotal role in ensuring that services to protect children and young people are always improving. This covers several areas:

##### **i. Policies, Procedures and Guidance**

The Committee:

- supports all agencies to have their own up to date policies and procedures in place
- regularly develops, disseminates, and reviews inter-agency policies and procedures
- ensures protocols are developed for key issues where agreement is required.

##### **What we have done:**

Throughout 2019, we have continued to support the operation of key inter-agency protocols such as those covering child sexual exploitation and female genital mutilation. Where relevant, multi-agency strategy meetings have taken place to share information, plan jointly and reduce risk.

Protocols have been updated where necessary, including the Dispute Resolution Protocol which is used when there is professional disagreement about the plan for a child.

Emerging issues have been highlighted through the Committee to all partner agencies, supporting the development of single agency policies and procedures in these areas.

We have issued clear guidance around information sharing in child protection cases, to ensure that there is no adverse impact following the implementation of GDPR.

Committee members are represented on the steering group to review the National Guidance for Child Protection in Scotland.

##### **What we will do next:**

Develop our systems for reviewing and updating policies and procedures, to ensure that all documents remain current.

We will review our local inter-agency procedures to ensure these are in accordance with the revised National Guidance for Child Protection in Scotland (scheduled for 2020).

**ii. Data and Evidence**

The Committee retains an overview of management information from all key agencies relating to the protection of children and young people. The Committee:

- has an overview of information relating to children and young people with their names listed on the Child Protection Register
- receives regular management information reports, which include analysis of trends
- identifies and address the implications of these management reports
- ensures that management information informs the inter-agency child protection strategy.

**What we have done:**

The performance reporting framework is now embedded, with six monthly reporting on key indicators enabling the Committee to better identify and understand trends.

We have liaised with CELCIS and the Scottish Government to ensure we are prepared for the launch of the minimum dataset for child protection committees in the coming year.

In order to better identify drift and delay, we have begun analysing data in relation to children whose names are on the child protection register for over 18 months, as opposed to the 2 year threshold which was previously in place.

**What we will do next:**

We will host a workshop for colleagues in neighbouring local authority areas around the minimum dataset for child protection committees and continue to liaise with the Scottish Government around its' implementation.

We will continue to refine and improve our analysis of the data we collect

### **iii. Quality Assurance and Self-Evaluation**

Whilst individual agencies have responsibility for the quality assurance of their own service, the Committee has responsibility for the development and implementation of inter-agency quality assurance mechanisms. The Committee:

- agrees, implements, and reviews multi-agency quality assurance mechanisms for inter-agency work, including auditing against the framework for standards
- ensures that the quality assurance mechanisms contribute directly to the continuous improvement of services to protect children and young people
- contributes to the preparation for the integrated system of inspection of children's services
- considers the findings and lessons from inspection on a national basis, in relation to practice in Edinburgh
- co-ordinates significant case reviews as necessary
- reports on the outcome of the quality assurance processes and make recommendations to the Committee and the Chief Officers' Group.

The Quality Assurance Subcommittee is the central coordination point for this work in Edinburgh.

#### **What we have done:**

We have completed joint self-evaluation around children whose names were not placed on the child protection register following a case conference, as well as those who had been deregistered for several months.

Quality assurance work around the running of Child Protection Case Conferences and Vulnerable Young Person's meetings has been completed, and learning taken forward to the Committee.

Implemented revised reporting processes around key areas, such as children whose names are on the child protection register for over 18 months. The link with frontline quality assurance work, such as the IRD Review Group, has also been strengthened via reporting mechanisms.

#### **What we will do next:**

In connection with work around data and evidence, we will strengthen the analysis of information within the Quality Assurance Subcommittee, and ensure this contributes to service improvement.

Consider the lessons from the joint inspection, and ensure relevant actions relevant to the work of the Committee, are taken forward.

Further embed the collation of single agency self-evaluation, to ensure any relevant information is considered within a multi-agency context.

**iv. Conducting Initial and Significant Case Reviews**

Child Protection Committees, on behalf of the Chief Officers, are responsible for undertaking Initial Care Reviews (ICRs) and reporting / recommending a Significant Case Review (SCR) when the agreed criteria are met.

The Committee uses the learning from ICRs/SCRs to promote good practice, improve practice and contribute to improved outcomes for children and young people.

**What we have done:**

Actions plans resulting from ICR/SCRs have been monitored until completion by the Committee, with oversight from the Chief Officers Group.

A selection of completed actions from SCRs have been audited to ensure ongoing compliance.

Ongoing liaison with and consideration of feedback from the Care Inspectorate, in their role as the central repository for SCR reports.

**What we will do next:**

Introduce a combined, streamlined process for tracking and reporting ICR and SCR action plans.

Work with partners in the Care Inspectorate and the academic sector to host a learning event around local and national learning from SCRs to multi-agency staff across Edinburgh.

Review our processes for sharing learning from ICR/SCRs with frontline staff, to ensure that this is completed timeously and accessibly in order to have a direct impact on local practice.

Further develop the Child Protection Website to be more informative and effective.



## 5. Committee Development Day

The Committee held its' annual development day in May 2019. This is a key date in the calendar for all members to reflect on their work over the year and to consider emerging priorities for the year ahead.

Members were asked to think about what was working well, and what could be better.



There was unanimous agreement that the Committee should continue to prioritise work around multi-agency chronologies, neglect and domestic abuse within the coming year. It was also noted that a rolling programme of multi-agency practice evaluation and the vulnerable young person's group were now embedded and could be removed from the improvement plan.

The discussion at the development day will feed into the development of the 2019-20 improvement plan, which will include new priorities around engagement with families and visibility of the Committee.

## **6. Learning and Development**

Child protection training and staff development must be undertaken at both single agency and inter-agency level, for those working with children and families. This is underpinned by the promotion of children's rights and GIRFEC principles.

Through the Learning and Development Sub Committee, the Child Protection Committee is responsible for promoting, commissioning, and assuring the quality and delivery of inter-agency training. The Committee:

- retains an overview of single agency child protection training and considers the implications of inter-agency training
- plans, reviews, and quality assures inter-agency training and learning and development activities
- implements and reviews annually, a programme for inter-agency child protection training
- ensures relevant and consistent inter-agency training is provided for practitioners, managers, non-statutory agencies, and Child Protection Committee members.

### **What we have done:**

Continued to develop our inter-agency training calendar to ensure our training programme is responding to demand and is reflective of the current practice landscape.

Introduced new courses around practice skills for addressing neglect and attending a Children's Hearing.

Expanded the IRD workshops to staff across the Lothians, following the implementation of eIRD on a Lothian-wide basis.

### **What we will do next:**

Consider the learning from an independent evaluation of our training courses, currently underway via the University of Stirling.

Improve our processes for systematically evaluating the impact of our training programme.

Work with colleagues in adult protection to update the Public Protection Inter-agency Learning and Development strategy.

## **7. Public Information, Engagement and Participation**

The Scottish Government guidance for child protection committees states that:

*Keeping children and young people safe is everyone's job and the CPC must be able to demonstrate that its work is informed by the perspectives of children, young people and their families. CPCs will maintain an overview of levels of knowledge and confidence in child protection systems within their area and address issues as required within their Improvement / Business Plans. Each CPC will develop, implement and regularly review a communications strategy that includes:*

- *raising awareness so that members of the public, including children and young people, know what child protection means and what to do if they have a concern for a child or young person*
- *explaining and promoting the role of services in protecting children and young people*
- *engaging with local communities to raise awareness of indicators of concern*
- *increasing understanding of the role that communities and all adults have in protecting children and young people*
- *involving children, young people and families in its design and delivery*
- *taking account of new and emerging risks*

(Protecting Children and Young People, Scottish Government, 2019)

Within Edinburgh, successful public protection campaigns - such as Speak Up, Speak Out – have been run on a joint basis to ensure that members of the community are alert to risks and know what to do about them.

A Public Protection Communication Subgroup, now meeting to develop campaigns as a working group, is the vehicle for ensuring there is a clear connection between the strategic priorities of the Committee and members of the wider community.

A priority for the Committee in 2019-20 will be to maximise visibility and connectivity with frontline staff and the community, which closely aligns with the functions described above.

### **What we have done:**

Continued the promotion of key public protection messages around identifying and reporting concerns.

Supported national campaigns such as the Eyes Open campaign to protect children over the holiday period.

Engaged with over 1,600 parents in the development of a new campaign in conjunction with NSPCC Scotland.

Supported the launch of Mind Of My Own in Edinburgh – an app which supports young people to provide their views to professionals.

Further embedded the use of advocacy for young people at child protection case conferences, via collaboration with Who Cares? Scotland.

**What we will do next:**

Launch a joint public awareness and information campaign in conjunction with NSPCC Scotland.

Review our processes for engaging with children and their families, and to consider further how their views can help inform service development.

Develop our public facing information to ensure the work of the Committee is visible and prominent within the community.

## **8. Families experiences of the child protection system**

In 2019, the views of young people and their families were included as a central part of the committee's programme of multi-agency practice evaluations. These are reflective conversations that take place with the team around the family to help us share learning and consider any improvements that may be required.

In previous years, this process included professionals only. However, from 2019 onwards the views of families have been sought and presented to the team around the family at the start of these discussions. Families were asked what has worked well, and if anything could have been done differently.

What families told us worked well:

- They felt involved in the decision making about their children
- There were good relationships with the team around the family
- Families felt listened to by the team around the family

However we also heard that:

- Sometimes it feels like a lot of talking has happened but little action
- Sometimes services could have become involved sooner
- We could be better at supporting families to understand processes

Reports from the Multi-Agency Practice Evaluations are considered by the Committee and help to improve child protection within the City of Edinburgh.

## **9. Strategic Planning and Connections**

Scottish Government guidance states that:

*CPCs must ensure strong and robust strategic planning links to wider integrated children's services planning arrangements in their local area in order to ensure that the need for support and protection of children and young people can be comprehensively met in well designed, effective and sustainable local services, programmes and initiatives.*

*CPCs must link effectively with other multi-agency partnerships and structures locally, regionally and nationally, including Chair and Lead officer participation in Child Protection Committees Scotland.*

(Protecting Children and Young People, Scottish Government, 2019)

The Committee links into several multi-agency structures and ensures relationships are robust and productive. The Committee:

- identifies the key links with other bodies and ensure such links are strong and productive
- in conjunction with other bodies, identifies issues where joint working would be beneficial or duplication could be avoided and ensure that action is taken to address these issues
- implements and reviews the effectiveness of joint protocols linked to child protection.

Within Edinburgh, the Chief Officers Group for Public Protection is the key forum for collaboration at a strategic level, with close links to the Edinburgh Children's Partnership. This ensures there is a culture of collaboration threaded throughout the work of the Committee.

### **What we have done:**

Engagement in national forums such as CPC Scotland, National Learning and Development Network and the Chief Officers leadership event.

Developed opportunities for joint working , such as neighbouring local authority areas and CPCs.

Closer links between the adult and child protection committees in Edinburgh, with regular representation on subcommittees to ensure joint working where relevant.

The development of links with colleagues in the academic sector to ensure our work is informed by current research.

**What we will do next:**

Ongoing liaison with the Care Inspectorate via the link inspector, including collaboration on learning events and post-inspection planning.

Continue to contribute to key strategic forums such as CPC Scotland.

Work with colleagues across the Lothians to ensure our practice develops in line with the revised National Guidance.

## 10. Conclusion and next steps – Chief Officers

The Edinburgh Child Protection Committee Annual Report for 2018-19 is designed to demonstrate the key role of the Committee in ensuring the inter-agency response to the protection of Edinburgh’s children is cohesive, structured, and working towards continuous improvement. The report summarises some of our key achievements throughout the period under review.

We are clear, however, that we are on a journey of continuous learning and improvement and we still have work to do. We maintain close working relationships with agencies in the statutory, voluntary, and independent sectors and are determined to ensure we retain an outcome-focused approach to child protection matters.

As Chief Officers, we fully appreciate the challenge of ensuring Edinburgh’s children are safe as well as providing a platform from which all children in Edinburgh can reach their full potential. We have continued to make progress towards achieving our aims since the publication of the 2016-2017 annual report. This annual report reflects on the successes and identifies our areas of further improvement. We extend our appreciation for the continuing efforts of all agencies in Edinburgh working together to protect children and young people. This work is challenging and complex, however, it is an area in which we are committed to achieving excellence.

We endorse the contents of the Child Protection Committee annual report for 2018-19.



**Appendix A – Remits and Membership list of Committee Sub Group structure**

**Appendix B – Child Protection Register Statistics**



## **Appendix A – Remit and Membership of Committee Sub Group structure**

### **Edinburgh Child Protection Committee Quality Assurance Sub-Committee**

#### **Purpose**

1. To operate a quality assurance framework that allows the Child Protection Committee to monitor the effectiveness of local child protection services.
2. To operate a performance reporting framework and a system for self-evaluation in support of the above.
3. To implement a system of regular multi-agency case file reviews.
4. To oversee significant case reviews, commissioned by the Child Protection Committee; and to consider appropriate recommendations to the Child Protection Committee.
5. To monitor the implementation of any recommendations arising from reviews agreed by the Child Protection Committee.
6. To develop multi-agency improvement plans in response to external inspection reports or internal assessment processes.
7. To monitor the progress of member agencies' implementation of agreed improvement plans

#### **Membership**

Membership will include representation from the following agencies/ services:

- NHS Lothian
- Police Scotland
- City of Edinburgh Council (Communities and Families)
- City of Edinburgh Council (Health and Social Care)
- City of Edinburgh Council (Safer and Stronger Communities)
- Scottish Children's Reporter Administration
- Edinburgh Voluntary Organisations Council

Input from the voluntary sector representative on the Child Protection Committee will be sought as appropriate. Officers from other services/agencies may be co-opted onto the sub-group as required, subject to the approval of the relevant agency.

#### **Meetings**

The sub-group will meet at a frequency determined by the requirements of the agreed tasks, but not normally less frequently than the Child Protection Committee.

Meetings will be minuted and will be reported to the Child Protection Committee.

## **Edinburgh Child Protection Committee Learning and Development Sub-Committee**

### **Purpose**

1. To develop a learning and development strategy that allows the Child Protection Committee to monitor the effectiveness of child protection training across the agencies.
2. To coordinate the training strategy within member agencies.
3. To develop a system for delivering multi-agency training and evaluating its effectiveness.
4. To oversee the training needs of the voluntary sector.
5. To develop multi-agency improvement plans in response to external inspection reports or internal assessment processes.
6. To monitor the progress of member agencies' implementation of agreed improvement plans.
7. To liaise with the other subgroups of the Child Protection Committee to avoid duplication of work.

### **Membership**

Membership will include representation from the following agencies/services:

- NHS Lothian
- Police Scotland
- City of Edinburgh Council (Communities and Families)
- City of Edinburgh Council (Health and Social Care)
- City of Edinburgh Council (Safer and Stronger Communities)
- Edinburgh Voluntary Organisations Council

### **Meetings**

The sub-group will meet at a frequency determined by the requirements of the agreed tasks, but not normally less frequently than the Child Protection Committee. Meetings will be minuted and will be reported to the Child Protection Committee.

# **Edinburgh Public Protection Committees Communications Sub-Group**

## **Purpose**

A planned and co-coordinated communications strategy is needed to:

1. raise public awareness of child protection issues and services
2. establish a system to share information and communicate effectively with and between agencies and staff at all levels to raise awareness of child protection
3. share best practice examples

## **Membership**

Membership will include representation from the following agencies/ services:

- NHS Lothian
- Police Scotland
- City of Edinburgh Council (Communities and Families)
- City of Edinburgh Council (Health and Social Care)
- City of Edinburgh Council (Safer and Stronger Communities)
- Edinburgh Voluntary Organisations Council

Officers from other services/agencies may be co-opted onto the sub-group as required, subject to the approval of the relevant agency.

## **Meetings**

The sub-group will meet at a frequency determined by the requirements of the agreed tasks. This will normally consist of monthly meetings.

Meetings will be minuted and will be reported to the Child Protection Committee.

## Appendix B – Child Protection Register Statistics

|                  | 2018         |                           | 2017         |                           | 2016                      | 2015                      |
|------------------|--------------|---------------------------|--------------|---------------------------|---------------------------|---------------------------|
|                  | Number       | Rate Per 1,000 population | Number       | Rate Per 1,000 population | Rate Per 1,000 population | Rate per 1,000 population |
| Edinburgh        | 190          | 2.4                       | 235          | 3.0                       | 3.2                       | 3.4                       |
| East Lothian     | 36           | 1.9                       | 45           | 2.4                       | 2.5                       | 1.4                       |
| Midlothian       | 45           | 2.6                       | 64           | 3.7                       | 3.1                       | 1.8                       |
| West Lothian     | 82           | 2.3                       | 70           | 2.0                       | 2.2                       | 3.5                       |
| Scottish Borders | 50           | 2.6                       | 39           | 2.0                       | 3.4                       | 1.5                       |
| Aberdeen         | 68           | 1.9                       | 80           | 2.3                       | 3.5                       | 2.9                       |
| Dundee           | 73           | 3.0                       | 69           | 2.9                       | 3.4                       | 3.0                       |
| <b>Scotland</b>  | <b>2,668</b> | <b>2.9</b>                | <b>2,600</b> | <b>2.8</b>                | <b>3.0</b>                | <b>3.0</b>                |

Source:

Scottish Government

<https://www2.gov.scot/Topics/Statistics/Browse/Children/sourcesandsuitability/LAlevelCP>

Statistics at 31 July each year.

## Education, Children and Families Committee

10.00, Friday, 16 August 2019

### Reducing Child Poverty

Executive/routine  
Wards  
Council Commitments

#### 1. Recommendations

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- 1.1 The Education, Children and Families Committee is asked to:
  - 1.1.1 agree the Local Child Poverty Action Report submitted to Scottish Government in July 2019
  - 1.1.2 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.

#### **Alistair Gaw**

Executive Director for Communities and Families

Contact: Linda Lees, Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing)

E-mail: [linda.lees@edinburgh.gov.uk](mailto:linda.lees@edinburgh.gov.uk) | Tel: 0131 469 5956

## Reducing Child Poverty

### 2. Executive Summary

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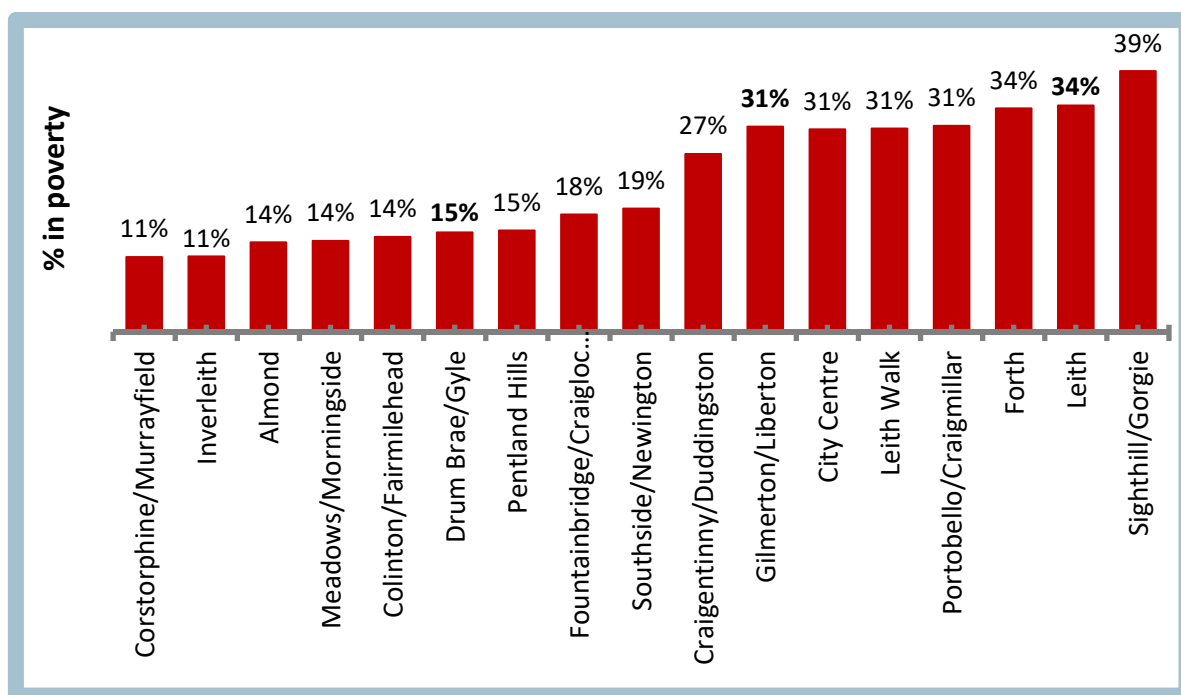
- 2.1 This report recaps the new responsibilities for Local Government and Health Boards arising from the Child Poverty (Scotland) Act. These include new requirements for publication of an annual report describing existing and new planned actions, or measures taken, to reduce and mitigate the effects of Child Poverty.
- 2.2 To meet these requirements, the report updates members of the Committee on actions taken to produce the first Local Child Poverty Action Report (LCPAR) which is attached at Appendix 1
- 2.3 This report provides members of the Committee with an update on the Child Poverty Action Unit (Coalition Commitment 45), the form of which was approved by the Committee on 9 October 2018, namely as a cross Partnership working group, led by Communities and Families. The purpose of this unit will be to:
  - 2.3.1 Build on existing partnership and reporting arrangements and co-ordinate Council action to address Child Poverty in Edinburgh
  - 2.3.2 Identify Council leads for the development and publication of annual Local Child Poverty Action Reports (beginning in June 2019), and
  - 2.3.3 Identify a point of liaison with the new Edinburgh Poverty Commission on issues and actions relating to Child Poverty

### 3. Background

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- 3.1 Edinburgh is an affluent city. Average incomes are 27% higher than the Scotland average. Unemployment rates are lower than those of any other major UK city. Employment rates are high and average wages are higher than those of most other areas in the UK. Despite this economic success, however, significant levels of poverty exist in Edinburgh.
- 3.2 There are no official Scottish Government estimates for measuring poverty at the local authority level in Scotland. The figures presented in this paper are modelled estimates published by the End Child Poverty coalition.

- 3.3 Using this model, it is estimated that 23% of all children in Edinburgh live in relative poverty after housing costs. This is almost 1 in 5 children across the city and is estimated at approximately 21,000 children.
- 3.4 Child poverty rates in Edinburgh vary considerably between different areas of the city, with rates of up to 39% recorded in some electoral wards, and as low as 11% in other. This pattern of inequality is replicated across all four of the locality areas which make up the city – North West, North East, South East, and South West. Every locality contains areas of high poverty. Most localities contain areas of relatively low poverty. Across all of Scotland, only 11 council wards record child poverty rates higher than those seen in Sighthill/Gorgie (with 9 of those wards located in Glasgow City alone).



## 4. Main report

### Local Child Poverty Action Report (LCPAR)

- 4.1 The Child Poverty (Scotland) Act places a new duty on local authorities and health boards to jointly prepare an annual Local Child Poverty Action Report on actions to reduce the impact of child poverty. The first Local Child Poverty Action Report was due for publication in June 2019 and has been uploaded onto the KHub as per Scottish Government requirements. The legislation states that these reports must aim to provide a strategic forward look, as well as an account of progress to date, and should:
- 4.1.1 "describe any measures taken in the area of the local authority during the reporting year...for the purpose of contributing to the meeting of [national] child poverty targets.", and

- 4.1.2 set out information on measures that the local authority plans to take to contribute to the meeting of the [national] child poverty reduction targets.
- 4.2 To address these aims, the Scottish Government developed local authority guidance for the contents of Local Child Poverty Action Reports. The guidance recommends that the report requires a series of steps:
- 4.2.1 Identify local partners, best achieved by using Community Planning Partnership processes
- 4.2.2 Identify and assess child poverty in the local area
- 4.2.3 Identify and assess existing action and existing plans that seek to reduce or mitigate child poverty in the local area
- 4.2.4 Identify new action to reduce child poverty or expansions or modifications to existing action to increase impact
- 4.2.5 Identify and share 'What is Working' and 'Lessons Learned'.
- 4.3 The Edinburgh Children's Partnership has agreed the Edinburgh LCHAR (Appendix 1) which outlines what we know about child poverty in Edinburgh and provides an overview of the main actions designed to mitigate the impact of, or reduce, child poverty. It describes work which has or is likely to achieve step change, which drivers of poverty our work aims to impact and identifies the priority groups. The report includes a few case studies that demonstrate effective practice. It also highlights the links between some of the Council's Coalition Commitment and the 3 drivers of poverty. There is a section illustrating strong partnerships within and across the Third Sector, the City of Edinburgh Council and NHS Lothian, also identifying where internal and cross sector partnerships would be strengthened. The final section draws conclusions and summarises our collective next steps
- 4.4 This Edinburgh LCPAR was co-authored by the City of Edinburgh Council (CEC) and NHS Lothian, with contributions from the third sector. A Writing Group was established as a sub group of the Edinburgh Child Poverty Action Unit, which is a cross council and cross sector working group. The Writing Group is made up of officers in CEC and NHS who are collectively responsible for and/or contribute to, several of the actions and plans detailed within the report including:
- working in partnership within the context of the Edinburgh Children's Partnership;
  - jointly leading the Edinburgh Children's Partnership Strategic Outcome Groups;
  - making strong links with the Edinburgh Poverty Commission
- 4.5 Within the City of Edinburgh, significant action is already in place to address Child Poverty and good partnership relationships already exist to meet the new reporting requirements, with evidence of step change through sector leading projects such as **1 in 5: Raising Awareness of Child Poverty** with **Maximise!** and **Discover!** already showing real impact.



- 4.6 The Child Poverty Action Unit (CPAU) held its first meeting in the City Chambers on (insert date) and is chaired by Councillor Alison Dickie. The CPAU is made up of Council officers, NHS colleagues and third sector. To date the group has met three times. The second meeting was at Craigroyston High School where young people set out some of the issues they face and ideas for action and the third meeting took place at LAYC (Lothian Association of youth Workers) where third sector colleagues and young people contributed
- 4.7 The unit has generated several ideas and possible actions which fall into 3 categories:
- those which build on existing good practice and where there are mechanisms to embed actions deeper, roll out wider or change mindset further
  - those which are longer term ideals and goals, and which are within the gift of partners to initiate and deliver
  - those which are more systemic or political and may require legislative change and/or significant investment

## **5. Next Steps**

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- 5.1 The LCPAG writing group has agree to meet towards the end of August to reflect on the processes involved in producing the first report and to consider who else needs to be involved. The Writing Group will be expanded and also plans a meeting with East Lothian and Midlothian to share what worked well.
- 5.2 The CPAU will continue to meet regularly, and the action plan is a live, dynamic document which is designed to drive actions to reduce/mitigate child poverty in Edinburgh.
- 5.3 The CPAU will develop Terms of Reference and ensure that it reports on actions regularly to Education, Children and Families and Edinburgh Children's Partnership.
- 5.4 The new Children's Services Plan will take full account of actions and initiatives across the partnership that mitigate, reduce and have the potential to reduce child poverty.

## **6. Financial impact**

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- 6.1 There are no significant financial impacts to the City of Edinburgh council

## **7. Stakeholder/Community Impact**

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- 7.1 The Edinburgh Poverty Commission has engaged in wide-ranging stakeholder engagement and the current finding and future recommendations inform both the LCPAR and the CPAU
- 7.2 In addition the CPAU has engaged with young people with lived experience of poverty.

- 7.3 Initiatives and programmes such as **1 in 5: Raising Awareness of Child Poverty, Maximise!** and **Discover!** have and continue to engage with communities and families living in poverty

## 8. Background reading/external references

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- 8.1 The following papers provide background to the report:

- 8.1.1 Every Child Every Chance – The Tackling Child Poverty Delivery plan 2018 – 22, Scottish Government, March 2018: <https://www.gov.scot/publications/child-chance-tackling-child-poverty-delivery-plan-2018-22/>
- 8.1.2 Edinburgh poverty Commission, City of Edinburgh Council: <http://www.edinburgh.gov.uk/info/20218/council-wide-plans-and-strategies/828/reducing-poverty-and-inequality>
- 8.1.3 Scottish Government Guidance on Child Poverty Action Reports: <https://www.gov.scot/publications/local-child-poverty-action-report-guidance/>
- 8.1.4 Child poverty Action Unit Report – referral from the Culture and Communities Committee, Tuesday 9<sup>th</sup> October 2018, Item 7.11(b): <http://www.edinburgh.gov.uk/meetings/meeting/4553/education-children-and-families-committee>

## 9. Appendices

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- 9.1 Appendix 1 Local Edinburgh Child poverty Action Report



# LOCAL CHILD POVERTY ACTION REPORT

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City of Edinburgh Council and NHS Lothian

City of Edinburgh  
Council  
Waverley Court  
East Market Street  
EDINBURGH  
EH8 8BG





EDINBURGH AND SOUTH EAST SCOTLAND CITY REGION DEAL



## Foreword

***'It's hard for children to be poor and we need to help them because it's not their fault.'***

I quote these words often because they came from a P1 pupil that I taught as she worked alongside her peers in our community learning group on child poverty. At such a young age, she got it. She understood that poverty is not some kind of life choice and that people can often be trapped in their poverty because of the structural barriers that are put before them.

The latest data shows that almost one in four children in Edinburgh now live in poverty. In one electoral ward, it is almost 40%. Many children are coming to school hungry, living in homes that their parents and carers can't afford to heat, and relying on foodbanks to make ends meet. The situation is predicted to get worse, and most of these children will have great difficulty escaping from this cycle of poverty. In one of the wealthiest cities in the fifth largest economy in the world, this should shame us all.

The national Child Poverty Delivery Plan 2018-2022, **'Every Child, Every Chance'**, recognises that poverty is fundamentally about lack of income. It is therefore right that the targets in the Child Poverty (Scotland) Act 2017 are about increasing family incomes and reducing costs.

National policies and strategies will have the greatest impact on these, especially in relation to social security, but Community Planning Partnerships and Local Health Boards can also take significant steps to mitigate the impact of child poverty.

In Edinburgh, a lot of really good work is already established and making an impact, such as **1 in 5; Raising Awareness of Child**

**Poverty and Maximise!** More recent projects, such as **Discover!** are also in place. There is, however, much more to do.

I'm heartened, therefore, to see a move towards stronger partnership working across the city, and a recognition of the need to better co-ordinate actions and activities so that we make the best use of our resources and increase their impact on lives. It is also reassuring to see that service areas right across the Council are expected to consider what contribution they can make to help reduce child poverty. It is a challenge that will take us all.

This is our first Child Poverty Action Report and, as such, it sets out where we are currently. The Child Poverty Action Unit is in its early days but, as Chair, I look forward to working with partners to further shape our action plan, and ensure its delivery. Most of all though, I look forward to empowering the too often unheard voice of children and families with lived experience of poverty, and finding ways to firmly place them at the heart of all forward decision making.

Future reports should show our deep commitment to doing all we can to try and make further progress with what is, in my view, one of the most important priorities facing our city and nation.

**Councillor Alison Dickie, Vice Convener, Education, Children and Families**

**Chair, Edinburgh Child Poverty Action Unit**





# Introduction

The Edinburgh Children's Partnership, Children's Services Plan 2017 – 2020, has identified five strategic aims. Reducing poverty is woven through the strategic aims and its strength lies in explicit partnership working to improve the outcomes for children and young people. It is aligned with the strategic context of NHS Lothian for children and young people through the NHS Strategy for Children and Young People (2014 – 2010) and The Children and Young People (Scotland) Act 2014.

It is evident that public sector, community and voluntary organisations in Edinburgh are doing incredible work already to ameliorate some of the worst excesses of poverty in our area. With almost 1 in 4 children in Edinburgh now living in poverty, we have a responsibility to continue to improve what we do. We are committed to ensuring that local public sector decisions and resources target the causes of poverty as all the available evidence tells us that this will make the greatest difference to the life chances of children. But there must be a caution that some of the levers for change exist far from Edinburgh.

Recent reports from the UN Special Rapporteur on extreme poverty and human rights and the ongoing work of the Poverty and Inequality Commission in Scotland are reminders of the scale of the challenge set by the Child Poverty (Scotland) Act 2017. The Act makes stark the fact that the life chances of children brought up in poverty in Scotland are markedly worse than those of children living elsewhere in western Europe.

It is incumbent on local partners to play a part in changing this story. Our local partnerships must use all our assets and talents efficiently, effectively and wisely. But to make a significant improvement, our decisions and policies about child poverty will need to be inventive and aspirational too. This first Local Child Poverty Action Report for Edinburgh provides an overview of our current work and signals our priorities for the next few years.



**Professor Alison McCallum**  
Director of Public Health and Health Policy

NHS Lothian



Families cooking together at **Discover!** Easter 2019

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# Section 1

## Purpose and Background

The purpose of this Local Child Poverty Action Report is to provide an overview of the actions taken by Edinburgh's Children's Partnership to mitigate the impact of and/or reduce child poverty in Edinburgh. It also identifies gaps and sets out the actions that it proposes to take that will contribute to meeting the targets in the Child Poverty (Scotland) Act 2017.

### CONTEXT

The Scottish Government has identified three main drivers of child poverty:

- income from employment;
- costs of living;
- income from social security and benefits in kind.

It also identifies a number of priority groups that the plan should target as particular beneficiaries:

- Lone parents;
- Families where a member of the household is disabled;
- Families with three or more children;
- Minority ethnic families;
- Families where the youngest child is under 1;
- Mothers aged under 25.

The Child Poverty Act sets out four statutory, income-based targets (all after housing costs) to be achieved by 2030:

- Less than 10% of children in relative poverty;
- Less than 5% of children in absolute poverty;
- Less than 5% of children are in combined low-income and material deprivation;
- Less than 5% of children are in persistent poverty

Local Child Poverty Action Reports (LCPAR) are expected to show an understanding of the drivers of child poverty, what actions are currently in place, and what future actions will be implemented. The requirement to produce these reports signals an imperative to undertake new activity and a new approach; effectively, a step-change in tackling child poverty. The LCPAR should show how links are being made to existing related statutory planning and reporting duties, including how Local Outcome Improvement Plan (LOIP) outcomes will contribute to tackling child poverty.

### A COLLABORATIVE APPROACH

The Edinburgh Children's Partnership has agreed this report which outlines what we know about child poverty in Edinburgh and provides an overview of the main actions designed to mitigate the impact of, or reduce, child poverty. It describes work which has or is likely to achieve step change, which drivers of poverty our work aims to impact and identifies the priority groups. The report includes a few case studies that demonstrate effective practice. It also highlights the links between some of the Council's Coalition Commitment and the 3 drivers of poverty. There is a section illustrating strong partnerships within and across the

Third Sector, the City of Edinburgh Council and NHS Lothian, also identifying where internal and cross sector partnerships would be strengthened. The final section draws conclusions and summarises our collective next steps.

This report is co-authored by the City of Edinburgh Council (CEC) and NHS Lothian, with contributions from the third sector. A Writing Group was established as a sub group of the Edinburgh Child Poverty Action Unit, which is a cross council and cross sector working group. The Writing Group is made up of officers in CEC and NHS who are collectively responsible for and/or contribute to, a number of the actions and plans detailed within the report including:

- working in partnership within the context of the Edinburgh Children's Partnership;
- jointly leading the Edinburgh Children's Partnership Strategic Outcome Groups;
- making strong links with the Edinburgh Poverty Commission.

## Section 2

# Challenges and Drivers

## Child Poverty in Edinburgh

### DEFINING POVERTY

*Individuals, families and groups in the population can be said to be in poverty when they lack resources to obtain the type of diet, participate in the activities and have the living conditions and amenities which are customary, or at least widely encouraged and approved, in the societies in which they belong.*

**P Townsend, *Poverty in the United Kingdom*, 1979**

Poverty means struggling to heat your home, pay your rent, or buy essentials for your children. It means waking up every day facing insecurity, uncertainty, and impossible decisions about money. To be in poverty is to have resources that are well below the level needed to maintain a decent standard of living.

Almost any family can experience poverty. Unexpected events such as bereavement, illness, redundancy, or relationship breakdown are sometimes all it can take to move into circumstances that then become difficult to escape.

For this analysis we adopt a core definition of relative poverty after housing costs as our baseline. The relative income poverty line is set at 60% of UK median household income after housing costs, adjusted for family size. It changes each year according to changes in median income.

As an illustration, for a couple with 2 children in Edinburgh, this threshold is the equivalent of £21,100 per annum, or just over £14 per person per day.

Wide ranging evidence shows us that living on incomes below this threshold in our society is damaging. People who grow up in poverty die sooner, have poorer health, are more likely to suffer from mental health problems, less likely to thrive in the education system, less likely to progress in work, and more likely to have children who themselves grow up in poverty. These are wide ranging issues which impact not only on the individuals directly affected, but also the city as a whole. Poverty is not an individual affliction but a social problem.

This analysis provides an overview of the number of children in Edinburgh living in families in which income levels fall below this threshold, and the factors which drive those levels.

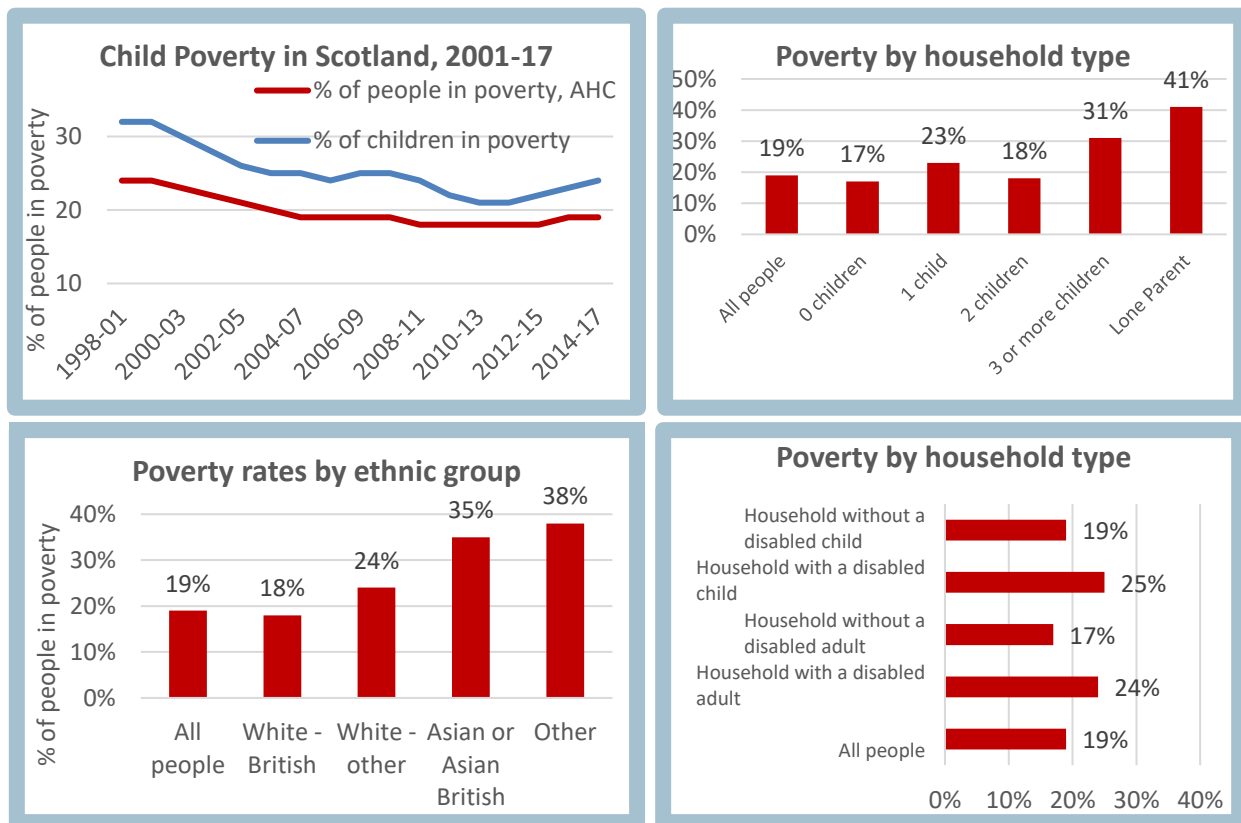


# CHILD POVERTY IN SCOTLAND

It is estimated that 24% of children in Scotland, or 230,000 children each year, live in relative poverty. Child poverty rates had been falling for many years but have started to rise again since 2011-14. <sup>1</sup>

Within this population, the risk of poverty varies further depending on a number of factors, including:

- The number of adults and number of children in the household. Some 41% of all single parent households in Scotland live in relative poverty, in 2014-17, for instance. As do 31% of households with 3 or more children.
- The ethnicity of the household. Over a third of people in minority ethnic groups in Scotland live in poverty after housing costs are taken into account. This is more than double the poverty rate for the 'White – British' group (18%).
- The presence of a disabled adult or child. 25% of all households with a disabled child live in poverty, compared to 19% of households without a disabled child or adult. Overall, further analysis of data reveals that some 40% of all children in poverty in Scotland live in a household where at least one person (child or adult) is disabled.



This rising trend in child poverty comes despite a rise in average incomes recorded in recent years. Since 2010-13, median incomes in Scotland have risen by 6%, but this increase has not been felt equally across all households. Indeed, income growth for affluent households has been recorded at 7 to 8 times higher than that of the lowest 10% of households in Scotland by income during this period. Similarly, income growth for households with children during this period has been much lower than for other households. <sup>2</sup>

<sup>1</sup> All data on poverty rates and levels in Scotland are sourced from [Poverty and income inequality in Scotland: 2015-2018, Scottish Government, 28 Mar 2019](#)

<sup>2</sup> Source: [Poverty and income inequality in Scotland: 2015-2018, Scottish Government, 28 Mar 2019](#)

Analysis produced by the Institute of Fiscal Studies <sup>3</sup> identifies four key drivers for this trend:

- Labour market improvements and resulting increases in earned income tend to benefit medium and high-income households more rapidly than those in low income groups
- Cuts to the value of working age benefits have affected low income households most severely, and families with children most directly
- Reductions in mortgage costs due to low interest rates in this period provided most benefit to high income households, while
- Rising private rents have had a disproportionately high impact on incomes for low income groups.

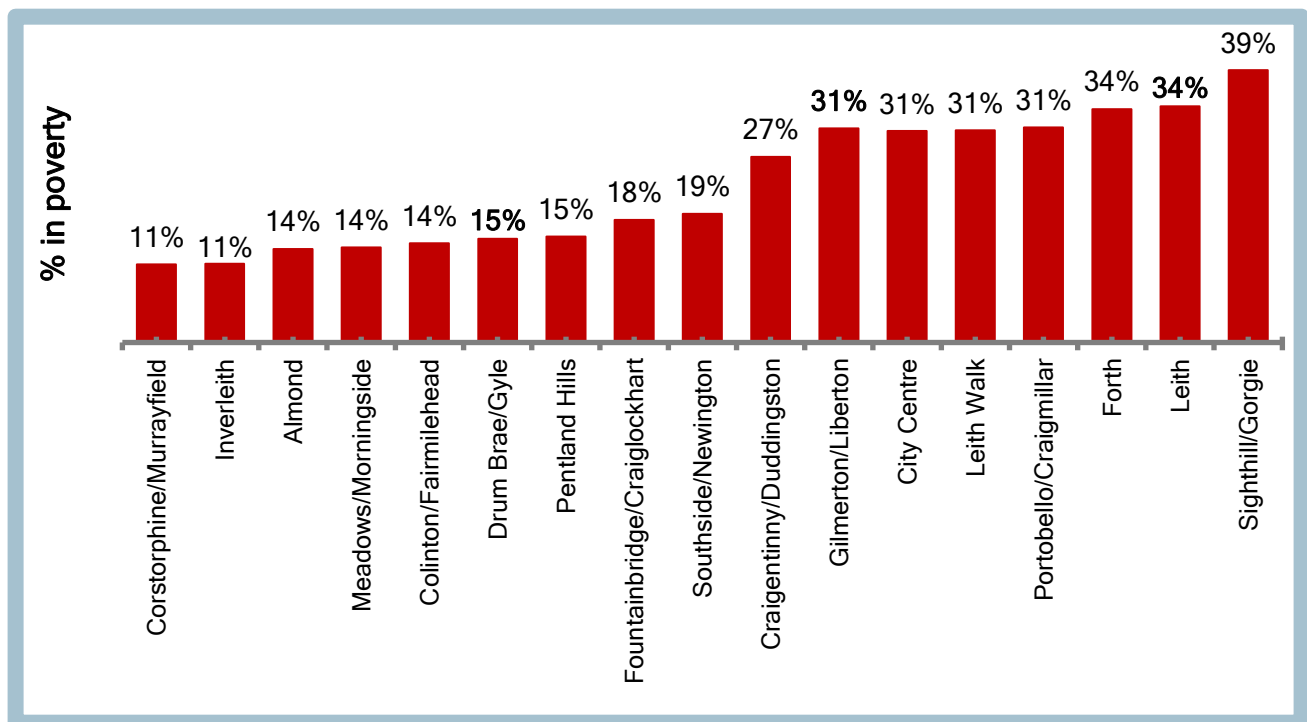
<sup>3</sup> Source: [Living standards, poverty and inequality in the UK: 2018](#), Institute for Fiscal Studies, 20 June 2018

## CHILD POVERTY IN EDINBURGH

Edinburgh is an affluent city. Average incomes are 27% higher than the Scotland average. Unemployment rates are lower than those of any other major UK city. Employment rates are high and average wages are higher than those of most other areas in the UK. Despite this economic success, however, significant levels of poverty exist in Edinburgh.

There are no official Scottish Government estimates for measuring poverty at the local authority level in Scotland. The figures presented in this paper are modelled estimates published by the End Child Poverty coalition. Using this model, it is estimated that 23% of all children in Edinburgh live in relative poverty after housing costs. This is almost 1 in 5 children across the city and is estimated at approximately 21,000 children.

Child poverty rates in Edinburgh vary considerably between different areas of the city, with rates of up to 39% recorded in some electoral wards, and as low as 11% in other. This pattern of inequality is replicated across all four of the locality areas which make up the city – North West, North East, South East, and South West. Every locality contains areas of high poverty. Most localities contain areas of relatively low poverty. Across all of Scotland, only 11 council wards record child poverty rates higher than those seen in Sighthill/Gorgie (with 9 of those wards located in Glasgow City alone).



These wide spatial inequalities within Edinburgh are reflected in data showing the impact of poverty and deprivation in the city across a range of measures:

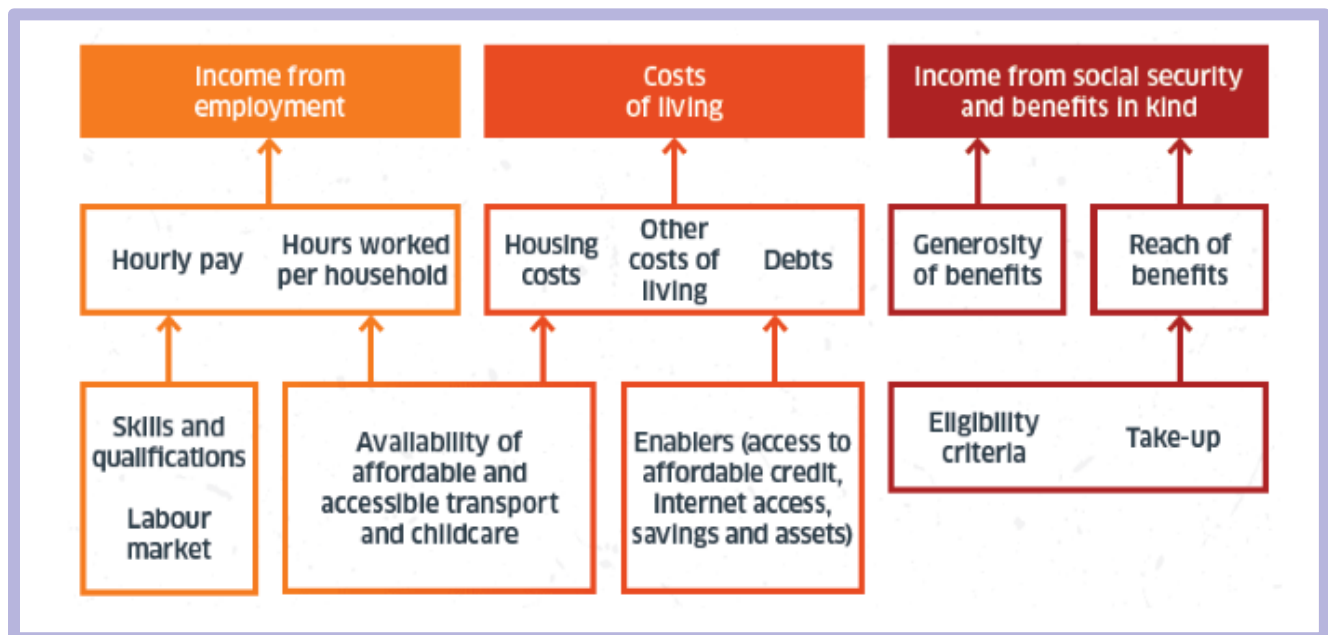
- Boys born in the poorest parts of Edinburgh can expect to live on average 11.4 fewer years than those in the most affluent areas. At a micro level, life expectancy rates in some of the poorest parts of the city are as much as 21 years lower than in the most affluent districts.
- People living in the poorest parts of Edinburgh are 7.4 times more likely to be hospitalised with COPD (chronic obstructive pulmonary disease) or lung disease than those in the most affluent parts of the city. COPD is the 5<sup>th</sup> leading cause of ill health or early death in the poorest areas of Scotland. (The Scottish Burden of Disease Study 2016)
- 38% of secondary school pupils from the most deprived areas in Edinburgh achieve more than 5 awards at SCQF level 5, 45 percentage points below the average of 83% for pupils from the least deprived areas
- Data on looked after children in Edinburgh show that only 67.3% go on to a positive post school destination, much lower than the overall positive destination rate of 92.3% for Edinburgh. This gap of 25 percentage points, compares against an average gap of 17 points across Scotland as a whole.

## Section 3

### Drivers of Poverty in an Edinburgh Context

To assess the roots of poverty in Edinburgh, this paper considers three core drivers:

- Income from employment
- Cost of living, and
- Income from social security



## INCOME FROM EMPLOYMENT

As noted above, Edinburgh is a job rich economy with high rates of employment, lower rates of unemployment than any other major UK city, and average earnings higher than most other cities in the UK.

A strong and well paid labour market however, does not prevent persistent and growing rates of child poverty in the city. Across Scotland, some 66% of all children in poverty grow up in households where at least one adult is in work. At the same time, data on sources of income shows that even for the poorest households, earnings from employment account for more than 40% of household income. This data challenges the view that links poverty explicitly to unemployment. While some 13% of all working age households in the city are unemployed, the typical picture of poverty in Edinburgh in 2019 is one of working adults with children, struggling to get by on the earnings available to them.

These levels of in work poverty arise as a consequence of the interaction of low pay, and insufficient or unpredictable working hours. Edinburgh shows evidence of both factors.

- 14% of Edinburgh residents work for wages below the hourly rate recommended by the UK Living Wage Foundation. This represents an estimated 38,000 residents working for an hourly wage below £8.76 in 2017/18.
- The lowest paid 20% of workers in Edinburgh earn some £264 per week in 2018, more than £200 per week less than the median worker, and less than a third of that earned by the highest paid 20% of workers.
- The gender pay gap in Edinburgh is estimated at some £137 per week, with men earning an average of £550 per week, compared to £413 for women. This represents a pay gap of 25% in Edinburgh.
- Edinburgh shows high levels of employment in non-permanent employment (including temporary, short term, seasonal, and zero-hours contracts). An estimated 8.5% of all jobs in the city were considered 'non-permanent' in 2017 to 18, well above the Scottish average of 5%.
- While jobs growth has been strong in recent years, that growth has been strongest in part time work. The number of part time jobs in Edinburgh has grown by 31% in the last five years, compared against 10% growth in the full time jobs total.
- This trend is reflected by growth seen in the number of people working less than ten hours per week. In the past five years, the number of workers in this group in Edinburgh has grown by 31%, compared to a 17% drop across Scotland as a whole.

The importance of these factors to people in Edinburgh were emphasized by recent consultations undertaken as part of the [Edinburgh Poverty Commission](#). This research asked people in the city to provide their views on the causes of poverty in the city. Lack of secure, appropriately paid employment was cited a key factor trapping people in low income, with common issues raised including:

- Low paid work, and a lack of opportunity to progress to more hours or higher paid jobs.
- A reliance on zero-hour contracts and unstable income and work opportunity.
- Difficulties in accessing new skills or learning opportunities due to health issues, caring responsibilities or disability.

Analysis of trends in future job opportunities show a risk of these patterns becoming further entrenched over the next ten years. Projections prepared for the city by Skills Development

Scotland show a continuing pattern of growth in high and in low skilled occupations, with little growth in medium skilled jobs. This marks a process of increasing polarisation in the jobs market in Edinburgh, with strong growth in high and low skilled jobs, but slow growth in medium skilled occupations. Such patterns of polarisation suggest a trend towards:

- Fewer opportunities for workers in low skilled, low paid jobs to progress into medium skilled roles
- Higher likelihood of under-employment or under-utilisation of skills, with graduates and other skilled workers unable to access a limited number of openings in medium skilled roles and instead competing for low skilled jobs
- Higher likely of unemployment and underemployment for low skilled workers unable to compete in the jobs market with higher skilled workers.

## COST OF LIVING

As well as being a high income city, Edinburgh is also a high cost city to live in, compared to other areas in Scotland.

When asked by the Edinburgh Poverty Commission about the things that cost too much in the city, people on low income cited the cost of housing as the main issue that makes it difficult to get by in the city, saying:

- *“The cost of renting privately in Edinburgh is now beyond the reach of most people on low incomes even if they are working full-time.”*
- *“The city itself doesn't have enough houses for everyone, which has skyrocketed market prices.”*
- *“my rent goes up yearly but my wages don't”*

These sentiments are backed up by evidence which shows that the average house price is six times the average gross annual earnings in the city, making Edinburgh the least affordable city in Scotland to buy a home. At the same time, private rents in Edinburgh are high and rising, reaching a new all-time high of £1,115 per month in Q1 2019, compared to a Scottish average of £793. This represented a year on year increase of over 5%, well above the rate of growth.

Alongside housing, other cost of living issues raised by citizens include:

- *Childcare – “Unaffordable and inflexible childcare can lead parents to being stuck in low paid work as their ability to secure higher incomes is dependent on their childcare arrangements. For many, the cost of childcare is unaffordable and remaining unemployed is the more financially viable solution”*
- *Food – Almost half of all respondents mentioned the cost of food as a key issue, with particular mention made of fresh fruit and vegetables being expensive to access.*
- *Transport - Transport was another area that people mentioned as being costly, this related to both public transport and fuel costs, a number of respondents mentioned that this included travel to and from work.*
- *Energy - Heating and electricity for the home were another top response for citizens when asked about the issues that make it difficult to manage on a low income in Edinburgh.*

## INCOME FROM SOCIAL SECURITY AND BENEFITS IN KIND

Total benefits expenditure in Edinburgh reached £1.162 billion in 2017/18, some 8% of the Scotland total and an increase of 13% in the period since 2010. This represents benefits payments of an average £2,264 per capita. In recent years, growth in population has significantly outstripped expenditure on benefits in the city. Benefits expenditure per capita has risen by only 3% since 2010, compared to a 13% increase across Scotland as a whole.

In terms of out of work benefits claimant, it was reported in May 2018 by the DWP that there were over 1,400 Universal Credit claimants in Edinburgh, 3,500 JSA claimants, and 19,884 recipients of Incapacity benefits. Taken together, these account for 8% of all benefit claimants in Scotland. In addition to these, Edinburgh was home to 33,426 housing benefits claimants in May 2018.

In common with other areas of Scotland, families in Edinburgh have been affected by benefits cuts and issues related to the benefits cap in recent years. During the consultation carried out earlier this year as part of the Edinburgh Poverty Commission, citizens of Edinburgh said that key issues were:

- *“Cuts in benefits are forcing some people into limited lives of just surviving”*
- *“Benefits being stopped and debts accumulating from this. Having to use credit to get through the month and the impact of continually having to pay this off.”*
- *“The cap is particularly damaging for people’s housing security as when a family exceeds the arbitrary threshold of the cap, the first benefit to be reduced is their housing benefit or Universal Credit housing costs element. This more often than not results in affordability issues, rent arrears and risks homelessness.”*
- *“There is no interest in the wellbeing of low income families. Food banks are keeping people fed”*

In the period to 31 December 2018, a total of 395 households were affected by the benefits cap in Edinburgh. This represents slightly over 1% of all claimants with an average weekly loss of benefit of £80.41. 25% of households affected were in temporary accommodation where average loss of benefit was £209 pw, and 24% in the Private Rented Sector where average loss of benefit was £61 pw. A total of 164 claimants affected by the benefits cap were supported by Discretionary Housing Benefits payments, with an average payment of £61.37.

Comparison with Scotland, shows that a higher proportion of capped households face high levels of benefit loss in Edinburgh. 30% of those capped in Edinburgh face a loss of over £100 pw, more than twice the Scotland level of 12%. 8% of those capped in Edinburgh face a loss of over £250 pw, compared to only 1.5% of Scottish capped households.

## A COMPLEX PICTURE

Taken together this analysis of drivers illustrates the complex picture of poverty in Edinburgh in 2019. The data and testimony available present a picture of poverty in which:

- The typical child in poverty in Edinburgh lives in a family where adults are in work, but struggling to earn high enough wages, or work enough hours to increase their income
- Predictability of income is a major challenge for people, particularly the unpredictability of income from earnings due to a reliance on zero hours contracts



- Social security forms a secondary, but important element of household income, but benefits caps, benefits cuts, and the complexity of the benefits system often means families don't claim everything they are entitled to, or struggle to manage on the benefits they do receive
- The availability of affordable housing is a major concern, with a shortage of social rented housing, and private rented prices out of the reach of most people on low incomes
- The cost of childcare, or the availability of flexible childcare, is a major barrier to parents working, maximizing their hours or progressing to higher paid work
- The cost of basic essentials such as food, energy, and transport are a significant concern for people on low income, and
- All these issues are heightened for families who are already vulnerable, be it through ill health, disability, age, or other factors.

## Section 4

# Partners' Responses

### Third Sector

Many of Edinburgh's third sector organisations are members of two overarching networks; EVOC (Edinburgh Voluntary Organisations Council) and LAYC (Lothian Association of Youth Clubs). There are several other networks and alliances of third sector organisations in the city. Collectively the sector recognises that The Child Poverty (Scotland) Act 2017 will be a key enabler, supporting its work to help reduce poverty and inequalities.

In recent years, youth workers and third sector staff report significantly increased time spent providing support with family finances and in helping people find employment. Collectively, the third sector in Edinburgh contributes to wide ranging work that mitigates and aims to reduce the impact of poverty in general and child poverty in particular.

Recent work includes The Edinburgh's Family Support Charter, which was produced by 10 family support organisations. The Charter outlines principles for working with children, young people and families.

Edinburgh Together launched this year as a helpline and family support service delivered by Canongate Youth, Children 1<sup>st</sup>, City of Edinburgh Council and Barnardo's Scotland. The service provides practical, social and emotional support around relationships, play, skills and confidence, school attendance, budgeting/housing, parental mental health and help for parents to cope with child's additional support needs.

The provision of free/minimal cost youth activities is a priority for many LAYC members and youth organisations – extra fundraising efforts ensure access to informal learning opportunities especially in weekly youth clubs and holiday provision. Many organisations also recognise the importance of a holiday or "break away" for children and young people and provide residential opportunities. Some programmes include food and cooking activities helping young people develop independent living skills and addressing food anxiety in a non-stigmatising way.

Many youth work organisations deliver employability programmes to young people not in, or at risk of not reaching a positive destination, with some also delivering Activity Agreements. These targeted services are additional to the role universal youth work plays in helping to close the poverty related attainment gap.

EVOC and LAYC represent their third sector members on the **Discover!** Steering Group, and both umbrella organisations are working with CEC Lifelong Learning staff to collaborate in more depth on development of the **Discover!** programme.

EVOC and LAYC Network representatives participate in the Strategic Outcome 4 Group, the group focussing on equity and child poverty. Both also participate in the Strategic Outcome 5 Group, which has a focus on Rights. EVOC and LAYC contributed to the *1 in 5* conference (April 2019) and other training events. LAYC provides workforce development opportunities for youth and children's workers, mainly *1 in 5: Raising Awareness of Child Poverty* sessions, although much youth work led training, incorporates a dialogue around poverty.

Youth and children's work organisations collaborate with other local providers or city-wide organisations to expand support to families experiencing poverty, with some now regularly partnering with 'Information' services. This helps support income maximisation and compliments services and strengthens regular links, such as with Hey Girls UK for period poverty, school uniform bank and Fareshare to support the reduction of food poverty.

A Housing sub group was established by the EVOC Network, with the participation of Shelter, in response to shared concerns about the situation for families in Bed and Breakfast, temporary or emergency accommodation.

Looking forward, continued engagement with *1 in 5* and supporting the development of **Discover!** will be key pieces of partnership work for third sector organisations.

EVOC and LAYC will consider the best mechanisms to co-ordinate and lead capacity building for their members in response to the 2017 Act. EVOC will offer additional evidence of emerging practice from other local authorities to the Strategic Outcome 4 Group. In April 2019, EVOC was invited to join the *Edinburgh Learns: Equity and Inclusion sub group* and aims to ensure effective third sector contribution on an ongoing basis.

In common with other sectors, the challenges to the third sector are of increasing complexity and ambition against the backdrop of diminishing resources. This means it will be essential to strengthen partnerships within and across the third sector as well as across the Children's Partnership, and to make clear linkages with Local Child Poverty Action Report and other local reporting duties on tackling poverty. This will help ensure a more streamlined approach.

## City of Edinburgh Council

The City of Edinburgh Council is a living wage employer. There is also a mandate from the Council's coalition administration for leaders, managers and officers to prioritise effort and actions that either mitigate and/or reduce poverty in Edinburgh.

Of the Council Administration's 52 [Coalition commitments](#), Coalition Commitment 45 (CC45) was to establish a Child Poverty Action Unit which takes the form of a cross Council working group with partner organisations also represented. In addition to partners, it currently has Council representation from Schools, Lifelong Learning, Strategy and Communications,



Housing, and Children's Services. The group would benefit from representation from Planning and Economic Development and appropriate officers will be identified. The Child Poverty Action Unit, (chaired by Councillor Alison Dickie, Vice-Convener of Education, Children and Families) has engaged, and will continue to engage with young people with lived experience of poverty. It has considered what is working well, what needs further and/or new action and has generated a list of ideas and suggestions. These have been thematically grouped and are currently being mapped against existing activity, identifying: where action is possible and/or required; who should be responsible and, which are likely to bring about short, medium and long term impact.

Within individual Council directorates, officers are aware of the need to reduce poverty in Edinburgh, with ongoing and planned workstreams taking account of this. An example is the work within Housing to address some of the issues related to affordable housing, private rentals and the impact of short term holiday lets in the city (including Coalition Commitments 1,8,9,10 and 12). The new Economy Strategy for the city has reduction of inequalities as a core priority (including Coalition Commitments 1,3,10,12,29,32 and 44). The Employability Service within Economic Development is responsible for aspects of Developing the Young Workforce (DYW) together with employability programmes for young people identified as facing greatest disadvantage and least likely to secure a sustained positive destination (including Coalition Commitments 7,29,31 and 32). (See p16 for more information on the Coalition Commitments and how they link with the main drivers of poverty)

Much of the work across the Council to address child poverty has been led by Communities and Families. This includes *1 in 5: Raising Awareness of Child Poverty*, where wider internal and external partnerships are changing practice in direct response to raised awareness of the causes and impact of child poverty. *1 in 5* has brought about step change, and continues to do so, as its reach widens to include lifelong learning, partner and third sector organisations.

In addition to *1 in 5*, the SO4 group is a strong and well-led group which is driving actions that have a tangible impact. Similarly, ***Discover!*** the new programme to tackle holiday food insecurity, the attainment gap and social isolation, is showing early signs of positive impact on families, with a growing contribution from different parts of the Council and partners. Edinburgh Learns is a new suite of Frameworks for schools with the Equity Framework specifically designed to help school staff use data and develop effective interventions to reducing the poverty related attainment gap. The Equity Framework sits alongside *Making Education Equal for All, a Framework for Equity*, which is targeted to all staff involved in children and young people's education, in and out of school.

Parental imprisonment can be a factor in increasing childhood poverty. Criminal Justice services in Edinburgh are working to provide the courts with credible alternatives to short term custodial sentences to support people to remain in their communities.

The Council has several strong wider partnerships but recognises that more internal, cross department and cross Council work is required. Improving this will facilitate strategically joined up actions aimed at reducing child poverty in Edinburgh and address some current and potential duplication of activity across directorates. Recommendations from the Edinburgh Poverty Commission (due end of 2019) will be key drivers of improved internal connections and actions, and the Child Poverty Action Unit will be an increasingly important mechanism for taking these recommendations forward.

Elected Members, Directors and Heads of Service increasingly recognise that actions to reduce poverty are the responsibility of all and need to be prioritised and embedded across the Council's workforce and Community Planning Partnerships.

The NHS has a role to help prevent as well as mitigate the impact of welfare reform as a service provider, service commissioner and employer. The NHS supports staff and patients to address the drivers of poverty, contributing to a reduction in child poverty rates towards meeting the Scottish Government targets.

NHS Lothian has adopted a 'whole system approach', working with a wide range of partners across the Health and Social Care Partnerships, including Community Planning Partnerships (CPP) and Integrated Joint Boards (IJB). It addresses health inequalities by providing accessible and inclusive mainstream services, additional support and targeted intervention for specific groups as well as working with partners to address underlying causes of health inequalities.

In its strategy *Improving the Health and Wellbeing of Lothian's Children and Young People 2014-2020*, NHS Lothian lays out its vision that "Every child should have the best start in life and grow up being healthy, confident and resilient".

NHS Lothian is committed to working with its partners to reduce the impact of social circumstances on health by strengthening universal provision and targeted interventions to improve health and resilience in those more vulnerable to poor health

All partners in the four CPPs in Lothian have signed up to the high-level outcome, 'Every child has the best start in life and is ready to succeed'. This commitment will form the bases of further work to reduce child poverty and is reflected within the Edinburgh Children's Service Plan 2017-2020. Supporting the delivery of Edinburgh Children's Service Plan 2017-2020 is the strategic outcome groups. NHS Lothian co-chair three of the five strategic outcome groups – SO1 SO3 and SO4. They all include objectives that support the mitigation of child poverty.

Actions already implemented by NHS Lothian that are in line with reducing the drivers of poverty have been identified. Examples include: employing staff on a minimum or living wage, a Modern Apprenticeship scheme working with partners including the Princes Trust and Project Search, opportunities for staff to access welfare advice, links from health services into welfare advice for parents of young children and enabling the uptake of Healthy Start Vouchers for pregnant women and families with young children. The Healthy Start approach will be replaced across Scotland by Best Start Grants and Foods in summer 2019. In preparation for the Best Start Grants and Foods, health care professionals have been trained to support eligible pregnant women and families access the grants when they commence. The Family Nurse Partnership supports first time pregnant teenagers up to the age of 20 prepare for parenthood including sign posting to financial inclusion projects and identifying pathways for positive outcomes for example employment or further study.

Going forward, NHS Lothian will: take opportunities to mitigate or reduce poverty through our procurement, and employment decisions. We will continue to redesign services to ensure they remain poverty-proofed. The Healthier Wealthier Children's Fund (Scottish Government) will be used to provide access to welfare rights and practical support for families and young people themselves in the new Royal Hospital for Sick Children in Edinburgh. We will enable the uptake of Best Start Grants by health professionals raising awareness and supporting applications of the new grants for pregnant women and families with young children.

In terms of education and training, we will increase early career and apprenticeship opportunities that provide entry into employment. To achieve this we will work more closely with all our community planning partners.

## Section 5

# Governance and Planning

Children's Partnership – June sign off

Education Children and Families – 13<sup>th</sup> August for noting

NHS Strategic Partnership Board – 20<sup>th</sup> June for noting

### STRATEGIC PLANS AND LINKAGES

The Edinburgh Partnership's vision, agreed in 2018, is that:

***'Edinburgh is a thriving, connected, inspired and fair city, where all forms of poverty and inequality are reduced.'***

As such, strategic plans across the partnership are explicit about actions that are designed to mitigate and/or reduce child poverty. These actions, whether led by the Council, the NHS or the Third Sector, benefit from strong partnerships and good collaborations. Although plans and partnerships are in place, the report identifies further actions and improvements required to meet the 2030 targets on reducing child poverty. The key plans that strategically link work around child poverty work are:

- Local Outcome Improvement Plan (LOIP)
- Locality Improvement Plans (LIPs) (Partnership Plans)
- Economy Strategy (CEC)
- Lifelong Learning Service Plan (CEC)
- Education Improvement Plan (CEC)
- *Improving the Health and Wellbeing of Lothian's Children and Young People 2014-2020*, NHS Lothian Inequalities Strategy (NHS)
- NHS Scotland Outcomes Focused Plan (NHS)

### COALITION COMMITMENTS

The Coalition published ambitious plans to deliver improved services for the Capital's residents and communities. The 'Programme for the Capital' is the five-year business plan for the Council for 2017-22. It is built around 52 commitments set out by the SNP and Labour groups in their coalition agreement. These commitments are structured around six themes:

- Delivering an economy for all – local jobs, growth, and affordable housing
- Building for a future Edinburgh – a planning system that works to protect and develop our city
- Delivering a sustainable future – a better environment and transport system that works for all
- Delivering for our children and families – improving lives and futures
- Delivering a healthier city for all ages – strong and vibrant communities
- Delivering a Council that works for all – more empowered, transparent, and improved public services

Of the 52 Coalition Commitments, 16 are specific to tackling the impact of poverty and link with Local Child Poverty Action Plan. They are:

| <b>Delivering an economy for all – local jobs, growth and affordable housing</b>                      |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                |
|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| CC1                                                                                                   | Deliver a programme to build at least 10,000 social and affordable homes over the next 5 years, with a plan to build 20,000 by 2027                                                                                                                                                                                                                             | Cost of Living                                                                                 |
| CC3                                                                                                   | Work with the business community to grow the number of Living Wage employers year on year                                                                                                                                                                                                                                                                       | Income from Employment                                                                         |
| CC5                                                                                                   | Sign Edinburgh to the Pay Fair Tax Initiative.                                                                                                                                                                                                                                                                                                                  | Income from Employment, Cost of living                                                         |
| CC7                                                                                                   | Improve access to employment and training opportunities for people with disabilities.                                                                                                                                                                                                                                                                           | Income from Employment                                                                         |
| CC8                                                                                                   | Explore the introduction of fair rent zones.                                                                                                                                                                                                                                                                                                                    | Cost of Living                                                                                 |
| CC9                                                                                                   | Create a Homeless Task Force to investigate the growing homelessness problem in the city. The team will review the use of bed and breakfast premises and explore alternatives that better meet the needs of individuals and families with an aim to end the use of bed and breakfast facilities. Appoint a Homelessness Champion who will chair the Task Force. | Cost of Living                                                                                 |
| <b>Building for a future Edinburgh - a planning system that works to protect and develop our city</b> |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                |
| CC10                                                                                                  | Prioritise the use of brownfield sites and work with public sector and private landowners to develop land for affordable housing                                                                                                                                                                                                                                | Cost of Living                                                                                 |
| CC12                                                                                                  | Review the Council's policy on promoting mixed communities. The review should be completed by summer of 2018 and should include homes of multiple occupancy, short term temporary lets and student housing                                                                                                                                                      | Cost of Living                                                                                 |
| <b>Delivering for our children and families - improving lives and futures</b>                         |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                |
| CC29                                                                                                  | Improve and protect access to additional languages and music tuition and encourage more children and young people to gain vital skills in construction, engineering, digital technology, maths and science.                                                                                                                                                     | Income from Employment<br>Cost of Living                                                       |
| CC31                                                                                                  | Expand training opportunities for adults and young people linking with colleges and expanding vocational education                                                                                                                                                                                                                                              | Income from Employment                                                                         |
| CC32                                                                                                  | 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                                                                                                                                                                                                                   | Cost of Living<br>Income from Employment                                                       |
| CC33                                                                                                  | 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                                                                                                                                                | Income from Employment                                                                         |
| CC34                                                                                                  | Prioritise services for vulnerable children and families and looked after children, and support organisations working to end domestic abuse                                                                                                                                                                                                                     | Cost of Living,<br>Income from Employment,<br>Income from Social Security and Benefits in kind |
| <b>Delivering a healthier city for all ages - strong and vibrant communities</b>                      |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                |
| CC44                                                                                                  | Increase allotment provision and support and expand the network and the number of community gardens and food growing initiatives                                                                                                                                                                                                                                | Cost of Living                                                                                 |
| CC45                                                                                                  | Establish a Child Poverty Action Unit to address the inequalities faced by children in poverty in our city. The unit will look at food security and                                                                                                                                                                                                             | Cost of Living,                                                                                |

|                                                                                                           |                                                                                                                                                               |                                                                          |
|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
|                                                                                                           | nutrition, tackle food poverty and holiday hunger and enhance nutrition in schools. Ensure that a Poverty Assessment section features in all Council reports. | Income from Employment, Income from Social Security and Benefits in kind |
| <b>Delivering a Council that works for all - more empowered, transparent and improved public services</b> |                                                                                                                                                               |                                                                          |
| CC49                                                                                                      | Limit Council Tax increases to 3% a year to 2021                                                                                                              | Cost of Living                                                           |

## THE EDINBURGH PARTNERSHIP



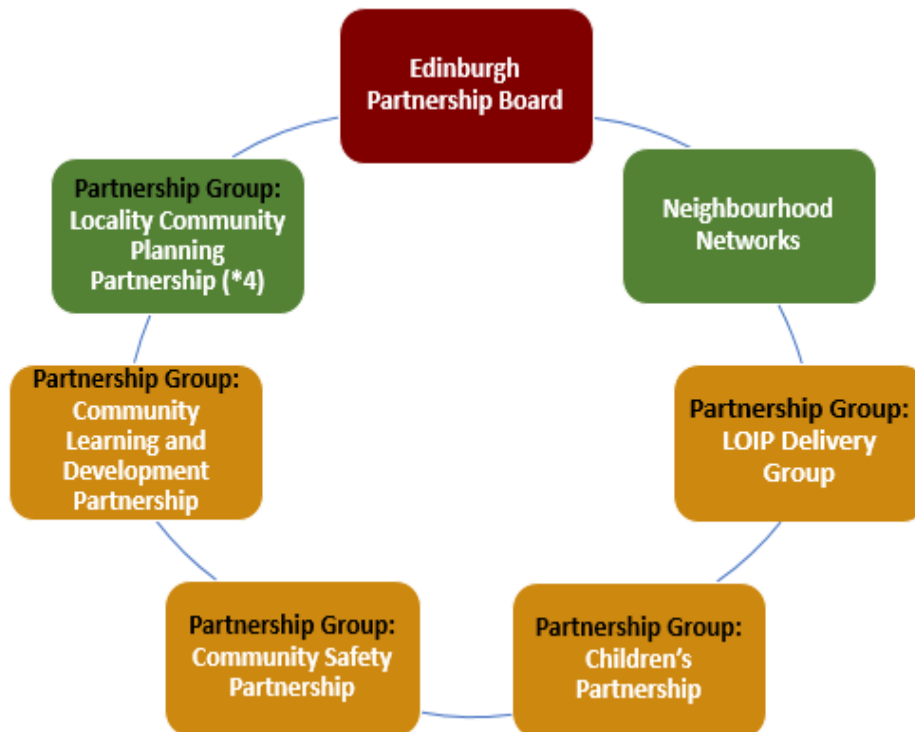
THE EDINBURGH PARTNERSHIP

The Edinburgh Partnership's vision, agreed in 2018, is that:

***“Edinburgh is a thriving, connected, inspired and fair city, where all forms of poverty and inequality are reduced.”***

The Partnership is committed to combining its resources, thinking beyond organisational boundaries, to work meaningfully with communities to deliver this ambition for change.

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



### ***Three priority workstreams (from the LOIP)***

The drivers of, and solutions to, issues of poverty and inequality are entrenched and complex and require significant partnership effort and investment to resolve. Through consultation with partners and building on advice gathered from communities across the city, we have identified a series of areas where additional action and leadership (above and beyond the individual strategic plans and priorities of each Edinburgh Partnership member) is needed to mitigate, prevent, and undo the effects and causes of poverty and inequality. These actions build on guidance and advice published by agencies such as Health Scotland, the Joseph Rowntree Foundation, and the Christie Commission.

Over the period of this plan, we will deliver actions to ensure that residents across all parts of Edinburgh have:

#### **Enough money to live on:**

Family income is often used as a key indicator of resources available and, by extension, of the ability to maintain an acceptable standard of living. Within this context, this workstream includes actions to maximise the income available to lower income households, and to ensure that residents have enough money to live on.

We will work together to deliver a more co-ordinated approach to planning income maximisation, support, and advice services. As a result, residents should have access to income maximisation support where and when they need it and receive the same high-quality support wherever they are in the city.

We will agree and implement a common Edinburgh approach to income maximisation to ensure that services are:

- more accessible to residents in need of support: services will be in communities with highest need in a range of locations such as community projects, health centres and council locality offices
- targeted at those in greatest need, including specific groups (e.g. lone parents, low income families, people with disabilities, people involved with criminal justice system, homeless, older people, and carers)
- more co-ordinated and avoid duplication: shared service standards will be established to ensure residents get the highest quality service wherever they access services and services will be available across the city. This will include improving links to other related services already targeting these groups.

In delivering these services, income maximisation is primarily viewed as a means to mitigate and reduce the effects of poverty and low income and to prevent crises brought on by debt and lack of financial management skills. We will also work to develop a prevention programme.

#### **Access to work, learning and training opportunities:**

Unemployment remains the single most important predictor of poverty - 74% of households in which no adult is in work live on incomes below the poverty threshold. However, work alone is not necessarily sufficient to prevent poverty. This workstream aims to provide additional targeted services to help residents access the work, learning and training opportunities they need to maintain a good quality of life.

Through the delivery of this plan, we will work together to provide new targeted support to



help residents, whose needs are not met by other programmes into and through the Employability Pipeline. This will include delivery of additional support for:

**Excluded Families:** long term integrated support for 60 identified families to help them into work. These families are often unable to take up existing employability offer as they have a high level of need compounded by other factors.

**People on release from prison:** we will develop stronger links between community justice and employability services so we can offer a systematic, holistic, joined up and long-term sustained partnership approach to working with people released from prison.

**Young people with care experience:** we will recognise, promote and support wider achievement among young people with care experience by working together to:

- improve engagement by broadening the range of quality educational experiences offered
- ensure there is integrated and appropriate support services to enable them to achieve a sustainable positive destination.

**A good place to live:**

The places where people live and work, the connections with others and the extent to which they can influence the decisions that affect them, all have a significant impact on their quality of life and wellbeing. This workstream aims to articulate the additional actions we need to take to ensure residents can access an affordable, well-designed, safe and inclusive place to live. We will work together to:

- maximise the land available to deliver affordable homes
- maximise the value and outcomes from Edinburgh’s public-sector estate and deliver opportunities for accelerated investment through strategic partnership and review of public sector assets
- identify and strengthen opportunities to work in partnership, as public sector bodies and with communities and the private sector, to create good places to live. This will include seeking new place-making approaches to support the delivery of accessible and open places, with good links to health, childcare, and other services.

**THE EDINBURGH CHILDREN’S PARTNERSHIP**

The Children’s Partnership will be accountable to the Edinburgh Partnership Board for leading, delivering and reporting on the progress of the Children’s Services Plan. It reports annually on progress. The current membership comprises:

|                                                     |                                             |
|-----------------------------------------------------|---------------------------------------------|
| • The City of Edinburgh Council                     | • NHS Lothian                               |
| • Skills Development Scotland                       | • Edinburgh College                         |
| • Police Scotland                                   | • Scottish Children’s Reporter              |
| • Barnardo’s                                        | • Children 1st                              |
| • Edinburgh Voluntary Organisations’ Council (EVOC) | • Lothian Association of Youth Clubs (LAYC) |
| • Edinburgh Leisure                                 | • Circle                                    |

The Edinburgh Children’s Partnership is committed to actions that mitigate the impact of, and help reduce, child poverty in Edinburgh.

In order to take forward the five priorities in its Children’s Services Plan, 2017 – 20, the Children’s Partnership established five Strategic Outcome (SO) Groups with key objectives, all with joint CEC, NHS and third partner Strategic Leads. Each group’s work has a focus on child poverty, although the work of SO4 specifically drives actions to help mitigate child poverty. The SO Groups and objectives are:

| Strategic Group                                | Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>SO1</b><br><b>Best Start in Life</b>        | <ul style="list-style-type: none"> <li>• Implement the new universal pre-birth to pre-school pathway</li> <li>• Continue to provide high quality early years services across the city whilst implementing the increase in hours to 1140</li> <li>• Improve early years pathways for young disabled children</li> <li>• Improve partnership working in the provision of early years services</li> <li>• Increase the % of children across all SIMD quintiles reaching developmental milestones.</li> </ul>                                                                                                                                                                              |
| <b>SO2</b><br><b>Attendance and Attainment</b> | <ul style="list-style-type: none"> <li>• Deliver school improvement plans that are effective across the 4 areas of the National Improvement Framework</li> <li>• Reduce the poverty related attainment gap through the Pupil Equity Fund</li> <li>• Improve educational outcomes for disadvantaged groups, including Looked After Children and Children with disabilities</li> <li>• Support Edinburgh College Curriculum Strategy to create the best opportunities for the learner journey</li> <li>• Improve the level of participation in education, employment and training for all 16-19 years and continue to increase positive destinations.</li> </ul>                         |
| <b>SO3</b><br><b>Health and Wellbeing</b>      | <ul style="list-style-type: none"> <li>• Improve mental health services for children and young people and implement the children and young peoples’ mental health review recommendations</li> <li>• Improve the quality of drugs and alcohol prevention work and substance misuse services</li> <li>• Minimise the need for children and young people to become looked after and improve the balance of care</li> <li>• Reduce the number of children who are overweight or obese, or malnourished</li> <li>• Achieve the outcomes contained within the Child Protection Committee’s Child Protection Improvement Plan and the Corporate Parenting Plan.</li> </ul>                    |
| <b>SO4</b><br><b>Equity</b>                    | <ul style="list-style-type: none"> <li>• Deliver the ‘1 in 5’ project and develop an equity framework for each school</li> <li>• Deliver income maximisation programme amongst all families on low incomes</li> <li>• Improve the availability of accessible, affordable and flexible early learning and childcare particularly in areas of deprivation.</li> <li>• Reduce the number of children, young people and their families who need homelessness and emergency accommodation services and improve access to suitable housing.</li> <li>• Co-produce a community entitlement for children and young people in each locality to improve access to universal services.</li> </ul> |



|                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>SO5</b><br/><b>Empowerment</b></p> | <ul style="list-style-type: none"> <li>• Extend personalisation and choice including expansion of self-direction support and direct payment</li> <li>• Ensure continued delivery of effective universal youth work programme</li> <li>• Ensure children’s right across the city in line with the UNCRC</li> <li>• Implement the Parenting Framework and improve engagement between parents and schools and wider community sector</li> <li>• Deliver a city wide partnership learning and development programme to improve restorative practice.</li> </ul> |
|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

More detail on the objectives of the strategic outcomes can be sourced from the Edinburgh Children’s Services Annual Reports.

## Section 6

# Partnerships, Projects and Programmes

## Child Poverty in Edinburgh

### THE EDINBURGH POVERTY COMMISSION

Edinburgh Poverty Commission was launched in November 2018 and will be working throughout 2019 to define the steps the city needs to make to reduce, mitigate, and prevent poverty in Edinburgh. It’s aims are to:

- Understand what drives one in five families in Edinburgh into poverty
- Listen and learn from citizens who are struggling to get by
- Build on what works well, but challenge ourselves to do better
- Design the changes we can deliver as a city.

In taking forward this work, the commission is committed to setting in place the conditions necessary to drive the real step change needed to solve all forms of poverty and to tackle all causes of poverty in Edinburgh.

Throughout this process, the work of the Commission is supported by the **Edinburgh Partnership**, and the **City of Edinburgh Council**, both of which bodies have committed to acting on the final recommendations made by the Commission. Indeed, the work and findings of the Commission are cited as key components necessary for delivery of the **Council Change Strategy** and the **Edinburgh Partnership Community Plan**, both strategic documents which were agreed in the past year, both of which plans hold prevention of poverty as a key challenge for the city.

In carrying out its work, the Commission is an independent group chaired by Jim McCormick of **Joseph Rowntree Foundation** and made up of 12 people with experience of tackling poverty and its effects, including citizens who have direct experience of living in poverty in Edinburgh.

Throughout 2019, the Commission’s process of inquiry is structured around three inter-related phases of work:

- **Phase 1: Pockets** - addressing the pressures that keep incomes low and living costs high for people in Edinburgh. This phase took place from January to April 2019.

- **Phase 2: Prospects** - exploring what we can do to improve the wellbeing and life chances of people in poverty. This phase takes place from May to August 2019.
- **Phase 3: Places** - defining steps the city can take to create well-designed, affordable, and sustainable places in Edinburgh. This phase will take place between September and November 2019.

A key priority of the Commission is to hear and respond to the voices of people experiencing poverty in Edinburgh. To do this, each stage of the Commission's work involves meeting and taking evidence from citizens. Each stage also incorporates a public online call for evidence on the questions and topics being considered by the Commission.

Alongside this, the Commission is also supported by the **Scottish Government** with funding provided for a programme of commissioned research into the experience of poverty in Edinburgh among communities across the city. The first phase of this research is being carried out by the **Poverty Alliance** and will include focus groups and one to one interviews with citizens in all areas of Edinburgh.

After each phase of its work the Commission will publish its findings so far, and give its first thoughts on the actions Edinburgh should consider in order to address the issues it has discussed. Following a further session in **November 2019**, the Commission will draw these findings together and publish its recommendations on the actions the city should take forward to solve poverty in Edinburgh. These will include actions not only for the public sector, but also for the third sector, businesses, and communities across the city.

## CHILD POVERTY ACTION UNIT

The Child Poverty Action Unit takes the form of a cross Council working group, led by City of Edinburgh Council's (CEC) Community and Families Directorate and is chaired by Councillor Alison Dickie, Vice Convener of Education, Children and Families.

The purpose of this Unit is to:

- Build on existing partnership and reporting arrangements and co-ordinate Council action to address Child Poverty in Edinburgh
- Identify a Council lead/s for the development and publication of annual Local Child Poverty Action Reports (beginning in June 2019), and
- Identify a point of liaison with the new Edinburgh Poverty Commission on issues and actions relating to Child Poverty.

Education Children and Families Committee, 9<sup>th</sup> October 2018, items 7.11 (a) and 7.11(b)

[http://www.edinburgh.gov.uk/meetings/meeting/4553/education\\_children\\_and\\_families\\_committee](http://www.edinburgh.gov.uk/meetings/meeting/4553/education_children_and_families_committee)

To date there have been three meetings of the unit, the second with significant input from pupils with lived experience of poverty. The third meeting was hosted by LAYC (Lothian Association of Youth Clubs).

The unit has generated several ideas and possible actions which fall into 3 categories:

- those which build on existing good practice and where there are mechanisms to embed actions deeper, roll out wider or change mindset further
- those which are longer term ideals and goals, and which are within the gift of partners to initiate and deliver



- those which are more systemic or political and may require legislative change and/or significant investment




Notwithstanding, the unit is committed to being proactive with a focus on involving young people with lived experience of poverty.


## SUMMARY TABLE OF ACTIONS AND INITIATIVES

The table below identifies and summarises some of the actions taken by partners, that can mitigate the impact of child poverty in Edinburgh. Further detail on some of these initiatives are on the following pages in the form of brief case studies.

The case studies have been selected as some examples of good practice that have or are likely to achieve a step change and where there is good evidence of impact.

| Action / initiative                                                                                                                     | By Whom Lead and partners                                                                                                                                            | Resources / investment                                                                                 | Poverty Driver impacted                                                                                                                                                                      | How impact is assessed                                                                                                                          | Timescale                                                                                             | Target / priority Groups                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 in 5: Raising Awareness of Child Poverty</b><br> | <b>Lead:</b> Lifelong Learning Health and Wellbeing Team (CLPL, train the trainer, resources etc.)<br>Schools (implementation and local initiatives)<br>Third Sector | <b>£13k total</b><br>(£10,000 grant and £3k through income generation from other projects)             | <b>Cost of Living:</b><br>(cost of school day)                                                                                                                                               | Focus Groups<br>Questionnaire<br>Commissioned research<br>Feedback from schools<br>Feedback from families<br>Feedback from trainers             | Currently in 90 schools.<br>Continue roll out to all schools by end of 2020                           | <b>All priority groups</b><br>particularly:<br>Lone parents<br>Families where a household member is disabled<br>Families with three or more children<br>Minority ethnic families |
| <b>Discover!</b><br>(Holiday Hunger)<br>              | <b>Lead:</b><br>Lifelong Learning and: NHS, CHAI, SDS, EVOC, LAYC<br>Transactions Team, Home Energy Scotland, Edinburgh Community Food                               | <b>£250,000 (Council)</b><br>Plus £16k p/a sponsorship for 3 years (from 2019/20)<br>Aberdeen Standard | <b>Cost of Living:</b><br>(cost of school holidays)<br><b>Income from Social Security</b><br>(support and advice services)<br><b>Income from Employment</b><br>(Skills Development Scotland) | Feedback from children and parents and carers<br>Focus groups<br>Tracking attendance<br>Liaising with schools<br>Feedback from support services | Pilot Phase: Summer and October 2018<br>Roll out from Winter holiday 2018/19<br>Every holiday ongoing | <b>All priority groups</b>                                                                                                                                                       |

| Action / initiative                                                                                                               | By Whom Lead and partners                                                                                                                                                                              | Resources / investment                                                                                                                                                                                                                      | Poverty Driver impacted                                     | How impact is assessed                                                                                              | Timescale                                                                                                                            | Target / priority Groups                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Maximise!</b><br>(Income Maximisation)<br><br> | <b>Lead:</b> NHS Schools(PEF)<br>Lifelong Learning Children 1 <sup>st</sup> CHAI                                                                                                                       | Phase 1: <b>Total £76,643k</b><br>(Health Improvement Fund - £45,067 and PEF for Liberton Cluster - £14,933)<br>Capital City Partnership - £16,643)                                                                                         | <b>Social Security</b><br><b>Cost of Living</b>             | Service-user consultation<br>Integrated information Management System                                               | Phase 1 – end August 2019<br>Phase 2 -                                                                                               | <b>All priority groups</b>                                                                                                                      |
| Breakfast Clubs<br><br>                           | <b>Lead:</b> CEC Early Years<br><b>Partner involvement:</b><br>AEGON<br>Aberdeen Standard<br>Greggs Foundation<br>Magic Breakfast<br>Fareshare<br>School Managed<br>Parent led<br>Commercial Providers | <b>£175,846.00 (Annual CEC budget):</b><br>All Breakfast Clubs get a minimum of £1,000 per school year<br>Additional funding total around £50k<br>The distribution of CEC funding is weighted to reflect the number of children in SIMD 1-4 | <b>Cost of Living</b><br><b>Income from Employment</b>      | Some quantitative evaluation has been undertaken for reporting purposes. Qualitative evaluation is planned for 2020 | Ongoing<br>Phase 1 complete (to get a Breakfast Club into every Primary school)                                                      | <b>Universal</b> - specifically supporting families living in poverty and low income families.                                                  |
| Healthy Start Vouchers<br><br>                  | <b>Lead:</b> NHS                                                                                                                                                                                       | Health care staff e.g. Midwives, GP's<br><br>UK Government wide scheme                                                                                                                                                                      | <b>Cost of Living</b><br><b>Income from Social Security</b> | Data is collected nationally and reported by health board areas to identify eligibility and uptake rates            | Ongoing resource for pregnant women and families of young children. This will be replaced in Scotland with Best Start Foods in 2019. | Low income pregnant women and families of children under the age of 4 who are entitled to benefits. Pregnant women who are under the age of 18. |

| Action                                                                                                                       | By Whom Lead and partners                                                                                                                                                                                       | Resources / investment                       | Poverty Driver impacted                    | How impact is assessed                                                                                                                                               | Timescale                                                                                | Target / priority Groups                                  |
|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| Subsidised Childcare for Working Parents<br> | CEC and Capital City Partnership<br>Smile Childcare<br>North Edinburgh Childcare<br>Kidzcare<br>Childcare Connections                                                                                           |                                              | Income from Employment<br>Cost of Living   | KPIs set and contract managed by Capital City Partnership                                                                                                            | April 2019 – March 2022                                                                  | <b>All priority groups</b><br>Families in high SIMD areas |
| Eligible 2's                                                                                                                 | Lead: CEC Early Years<br>Early Years Centres, nursery schools and classes, private nurseries, voluntary sector playgroups, third sector childcare organisations and partner provider nurseries, health visitors |                                              | Cost of Living<br>Income from Employment   | Evaluation and Quality Improvement Support and Challenge<br>Tracking<br>Feedback from parents/carers                                                                 | By 2020, early learning and childcare will be increased from 600 to 1140 hours per year. | All priority groups                                       |
| Care Experienced Fund                                                                                                        | Schools and Lifelong Learning                                                                                                                                                                                   | £723,000 (2018/19)<br>Additional SAC funding | Income from Employment (long term outcome) | Research into 'what works'<br>Consultation with partners, including Care Experienced Participation Officers<br>early stages and no impact information available yet. | 2018 – 21                                                                                | Care experienced young people                             |

| Action                                                       | By Whom Lead and partners                                                                 | Resources / investment                                                                    | Poverty Driver impacted                                                              | How impact is assessed                                                                                                                   | Timescale           | Target / priority Groups                       |
|--------------------------------------------------------------|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------------------------------------|
| PEF                                                          | <u>Lead:</u> Schools<br>With a range of partners                                          | £12,000 per child with Free Meal Entitlement                                              | Cost of Living<br>Income from Employment<br>Income from welfare and benefits in kind | Evaluation and Quality Improvement Support and Challenge<br>Tracking progress<br>Attainment / equity data                                | 2018/19<br>2019/29  | Children living in poverty (Free School meals) |
| SAC schools                                                  | <u>Lead:</u> Schools<br>With a range of partners                                          |                                                                                           | Cost of Living<br>Income from Employment                                             | Evaluation and Quality Improvement Support and Challenge<br>Tracking<br>Attainment and equity data                                       | ongoing             | Children living in poverty (Free School meals) |
| School Uniform Grants                                        | Transactions Team                                                                         | £100 per year – linked to Free School Meals                                               | Cost of Living                                                                       | Aligning the clothing grant/free school meals eligibility resulted in around 500 more children becoming eligible for the clothing grant. | 2018/19             | All target groups                              |
| Period Poverty                                               | <u>Lead:</u><br>Schools and Lifelong Learning with:<br>Hey Girls<br>Third sector partners | £119,846 for schools (2018/19)<br>£173k Community Access to sanitary protection (2019/20) | Cost of Living                                                                       | User consultation and feedback<br>Evaluation to inform future plans                                                                      | 2018/19 and 2019/20 | All target groups                              |
| Benefits and Advice<br><br>Further work planned over 2019/20 | Transactions Team                                                                         |                                                                                           | Income from Social Security and Benefits in Kind                                     |                                                                                                                                          | Ongoing             | All priority groups                            |

| Action                                             | By Whom Lead and partners                                                         | Resources / investment | Poverty Driver impacted | How impact is assessed          | Timescale | Target / priority Groups |
|----------------------------------------------------|-----------------------------------------------------------------------------------|------------------------|-------------------------|---------------------------------|-----------|--------------------------|
| Children in Bed and Breakfast                      | Safer and Stronger Communities                                                    |                        | Cost of Living          | data and information management | ongoing   | All target groups        |
| Employability<br>Further work planned over 2019/20 | Economic Development<br>Schools and Lifelong Learning<br>Capital City partnership |                        | Income from Employment  |                                 | Ongoing   | All priority Groups      |

## KEY PROJECTS IN MORE DETAIL

The projects below provide further detail on some key initiatives and local responses to national initiatives. These examples demonstrate a step change as follows:

- Change mindset resulting in tangible changes to practice with impact on children living in poverty
- Better partnership working around agreed and shared aims and outcomes
- Innovative and impactful approaches that have been trailed and can be scaled
- Examples where research and evidence is well used to plan and evaluate

### ***1 in 5: RAISING AWARENESS OF CHILD POVERTY***

#### **Cost of Living, Income from Social Security, Income from Employment**

**1 in 5** is an Edinburgh initiative, led by CEC Lifelong Learning within Communities and Families. **1 in 5** began in 2016 and has three main aims:

- To look at ways in which schools can look at the cost of the school day (and other agencies to reduce the cost to children attending their provision)
- To increase awareness of the cause and impact of poverty on children
- To challenge poverty-related stigma

1 in 5 to date involves 80 primary, secondary and special schools and is being expanded to Early years settings and Youth Clubs. NHS staff are also being trained.

#### **Evidence of Need**

One in five (soon to be one in four) children in Edinburgh live in poverty. This impacts on their education, health and wellbeing and future life chances.



## Involvement of Communities with Lived Experience of Poverty

Children and their families with lived experience of poverty were consulted in the development of **1 in 5** and were engaged and active participants in the creation of the 'top tips' leaflet.

### Impact

The programme is evaluated throughout and has recently been extensively evaluated by the University of Salford. These evaluations demonstrate a significant impact on children living in poverty. They also show a marked increase awareness and understanding of child poverty among teachers and pupils and by extension, greatly increased empathy for children living in poverty. The programme directly impacts on children and their families with lived experience of poverty.

Of 163 teachers involved in the project who were surveyed in 2018:

- 92.5% (150) had increased their understanding of the scale of child poverty.
- 91% (147) now understood more about the impact of poverty on children's outcomes.
- 84% (136) said that they understood more about the causes of poverty.
- 78% (126) felt that the financial implications of homework and charitable events were now being considered.
- 71% (115) reported that this had an impact on social events and 61% (99) on the cost of prom and leavers' dances.



This project has made a significant impact to reduce the costs of the school day and for children and young people to have equal access to opportunities. All the schools that were the focus of the study have made significant changes to how stationary, uniforms, materials and trips were provided because of the training. In terms of equal access, in some schools a rule has been established that all children go to all trips and funding has been made available for those unable to pay. An audit of trips has led to a more discerning approach in deciding what to do.

One of the main challenges is to overcome the shame felt by individuals about what is a structural issue, and to do this by building relationships with families. Good progress is being made with this.

This project set out to reduce the costs of the school day, encourage equal access and reduce stigma around poverty. It has succeeded in all three areas and particularly in reducing costs and improving access. Changing mind-sets requires persistence and a cultural shift, but it was also felt that this had and is already happening as a result of this project. The training is regarded as a 'call to action', with participants responding immediately, and becoming part of what could be said to be the beginning of a movement towards reframing poverty, not as something that is a choice, but as a form of social injustice. All interviewed recognised the challenges but were motivated and committed to do all they can and encourage others to become a part of this movement too.

1 in 5 Conference April 2019



## **DISCOVER!**

### **Drivers: Cost of Living, Income from Social Security, Income from Employment**

**Discover!** is a new initiative building on Edinburgh's highly successful *1 in 5: Raising Awareness of Child Poverty*. It aims to: *reduce food anxiety and financial stress over school holidays; help reduce the poverty related attainment/achievement gap; reduce social isolation, and promote healthy eating*. It was piloted over summer and October in 2018, and evaluated by the Improvement Service. Taking account of wide-ranging feedback, a citywide approach was rolled out from Christmas 2018/19, with a **Discover!** Hub in all 4 localities every holiday.

**Discover!** delivers fun learning activities during holidays and is recommended to families by Head teachers and social workers. Since Christmas, 186 parents/carers and 365 children have participated (a parent/carer must attend). Activities delivered by highly skilled partners include family cooking, financial advice and support, trips, employability and career management skills, haircuts, relaxation techniques and wellbeing strategies. Youth workers and Pupil Support Assistants support the families, building links back into schools and community provision. The majority of families attending **Discover!** are not engaging with local community provision, all have lived experience of poverty, many struggle with mental health, have caring responsibilities and other challenges. **Discover!** is completely free, links to sustainable local provision and is designed to impact on the 3 drivers of poverty.

### **Evidence of Need**

**Discover!** is developed from evidence and research locally and nationally, and takes account of recommendations in the Poverty and Inequalities Commission around food anxiety and cost of the school holidays. The holistic approach involves a wide range of partners, individuals and organisations, building on and linking into sustainable local provision. The pilot phase identified what was working well and what needed improvement. Because a strong third sector delivers universal provision in areas of highest multiple deprivation, (with some targeted projects), **Discover!** aims to reach those children and families living in poverty and not already engaging with community provision and/or school. **Discover!** is targeted, works hard to be non-stigmatising and is designed to create capacity and empowerment, not dependency.



### **Involvement of Communities with Lived Experience of Poverty**

**Discover!** is recommended to families on low income and living in poverty, rather than them being referred to **Discover!** While at **Discover!** children, parents and carers are all asked about the programme, what works and what should be changed to make it more beneficial. All feedback is taken into account and peoples' views inform the ongoing Development of **Discover!**

**Discover!** is overseen by a Steering Group of Council strategic and locality officers, Facilities Management, NHS, EVOC (Edinburgh Voluntary Organisations Council), LAYC (Lothian Association of Youth Clubs) and the Attainment Advisor for Edinburgh. We are currently seeking a parent representative. A planning sub group ensures **Discover!** is well designed and relevant, with regular staff feedback sessions building practitioners' and families' views into the planning.

### **Impact**

**Discover!** is robustly evaluated and emerging evidence shows a positive impact linked to its aims. An evaluation team gathers feedback from parents/carers, children and staff each holiday which is used

to drive improvements. Numbers are growing although there is still a gap between those recommended and those participating. The Steering Group has identified ways and people who can help reduce that gap. Many attend as a result of positive word of mouth among families. This is considered a success and continued high quality, effective delivery will help reduce the gap. Evaluation findings are linked to our intended outcomes and we have evidence of families:

- enjoying cooking and eating together, cooking together at home more
- making cumulative cost of living savings of between £2,480 - £2,694 per day
- following up appointments with support services and: securing new tenancies; monthly savings on household bills and help access benefits, particularly for children with disabilities.
- learning new skills: children learning sports/music then engaging with Active Schools/Youth Music Initiative, families learning about film-making then joining an 8-week progressive programme, parents signing up for a parenting programmes
- making new friends, accessing community provision and feeling less isolated
- reporting better family relationships as a result of **Discover!**

## **MAXIMISE!**

### **Drivers: Income from Social Security and Benefits in Kind, Income from Employment**

**Maximise!** is funded by Edinburgh Health and Social Care Partnership, Children 1st and Community Health and Advice Initiative (CHAI). It is a public health initiative working in collaboration with '1 in 5: Raising Awareness of Child Poverty and supported by schools across the city. Maximise tackles poverty by improving families' financial resilience, health and wellbeing and the attainment of children and young people.

We know how important financial resilience is to a safe and nurturing environment for children to grow and develop. We know that money and debt issues can be a result of – *or result in* – a range of social and emotional factors which can, in turn, seriously affect family functioning. We address these issues via our integrated community team of Family Support Workers, Advice Workers and Employability Workers who provide holistic, community-based support to families and schools. Our aim is to work alongside parents; children and young people to overcome the many barriers to achieving in school, at work, at home and in the community by maximising income, wellbeing, attainment and potential.

### **Evidence of Need**

Many families on low incomes are not always claiming all the social security and other payments to which they are entitled. Initially developed in the Tynecastle area, this project sought to embed and co-locate money, debt and welfare advice in schools. It provided a full-time worker who offered support and advice in relation to benefits entitlement, income maximisation and housing. We worked in 5 schools in total. One high school 2 primary schools and 2 special needs schools.

### **Involvement of Communities with Lived Experience of Poverty**

Maximise! adopts a whole family support approach, addressing the wider issues that impact families affected by poverty. This hybrid model is informed by and addresses main public health priorities through its focus on education, income maximisation, welfare, employability and housing. It provides services in:

- Advice – income maximisation, debt and housing issues. Providing greater financial stability where applicable and addressing inequalities.
- Intensive family support – looking at the core issues that stem from poverty and impact the whole family and addressing these, stabilising families, providing practical and social support

and developing sustainable change around financial resilience, school attendance, family relationships. It may also include prevention work and assisting people to move forwards.

- Employability – promoting independence and supporting families to engage in employment and/or employability related activities, breaking down inequalities.

## Impact

Funding has now been secured to deliver Maximise! in one cluster in each locality.

To date, co-located income maximisation work in schools (including Maximise!) has worked with 398 families gaining £946,623.50 to date.

The voluntary sector also delivers income maximisation programmes using an outreach model, e.g. in family homes and early years settings. This has enabled families to increase their resilience, improve their budgeting skills, better manage debts, sustain tenancies and avoid bankruptcy.

## HEALTHY START VOUCHERS

### Drivers: Income from Social Security and Benefits in Kind

Healthy Start is a UK wide government scheme to support low income pregnant women (from 10-week gestations) and families with children under the age of 4, who are on benefits or tax credits. All pregnant women below the age of 18 years, can also access Healthy Start.

Healthy Start provides vouchers (£3.10 per week for pregnant women, up to £6.20 per week for babies under the age of one and £3.10 per week for children aged 1-4) to spend on milk, fresh/frozen fruit and vegetables and infant formula milk. It also includes vitamins to support growing children until they reach the age of 5.

Families can apply for Healthy Start if they meet the criteria and can receive the application via the midwife or health visitor or download it from the Healthy Start website. It cannot be applied for until a registered health professional (usually the midwife or health visitor) counter signs the application alongside the applicant. Other sources of support for pregnant women/families are via welfare rights advisors who have identified benefits for low income pregnant women and families including eligibility for Healthy Start Vouchers.

### Evidence of Need

To apply for the Healthy Start Vouchers, families need to be in receipt of benefits including Universal Credit or Family Tax Credit. However, data collected nationally identifies there is still a gap between pregnant women/ families who are entitled to Healthy Start Vouchers and uptake e.g. The Scottish Government estimates that uptake of the Healthy Start Vouchers is around 70%

### Involvement of Communities with Lived Experience of Poverty

The Healthy Start website states: *“women who are introduced to the scheme by a health professional who takes time to explain its public health context and health benefits are more likely to view it as a partnership with them to benefit the health of their child, rather than as a simple financial contribution. They may therefore be more likely to make best use of the scheme”*

(<https://www.healthystart.nhs.uk/for-health-professionals/your-role/>)

## Impact

In Edinburgh there has been an improvement methodology approach to improve uptake of the Healthy Start Vouchers The uptake of weekly vouchers amounts to approximately £900 during the timeframe of pregnancy until a child reaches 4 years old.

(<https://www.gov.scot/publications/welfare-foods-consultation-meeting-needs-children-families-scotland/pages/3/>)

## ***BREAKFAST CLUBS***

### **Drivers: Income from Social Security and Benefits in Kind, Income from Employment**

Breakfast Clubs help to support a healthy and positive start to the day for all children, but in particular, children who are affected by poverty related issues. They make a key contribution to the work of the City of Edinburgh Council in relation to child poverty by promoting attendance, punctuality and a readiness to learn. Due to an increased demand from parents and carers in work and training, breakfast clubs align themselves with and give added value to the city's affordable childcare agenda, particularly to families on a low income. The Council's aspiration for all 88 mainstream primary schools to deliver or have access to a universal breakfast club has now been realised. In all Universal breakfast clubs are delivered in all 88 mainstream Primary Schools across the city. As part of the Breakfast Club Programme, the City of Edinburgh Council provide funding to support 38 mainstream primary schools and 8 special schools. The remaining breakfast clubs are delivered by commercial providers, social enterprises and organisations with charitable status. Partner organisations that realise their corporate social responsibilities through breakfast clubs include AEGON, Aberdeen Standard and the Greggs Foundation. Organisations with charitable status that support breakfast club delivery, include magic Breakfast and Fareshare.

### **Evidence of Need**

In the 2016 Edinburgh wide consultation undertaken in response to the Children and Young People (Scotland) Act 2014, Part 8: Section 55, one of the main priorities clearly articulated by parent/carers was the important contribution that out of school care makes in helping them to sustain employment and maintain a work life balance. Parents /carers also referenced the requirement for 'informal childcare arrangements' out of necessity rather than choice. Many parents/carers arranged informal childcare arrangements to help mitigate against cost. Breakfast Clubs also help to reduce social isolation. Children consulted as part of the survey, identified the importance of playing with and making new friends as one of the important benefits of attending this type of provision. (Source: City of Edinburgh Out of School Care Consultation Report 2016)

### **Involvement of Communities with Lived Experience of Poverty**

City of Edinburgh Out of School Care Consultation Report 2016 – views gathered through a Survey Monkey consultation and Focus Groups for parent/carers and an activity session for children.

### **Impact**

Some quantitative evaluation has been undertaken for reporting purposes. Qualitative evaluation is planned for 2020 The number of universal breakfast clubs delivered in Primary schools have increased year on year. Due to greater demand from Special Schools, the allocation of CEC funding has increased year on year.

Numbers of children attending universal breakfast clubs has increased year on year

Between 2016 – 2119: The number of children accessing free places in universal breakfast club settings has increased.

## ***CHILDREN IN BED AND BREAKFAST ACCOMMODATION***

### **Drivers: Income from Social Security and Benefits in Kind, Cost of Living**

The Unsuitable Accommodation Order 2004, which was amended in 2016, sets out directions for local authorities that families with children and pregnant women should spend no longer than 7 days in bed and breakfast accommodation, if they require temporary accommodation.

Recognising the challenges in delivering homelessness services in the city, the Council created a Homelessness Task Force, specifically to make recommendations around future service delivery. A key focus for this group was to ensure that the Council moved to a position of not placing families with children in bed and breakfast. The Council took a range of actions to reduce the need for these placements including, but not limited to:

- Increasing the stock of temporary flats from the Council's stock,
- Provision of additional suitable accommodation from Registered Social Landlord partners,
- Increase in funding for the Private Sector Leasing scheme,
- Introduction of a Rent Deposit Guarantee Scheme,
- Development of a Private Rented Accommodation framework.

### **Evidence of Need**

Due to a shortage of suitable temporary accommodation the Council, at times, needed to provide families with children and pregnant women with B&B accommodation, prior to securing suitable accommodation for them.

The number of homeless households presenting from private sector tenancies has risen significantly in the last 3 years.

### **Involvement of Communities with Lived Experience of Poverty**

As on 31 March 2019, there were 2,147 children included as part of a current homeless case, of this number, 1,259 children were residing in Temporary Accommodation.

### **Impact**

Regular monitoring by officers and a structured introduction of the activities noted above has seen a decrease in numbers from the peak of 85 households in February 2018 to 9 in April 2019. It is likely as this work continues the Council will successfully eliminate the needs for families to access bed and breakfast accommodation by September 2019.

## ***SUBSIDISED CHILDCARE FOR WORKING PARENTS***

### **Drivers: Income from Social Security and Benefits in Kind, Income from Employment, Cost of Living**

Four Childcare providers will run a targeted, affordable childcare service for 0-12 year olds (North Edinburgh Childcare, Smile Childcare, Childcare Connections and Kidzcare) which is based in areas of high deprivation (SIMD).



This will include a blend of 0 - 5 childcare provision and after school care for those of primary school age. There is also a requirement to link with other childcare providers, such as local childminders, to offer a wraparound childcare service for families who work outside of core care hours. The provider(s) will link with local, city-wide and national organisations to provide a holistic approach to supporting the wider needs of the family with regard to employability, income maximisation, health and wellbeing and employment progression. The provision is for parents in-work, returning to work or studying.

## Evidence of Need

The provision has been designed taking into account feedback from parents/carers, and from third sector agencies.

The provider(s) carry out a financial assessment with each family. Eligibility for the subsidy will be based on whether the cost of childcare would take the household below 60% of median income which is recognised as relative low income. For this purpose, income includes money received through welfare benefits.

Where families receive support with childcare costs from other sources, such as Scottish Government 1140 funded childcare hours, Department of Work and Pensions, FE/HE institutions or employers, the subsidy will NOT be available.

## ***CARE EXPERIENCED FUND***

### **Drivers: Cost of Living**

Educational outcomes for care experienced children and young people are generally poorer than for their non-care experienced peers. Attendance at school is poor, and fewer stay on at school beyond fourth year. The additional Scottish Attainment Challenge funds are to help local authorities to achieve improvements. Several new initiatives will be implemented using the Care Experienced Fund:

- Improving attendance
- Improved support in schools
- Empowering families
- Communication and promotion

### Evidence of Need/Involvement of Communities with Lived Experience of Poverty

The proposals for the Fund were drafted following research into 'what works' and consultation with key partners, including care experienced participation officers. This is still in its early stages and no information about impact is available yet.

## ***EARLY LEARNING AND CHILDCARE***

### **Drivers: Income from Social Security and Benefits in Kind, Income from Employment**

By 2020, early learning and childcare will be increased from 600 to 1140 hours per year. This expansion has two main policy aims: to improve outcomes for children, particularly around the poverty attainment gap, and to support parents into work, training or study. The statutory eligibility criteria for two year olds covers those in families on low or no income benefits, families receiving support due to their status as asylum seekers, and those looked after, in kinship care or living with an appointed guardian.

Partners are Early Years Centres, nursery schools and classes, private nurseries, voluntary sector playgroups, third sector childcare organisations and partner provider nurseries (dependent on Care Inspectorate grades).

## Evidence of Need/Impact

High-quality early learning and childcare benefits children's social, emotional and educational skills. Evaluation amongst providers and parents/carers demonstrates significant impact on, for example, children's speech, confidence and ability to form relationships with other children. 21% of the total population of two year olds are eligible for a place and, of these, 38% are accessing places (above the national average of 35%). This has been achieved through a combination of making sure that a broad range of providers are available to support the expansion, and by using effective and targeted publicity to promote the change.

## CASE STUDIES

### ***Tynecastle High School: A case Study***

#### **Drivers: Cost of Living**

#### **Links: 1 in 5, Breakfast Club, PEF**

Tynecastle High School was one of the first high schools to be involved in *1 in 5: Raising Awareness of Child Poverty*. Although the school now has a different head teacher from the beginning of 1 in 5, the impact was such, that actions to mitigate child poverty are embedded throughout the school.

Tynecastle High School has used PEF to support their ongoing poverty-proofing work and focus on equity for all. One of the initiatives having a measurable impact is the recently launched Breakfast Club, providing a healthy start to the day. Well-supported by a Pupil Support Officer, whose post is funded by PEF, the school is able to track and monitor uptake across SIMD deciles and target those who would benefit from attending.

Other initiatives such as a recent "formal wear" donation campaign aiming to provide suitable attire for Christmas dances and prom, the school's provision of free feminine hygiene products, and the usage of local business partnerships show the school's commitment to equity.

PEF has enabled the school to increase staffing to support the continuing implementation of the school's Digital Learning Strategy, which includes equity of resource provision. More recently, Brilliant Club, a STEM initiative to raise aspiration, and the appointment of a Development Officer of Outdoor Learning has continued to enrich the curriculum for identified learners. Participatory Budgeting has been used for the second year; young people have chosen health and wellbeing for investment and are leading this work.

## ***NHS Lothian's Modern Apprenticeship Scheme: A case Study***

### **Drivers: Income from Employment, Cost of Living**

### **Links: Developing the Young Workforce**

NHS Lothian runs a modern apprenticeship programme, providing early careers opportunities for young people from a wide range of backgrounds. As part of this work, NHS Lothian works closely together with Local Authority teams, in particular the economic development teams.

To support young people successfully complete their apprenticeships, 87 mentors were trained in youth engagement through partnerships with YMCA and DYW. The Young Persons Development Network was created to support employment skills and training. In addition, 9 NHSL staff undertaking 1:1 mentoring of local young people in secondary schools who are care experienced (MCR Pathways).

Rebecca applied to the modern apprenticeship programme from school. She was not enjoying school and wanted to progress into a caring role using her voluntary and personal caring experience. The Modern Apprenticeship enabled her to apply for a nursing support post in Learning Disabilities with NHS Lothian. As a school leaver Rebecca undertook a demanding apprenticeship made up of classroom, vocational and peer based learning, delivered through a variety of learning mediums. It included work based mentors, college tutors, youth workers and peer based learning projects.

Since starting her apprenticeship in Nov 2017 Rebecca participated in a national NHS Scotland event, recording a video contributing her experiences and motivation to join healthcare. She also joined a panel discussion session with the head of NHS workforce in Scotland contributing to the debate on how to engage more young people to join the NHS workforce. Rebecca's presence and enthusiasm has benefited other young people and helped NHS to share spread the benefits of youth employment opportunities.

Rebecca was presented with the NHS employer outstanding contribution award in recognition of her achievements. Here is what Rebecca has to say about her experience through her Modern Apprenticeship in NHS Lothian:

*'The best things I have done over the course of apprenticeship was getting to work whilst also learning things and doing my education work. I also went to many other opportunities that came up over the time of my apprenticeship such as going to the NHS Scotland Event in Glasgow and sat on a panel telling people my experiences about doing an apprenticeship with the NHS. This event and all the other ones have made me become a lot more confident. I took the confidence I gained and it used it within my role in my work place. It's the best thing I have ever done!'*



# Section 7

## Next Steps

This is the first annual Local Child Poverty Action Report on activities currently underway to reduce, prevent, and mitigate the impact of Child Poverty in Edinburgh. It concentrates on work which has been led to date by the Edinburgh Children's Partnership but, in its analysis of future work and future requirements, emphasizes the contribution to be made by wider city partnerships in addressing all the factors which drive almost one in four families in Edinburgh into poverty.

The report shows good progress made to date, and examples of high impact services making a real difference for families in poverty in the city. Over the next twelve months, the priorities for partners will be to build on this progress and to put in place the conditions needed to drive an ambitious step change in the way Edinburgh tackles poverty across the city. The next twelve months will see progress particularly in:

- improving co-ordination, filling gaps, and driving innovation in delivery, and;
- putting citizens' voices at the heart of policy design and delivery

### IMPROVING ALIGNMENT, FILLING GAPS, AND DRIVING INNOVATION

The last 12 months have shown evidence of real commitment by partners across the city to make a genuine step change in the way Edinburgh tackles poverty, and a sense of the unique opportunity the city has to show leadership and innovation in this work. This is reflected in the way that efforts to address and prevent poverty run as a clear binding strand through the strategic plans of all agencies in the city – through the **Edinburgh Partnership Community Plan**, **The Council Business Plan** and **Council Change Strategy**, the **Edinburgh Children's Plan**, the **Edinburgh Health and Social Partnership Strategic Plan**, and the work of the third sector in Edinburgh.

Most clearly, this commitment to change and improvement among partners is demonstrated by the establishment of new structures and projects to co-ordinate and drive forward actions across these plans. These include the forming of a new independent **Edinburgh Poverty Commission** to set the direction needed to mitigate and reduce poverty in the city. It also includes the establishment of a new **Edinburgh Child Poverty Action Unit** to generate ideas for change and improve co-ordination of Council actions to address Child poverty.

Alongside strategic alignment, the report also shows good progress in delivery of high impact services for families experiencing poverty in Edinburgh, and real progress in driving cultural change in some of the key services that affect children in poverty. These include projects such as **Maximise, Discover!** and the **1 in 5: Raising Awareness of Child Poverty** projects, all of which provide high impact for families and rank among the best examples of good practice in Scotland.

Despite this progress, the analysis conducted to date, however, does show a number of areas for improvement. Most notably, practitioners and citizens report that although good practice projects exist across the city, these sometimes operate in isolation, sometimes risking duplicating services provided by different agencies, often resulting in disparities in quality and scale of provision between different areas of the city.

Improving the integration and co-ordination of efforts to address poverty remains a key challenge.

A recognition of this challenge was a primary driver in the establishment of the Edinburgh Poverty Commission and the Edinburgh Child Poverty Action Unit, both of which were set up to shine a light on what works well in the city's current response to poverty, but also identify and drive forward the changes needed to improve delivery and impact. Building on these first steps, the priority for the next 12 months will be for:

- Edinburgh Poverty Commission to report its findings and recommendations for all partners in the city;
- Edinburgh Partnership, and all agencies in the city, to respond to these recommendations and put in place the actions needed;
- Strategic leaders across to lead a co-ordinated approach, ensuring that public services prioritise approaches that mitigate and reduce child poverty
- Edinburgh Child Poverty Action Unit to respond to the recommendations of the Commission and support co-ordination of actions across the Council;
- partners to maximise and build on good practice and learning from pilot projects carried out over the past 12 months.

The third sector has collectively identified priorities for the next year, which link through the Community Planning Partnerships.

In response to feedback from members, EVOC's priority for 2019-20 is to build the participation of local third sector community organisations in the Child Poverty workstream. These organisations have knowledge of need and local context and incorporate broader considerations of what works to reduce poverty and inequality in their planning. They play a key role in effective project implementation, through local partnership working and practice networks.

EVOC report that impact assessment of the poverty drivers is currently carried out by organisations on an individual basis. For this reason, the analytical approach embodied in the 2017 Act requires a new project to be established in which third sector impact evidence will be organised collectively. It will be necessary for EVOC to find resources to deliver this.

LAYC has identified that the youth work sector's key priorities and contributions over the coming year are to:

- continue working with the 78 youth and children's organisations that are currently members
- be a strong voice for the wider universal youth and children's work sector, particularly in relation to mitigating and reducing child poverty
- link with both local and national poverty policy agendas through LAYC's representation role
- ensure the universal nature of, and voluntary engagement with, youth and children's work helps develop Trusted Adult relationships and makes links with their role in mitigating the effects of poverty
- increase workforce development opportunities for the youth and children's work sector

## PUTTING CITIZENS' VOICES AT THE HEART OF SERVICES

The evidence on poverty presented in this report reflects data shared by partners, and the results of the first stages of qualitative research with citizens carried out over the past year. They reflect a good, shared understanding of the nature and drivers of poverty, showing a city which:

- despite its affluence, still has almost one in four families who live in poverty;
- has individual Council wards with poverty rates ranking among the highest in Scotland;
- shows evidence of poverty in every part of the city, with even affluent areas recording over 10% of children living in poverty.

Beyond these high-level facts, the analysis also shows that:

- the typical child in poverty in Edinburgh lives in a family where adults are in work, but struggling to earn high enough wages, or work enough hours to increase their income
- predictability of income is a major challenge for families, particularly the unpredictability of income from earnings due to a reliance on zero hours contracts, and the impact of managing income in an environment of benefits cuts and benefits caps;
- the cost of living in the city is high, particularly housing costs, childcare costs, and the cost of basic essentials such as food, energy, and transport, and;
- all these issues are heightened for families who are already vulnerable, be it through ill health, disability, age, or other factors.

These findings reflect a good baseline understanding of poverty in the city, but also a need for further work. In particular, over the next 12 months a key priority will be to build on good statistical analysis with more work designed to ensure policy is delivered by hearing and responding to the genuine voices of people who experience poverty in Edinburgh. This means:

- hearing and responding to the citizen research programme currently being carried out on behalf of the Edinburgh Poverty Commission;
- building on the work of the Edinburgh Poverty Commission and ensuring that the voices of citizens are embedded in the way that policies to address poverty are designed and delivered in Edinburgh.

## ACTIONS FOR 2019 - 2020

To strengthen our actions and impact on reducing child poverty over the next few years, we have identified the following high-level priorities for the year ahead:

- improving co-ordination, filling gaps, and driving innovation in delivery, and;
- putting citizens' voices at the heart of policy design and delivery

### Improving co-ordination, filling gaps, and driving innovation in delivery

- The **Council's Corporate Leadership Team** will place child poverty as a central theme to discussions and decisions across the Council and city
- **NHS Lothian** will ensure its new inequalities strategy continues to address the drivers of child poverty through its role as an employer of staff, a procurer of services and a deliverer of services, and to act as an advocate of the population it serves that is affected most by inequalities and poverty

- The **Third Sector** through the EVOC and LAYC networks will ensure that the sector is informed and involved in helping co-ordinate and prioritise actions designed to impact on the drivers of poverty and reduce child poverty
- The **Coalition Commitments** will continue to drive actions to mitigate/reduce poverty
- The **Edinburgh Partnership** and the 4 Community Planning partnerships (especially the Children's Partnership) will increase its scrutiny of interventions and initiatives shown to, or having the long-term potential to, reduce child poverty
- The **Edinburgh Children's Partnership** will prioritise child poverty when writing the new Children's Services Plan
- The establishment of 13 new **Neighbourhood Networks** in Edinburgh will engage with local people and services helping inform interventions to reduce child poverty
- The findings and recommendations emerging from the Edinburgh Poverty Commission will be shared widely and actively used to inform decisions and processes
- The findings from the **Edinburgh poverty Commission** will be shared and inform decisions, policy and practice, particularly those that recommend better co-ordination
- The Edinburgh **Child Poverty Action Unit** will continue to develop and implement actions that are informed by professional judgement and engagement with people, particularly young people with lived experience of poverty
- **1 in 5, Maximise! and Discover!** will be rolled out and continue to widen partnerships and reach, sharing evaluation and evidence widely
- Council and NHS officers will develop a logic model and work towards establishing Key Performance Indicators which will be shared widely

### Putting citizens' voices at the heart of policy design and delivery

In terms of the four national targets, we are confident about the data relating to one (23% of children in Edinburgh are in relative poverty). We therefore need to find out more about the children living in poverty in the city so that we can clearly prioritise and co-ordinate actions.

We will identify who the children living in poverty are and whether their families are one of the priority groups (lone parents; families where a member of the household is disabled; families with 3 or more children; minority ethnic families; families where the youngest child is under 1; mothers aged under 25).

Through a range of local networks, and linking back into the Children's Partnership we will decide what actions and interventions need to be put in place. These will be informed by and agreed with, people who have lived experience of poverty.

To know which interventions are working, we will identify small tests of change. Using a quality improvement methodology, we will measure their impact and scale, then share across our partnerships what works and what doesn't. To do this we will set up a partnership with local services operating in the most affected area and will engage with people affected by poverty. We will seek to better understand what affects them most, and how best this can be alleviated. Using this information and insight we will co-design an approach that can be rolled out consistently across the city.

Sighthill/Gorgie is the city ward with the highest levels of child poverty sitting at 39%. The proposal is to begin initially working with just one family, in one street, of one postcode area to test ideas and suggestions. We would then, knowing what works, as rapidly as possible, scale up those interventions and supports which demonstrate a short-term impact and the potential for longer term reductions in rates of child poverty.

## ABBREVIATIONS

|      |                                                                                                                                               |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| CEC  | City of Edinburgh Council                                                                                                                     |
| CHAI | Community Help and Advice Initiative<br><a href="http://www.chaiedinburgh.org.uk/contact-us/">http://www.chaiedinburgh.org.uk/contact-us/</a> |
| CLD  | Community Learning and Development                                                                                                            |
| CLPL | Career Long Professional Learning                                                                                                             |
| CLT  | Corporate Leadership Team                                                                                                                     |
| CPAU | Child Poverty Action Unit                                                                                                                     |
| EVOC | Edinburgh Voluntary Organisations Council<br><a href="https://www.evoc.org.uk/">https://www.evoc.org.uk/</a>                                  |
| LAYC | Lothian Association of Youth Clubs<br><a href="https://www.evoc.org.uk/">https://www.evoc.org.uk/</a>                                         |
| NHS  | National Health Service<br><a href="https://www.skillsdevelopmentscotland.co.uk/">https://www.skillsdevelopmentscotland.co.uk/</a>            |
| PEF  | Pupil Equity Fund                                                                                                                             |
| SAC  | Scottish Attainment Challenge                                                                                                                 |
| SDS  | Skills Development Scotland                                                                                                                   |
| SO   | Strategic Outcome                                                                                                                             |
| YMCA | Young Men's Christian Association                                                                                                             |
| YMI  | Youth Music Initiative                                                                                                                        |
| DYW  | Developing the Young Workforce                                                                                                                |

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# Education, Children and Families Committee

10:00, Friday, 16 August 2019

## Schooling Options for Children Living in Edinburgh – Follow up report

Executive/routine  
Wards  
Council Commitments

### 1. Recommendations

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- 1.1 The Education, Children and Families Committee is asked to:
  - 1.1.2 note the contents of this report.

#### **Alistair Gaw**

Executive Director for Communities and Families

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## Schooling Options for Children Living in Edinburgh – Follow up report

### 2. Executive Summary

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- 2.1 A report considered by the Education, Children and Families Committee in March 2019 on "[Schooling Options for Children Living in Edinburgh](#)" provided details of the schooling options outside of those offered by City of Edinburgh Council for school aged children living in Edinburgh and set out how this information is captured in the current roll projection methodology used by City of Edinburgh Council to forecast future school rolls.
- 2.2 This follow-up report responds to requests from Committee members for more information about children who are home schooled and also sets out how children who have never engaged in the education system are recorded.

### 3. Background

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- 3.1 Background information can be found in the "[Schooling Options for Children Living in Edinburgh](#)" report considered by the Education Children and Families Committee in March.

### 4. Main report

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#### Home Schooling

- 4.1 Home education is a key aspect of parental choice. However, it's a choice only a minority of parents make.
- 4.2 Under Section 35 of the Education (Scotland) Act 1980, parents of a child who has been attending a public school must seek the local authority's consent before withdrawing their child from that school.
- 4.3 Senior Education Officers will meet with each applicant to approve the plan for their child's ongoing education. Each individual request is dealt with fairly and consistently as possible.
- 4.4 Currently in Edinburgh there are 56 children home schooled – 28 secondary and 28 primary.



4.5 Parents do not have to give a reason for choosing home education when requesting to withdraw their child from school. The authorities interest lies in how the parents intend to educate their children not their reason. However, the following reasons are common:

- Religious or cultural beliefs.
- Dissatisfaction with the system.
- A child's reluctance to go to school.
- A child's problems when at school, e.g. bullying.
- The wish to deal with a child's additional support needs in a particular way.
- As a short term intervention for a particular reason.

#### **Identifying children where consent has not been required**

4.6 While consent from the Council is needed to withdraw a child from a school, consent is not needed to home educate. Accordingly, consent is not needed in the following situations:

- The child has never attended a public school.
- The child has never attended a public school in Edinburgh.
- The child is being withdrawn from an independent school.
- The child has finished primary education in one school but has not started secondary education in another.
- The school the child has been attending has closed.

4.7 It is estimated that there will be small numbers of children who may have never been registered to attend school and therefore are not on any school roll in Edinburgh.

4.8 The mothers of these children will in almost all cases have been receiving anti-natal care and the child will be known to the universal Health Visiting service. As such there are opportunities for Health Visitors in their routine contact to enquire about plans for nursery and school. These opportunities have been extended with the introduction of the new universal pathway for children. Key times for enquiry are at the 27 to 30 month check, in respect of nursery, and at the assessment at 4 years just prior to school attendance age.

4.9 In discussions with NHS colleagues, they have agreed to raise this issue at their Clinical Nurse Managers Group to consider; what the estimated prevalence may be and consider any action required in respect of these children if Health Visitors are aware of potential for not registering children at school.

## **5. Next Steps**

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5.1 Consideration will be given to how the information contained in this report is captured in future school roll projections.

## **6. Financial impact**

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6.1 There are no financial implications arising from this report.

## **7. Stakeholder/Community Impact**

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7.1 There is no requirement for stakeholder or community engagement arising from this report.

## **8. Background reading/external references**

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8.1 Education, Children and Families Committee, 5 March 2019: “[Schooling Options for Children Living in Edinburgh](#)”

## **9. Appendices**

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None

# Education, Children and Families Committee

10.00, Friday, 16 August 2019

## 2020/23 Communities and Families Grants to Third Parties Programme

Item number  
Executive/routine  
Wards  
Council Commitments

### 1. Recommendations

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- 1.1 The Education, Children and Families Committee is asked to:
  - 1.1.1 Approve the actions and changes set out in section 4.
  - 1.1.2 Request a report in March 2020 which details the process and outcome of the funding programme, and makes recommendations for awards.

**Alistair Gaw**

Executive Director, Communities and Families

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## 2020/23 Communities and Families Grants to Third Parties Programme

### 2. Executive Summary

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- 2.1 This report contains proposals for making clearer and more robust the application process and funding decisions relating to the 2020/23 Communities and Families Grants to Third Parties Programme.

### 3. Background

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- 3.1 The report to Committee in June 2019 was approved subject to two addenda and one amendment requesting further work and clarification, particularly around the application and assessment process. This report outlines how we propose to address these concerns.

### 4. Main report

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- 4.1 **Assessment criteria and measures for success.** The five funding priorities are broad in their scope. In order to be confident that the applications which are assessed as successful best meet the priorities set, the assessment criteria are tightly defined. Within the application process, organisations will be required to identify up to three assessment criteria or measures of success (see Appendix 1). Against each measure of success applicants will identify a SMART target (Specific, Measurable, Achievable, Relevant, Timescale). Applicants will be required to demonstrate a clear link between the activities they are seeking funding for and the measures of success that they have identified. In addition, applicants will need to show how they will collect the information and data that will demonstrate that the activities funded have delivered against the assessment criteria or measures of success. Applications will be assessed using a 0 to 4 scoring scale that is also used for other grant programmes across the Council and in contract tendering processes (see Appendix 2).
- 4.2 Applicants will have access to workshops on writing their funding applications. These should be prepared, organised and delivered by third sector 'umbrella'

organisations such as EVOC and LAYC from within their existing resources. In order to avoid any conflict of interest, they will not be delivered by Council officers. The Council will, however, organise briefing sessions for prospective applicants to explain the application process and the assessment criteria.

**4.3 Integrated Impact Assessment.** An IIA will be carried out once the applications have been assessed and recommendations for funding are known. This will be appended to the report recommending funding awards for approval at the March 2020 Committee. The Council will also work with EVOC and LAYC to make sure, as far as possible, that equalities and rights are embedded at every stage of the application and assessment process. Relevant questions will be included in the application form and appropriate guidance given to assessors for both the scoring and moderation process.

**4.4 Support to organisations whose funding application was unsuccessful.** As set out in the Lessons Learnt report (October 2016), support will be offered to applicants who are not successful. This will take the form of:

- Signposting to other potential funding streams or support/advice with restructuring as appropriate;
- ‘Meet the Funders’ events;
- The offer of detailed feedback on why the application was unsuccessful and how its quality might have been improved;
- Investigating how service users facing a loss of service might, where practical and feasible, be offered appropriate alternative support.

**4.5 Supporting local, community-based organisations.** The assessment criteria will be weighted in favour of local, community-based organisations which can demonstrate a track record of working (and building long-term, trusted relations) in that community and delivering successful outcomes in the funding priority for which they are applying. Similarly, organisations working city-wide will need to demonstrate a track record of working in/across Edinburgh to deliver successful outcomes in the funding priority for which they are applying. However, important as this is, it should not in any way compromise the quality of the outcomes to be achieved, and awards must be made based on merit. The concerns and aspirations voiced by young people through activities such as *What Kind of Edinburgh?* and Youth Talk will also be taken into account when decisions are made about funding.

**4.6 Funding Priority Information Sheets.** Work with families is now included in funding priorities one and two. Consequently, as part of the assessment criteria the full range of Edinburgh Wellbeing Outcomes within a family context will be included. An organisation can make up to three individual applications, with a maximum of one per funding priority. In addition, it is proposed that an organisation can make one further application as part of a consortium to one funding priority, whether as the lead or a partner organisation in that consortium.

## **5. Next Steps**

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- 5.1 The actions and changes set out in section 4 will be developed and incorporated into the funding programme.

## **6. Financial impact**

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- 6.1 The 2019/20 budget for the Grants Programme is £3,470,712. The budget for 2020/21 will be agreed when the Council sets its new budget early in 2020.

## **7. Stakeholder/Community Impact**

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- 7.1 In addition to the engagement and consultation detailed in the June report, further consultation has taken place with EVOC and LAYC to prepare this report.

## **8. Background reading/external references**

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8.1

[http://www.edinburgh.gov.uk/meetings/meeting/4719/education\\_children\\_and\\_families\\_committee](http://www.edinburgh.gov.uk/meetings/meeting/4719/education_children_and_families_committee)

## **9. Appendices**

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- 9.1 Appendix 1: Funding Priorities  
9.2 Appendix 2: Scoring Criteria

## Appendix 1 – Funding Priorities

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Funding Priority</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Improve learning and developmental outcomes for disadvantaged babies, infants, children, young people and their families including care experienced young people                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Current position</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>Research in Edinburgh indicates that school attendance and attainment are lower in those children and young people who come from areas of deprivation and disadvantaged backgrounds.</p> <p>Findings from recent surveys with parents and children and young people in Edinburgh indicate that they want to see a greater level of support provided in schools with more information on services and support available and a greater say in what is provided, supported by staff who are knowledgeable about available services and how to access them.</p> <p>The Additional Support for Learning Act recognises the need to support those who have additional needs which are causing a barrier to their learning. This could be for a variety of reasons such as disability, health, social and emotional factors. It is essential that all learning environments in the city meet those needs for these all learning environments in the city meet those needs for these children and young people to thrive and fulfil their potential.</p> |
| <b>Assessment Criteria/Measures of success</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p>learning outcomes directly from activities</p> <p>improved attendance at school</p> <p>improved attainment at school</p> <p>Achieving (Edinburgh Wellbeing Outcome) I am ready for the next stage in my life</p> <p>Achieving (Edinburgh Wellbeing Outcome) I feel confident</p> <p>Included (Edinburgh Wellbeing Outcome) In my learning environment people involve me in activities</p> <p>Included (Edinburgh Wellbeing Outcome) I have help to overcome disadvantages and barriers</p> <p>Achieving (Edinburgh Wellbeing Outcome) I get the help I need to learn</p> <p>Parents and carers feel confident in their ability and skills to meet the daily demands of their parenting role</p> <p>Parents and carers feel supported to access study, work and community life</p>                                                                                                                                                                                                                                                                |
| <b>Linkages to other plans</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p>Locality Improvement Plans</p> <p>Education Improvement Plan (<i>once agreed by ECF Committee</i>)</p> <p>Supporting Parents and Carers in Edinburgh 2017-20</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Award restrictions (what will or will not be funded)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

|                      |
|----------------------|
| <b>Total Budget</b>  |
| 45-55%               |
| <b>Maximum Award</b> |
| £120,000             |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Funding Priority</b>                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Improve mental health and wellbeing outcomes for children, young people and their families                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Current position</b>                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Research in Edinburgh on risk taking behaviours indicates that early school engagement, community engagement and parental monitoring are vital protective factors that support children and young people's risk taking, without them coming to significant harm.                                                                                                                                                                                                |
| <b>Assessment Criteria/Measures of success</b>                                                                                                                                                                                                                                                                                                                                                                                                                  |
| learning outcomes directly from activities<br>improved Edinburgh Wellbeing (healthy) outcomes directly from activities<br>improved attendance at school<br>Healthy (Edinburgh Wellbeing Outcome) I get the care and support I need<br>Healthy (Edinburgh Wellbeing Outcome) I am able to deal with difficult things<br>Healthy (Edinburgh Wellbeing Outcome) I enjoy life<br>Nurtured (Edinburgh Wellbeing Outcome) I am listened to when I am worried or upset |
| <b>Linkages to other plans</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Locality Improvement Plans                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Award restrictions (what will or will not be funded)</b>                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Total Budget</b>                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 6-8%                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Maximum Award</b>                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| £50,000                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Funding Priority</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Support the personal and social development of young people through the delivery of effective universal youth work programmes                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Current position</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Youth work in Edinburgh can support children and young people to increase educational attainment, employability and health and wellbeing. These opportunities are also crucial in offering packages of support that provide protective factors while children and young people grow and develop. They also offer the opportunity to form relationships with a trusted adult out with the home and school environment which can be very important for many vulnerable children and young people.      |
| <b>Assessment Criteria/Measures of success</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| linkage to locality improvement plan (where appropriate)<br>accredited awards achieved<br>improved Edinburgh Wellbeing (active) outcomes directly from activities<br>Achieving (Edinburgh Wellbeing Outcome) I feel confident<br>Active (Edinburgh Wellbeing Outcome) I play / take part in activities with others<br>Included (Edinburgh Wellbeing Outcome) I have opportunities to be with people who are important to me<br>Respected (Edinburgh Wellbeing Outcome) I have help to share my views |
| <b>Linkages to other plans</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Locality Improvement Plans                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Award restrictions (what will or will not be funded)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Total Budget</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 28-32%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Maximum Award</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| £100,000                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Funding Priority</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Improve the level of participation in learning opportunities for all secondary school age young people and continue to increase positive destinations                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Current position</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Evidence in Edinburgh indicates that looked after children face specific barriers to training and employment, consequently a specific focus on reducing the cluttered landscape of employability programmes, early intervention support for those who need it, and a continued development of the Edinburgh Guarantee will be critical. The Scottish Government are now publishing the Participation Measures, which demonstrate the percentage of all young people aged 16-19 in education, employment and training.             |
| <b>Assessment Criteria/Measures of success</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Numbers attending<br>accredited awards achieved<br>% of young people achieving a positive destination<br>Achieving (Edinburgh Wellbeing Outcome) I am ready for the next stage in my life<br>Achieving (Edinburgh Wellbeing Outcome) I feel confident<br>Included (Edinburgh Wellbeing Outcome) In my learning environment people involve me in activities<br>Included (Edinburgh Wellbeing Outcome) I have help to overcome disadvantages and barriers<br>Achieving (Edinburgh Wellbeing Outcome) I get the help I need to learn |
| <b>Linkages to other plans</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Locality Improvement Plans                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Award restrictions (what will or will not be funded)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Total Budget</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 8-10%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Maximum Award</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| £50,000                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

|                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Funding Priority</b>                                                                                                                                                                                                                                                   |
| 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                                                                       |
| <b>Current position</b>                                                                                                                                                                                                                                                   |
| Research in Edinburgh on risk taking behaviours indicates that early school engagement, community engagement and parental monitoring are vital protective factors that support children and young people's risk taking, without them coming to significant harm.          |
| <b>Assessment Criteria/Measures of success</b>                                                                                                                                                                                                                            |
| improved Edinburgh Wellbeing (healthy) outcomes directly from activities<br>Healthy (Edinburgh Wellbeing Outcome) I get the care and support I need<br>Healthy (Edinburgh Wellbeing Outcome) I look after myself<br>Safe (Edinburgh Wellbeing Outcome) I keep myself safe |
| <b>Linkages to other plans</b>                                                                                                                                                                                                                                            |
| Locality Improvement Plans                                                                                                                                                                                                                                                |
| <b>Award restrictions (what will or will not be funded)</b>                                                                                                                                                                                                               |
|                                                                                                                                                                                                                                                                           |
| <b>Total Budget</b>                                                                                                                                                                                                                                                       |
| 3-5%                                                                                                                                                                                                                                                                      |
| <b>Maximum Award</b>                                                                                                                                                                                                                                                      |
| £40,000                                                                                                                                                                                                                                                                   |

## Appendix 2 – Scoring

### Scoring

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

### Advice to Assessors

Strong applications will:

1. Show a clear understanding of need and that their intent (what the organisation proposes to do in response to the need) is obvious;
2. Have a clear implementation strategy which is obvious to users and officers;
3. Have a clear, understandable method which can show that the work has had an impact on service users, and contain measures of success which can be evidenced.

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## Education, Children and Families Committee

10:00, Friday, 16 August 2019

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

Executive/routine  
Wards  
Council Commitments

#### 1. Recommendations

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- 1.1 The Education, Children and Families Committee is asked to:
- 1.1.1 approve that delegated authority be given to the Executive Director of Communities and Families to finalise and publish the draft statutory consultation paper in Appendix 1 proposing the establishment of a new primary school in the 'Maybury' development incorporating any changes agreed by this Committee;
  - 1.1.2 approve that delegated authority be given to the Executive Director of Communities and Families to finalise and publish the draft statutory consultation paper in Appendix 2 proposing the relocation of Newcraighall Primary School to a new building in the 'New Brunstane' development incorporating any changes agreed by this Committee;
  - 1.1.3 approve that delegated authority be given to the Executive Director of Communities and Families to finalise and publish the draft statutory consultation paper in Appendix 3 proposing the realignment of primary and secondary school catchment boundaries encompassing the proposed new development sites within Edinburgh Park and at Curriemuirend incorporating any changes agreed by this Committee.

**Alistair Gaw**

Executive Director for Communities and Families

Contact: Robbie Crockatt, Learning Estate Planning Manager

E-mail: [robbie.crockatt@edinburgh.gov.uk](mailto:robbie.crockatt@edinburgh.gov.uk) | Tel: 0131 469 3051

Education, Children and Families Committee 16 August 2019

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

### 2. Executive Summary

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- 2.1 A report approved by the Education, Children and Families Committee in May 2019 on [“Future Statutory Consultation Requirements”](#) proposed that three draft statutory consultation papers be returned to Committee in August ahead of publication. These consultations were for the replacement of Newcraighall Primary School, the establishment of a new Maybury Primary School and the realignment of catchment areas to take account of new developments in Edinburgh Park.
- 2.2 This report includes draft consultation papers for each of these three proposals and seeks Committee approval to finalise these papers ahead of publication and the commencement of statutory consultation processes.

### 3. Background

---

- 3.1 Background information can be found in the [“Future Statutory Consultation Requirements”](#) and [“The Growing City, School Roll Projections and Future Accommodation Requirements”](#) reports considered by the Education Children and Families Committee in May 2019 and December 2018 respectively.

### 4. Main report

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- 4.1 At its meeting on 21 May 2019 the Education, Children and Families Committee approved a recommendation in the “Future Statutory Consultation Requirements” report that statutory consultation papers be brought forward for consideration by this Committee ahead of publication. The three statutory consultation papers included in this report are:
- 4.1.1 New Maybury Primary School;
  - 4.1.2 Replacement Newcraighall Primary School and;
  - 4.1.3 Edinburgh Park and Curriemuirend Catchment review.



4.2 The following sections summarise the proposals contained within the three statutory consultation papers:

**Proposal to Establish a New Non-Denominational Primary School and Implement Catchment Changes to Address School Capacity and Accommodation Pressures in West Edinburgh**

4.3 Existing primary schools in the west of Edinburgh are expected to face increasing accommodation pressures as the proposed housing developments in the area – particularly those at Maybury and Cammo progress and demand for places rises. [School roll projections](#) indicate that the number of catchment pupils is expected to rise beyond what can be accommodated within the current school capacities.

4.4 The LDP [Education Infrastructure Appraisal](#) (August 2018) has determined that additional primary school capacity is required to alleviate accommodation pressures arising from proposed new housing development and that this should be provided by delivering a new primary school in the local area: a three stream primary school and a 120 place nursery within the ‘Maybury’ housing development site. This is an action within the Council’s LDP [Action Programme](#) (January 2019), which sets out how the Council proposes to implement the Local Development Plan.

4.5 School roll projections also show that secondary schools in the area will experience increasing accommodation pressures as the proposed housing is built and demand for places rises. It is therefore expected that additional secondary school capacity will be required after 2023, although it has not yet been determined how this will be delivered. In the meantime, Craigmount High School currently has capacity to support some growth and the proposals in the consultation paper would result in the new Maybury Primary School feeding to Craigmount.

4.6 Accordingly, the draft consultation paper in Appendix 1 proposes:

- The establishment of a new 21 class non-denominational primary school and nursery within the ‘Maybury’ housing development site;
- That a catchment area for the new school be formed incorporating parts of the existing catchment areas for Corstorphine, Cramond, and Hillwood Primary Schools;
- That the catchment changes required to create the new school’s catchment area be implemented from the November prior to the new school opening;
- That the new primary school be established as a feeder school to Craigmount High School;
- The realignment of the catchment area boundary between Craigmount High School and The Royal High School so that all of the new primary school’s catchment area is within the catchment area of Craigmount High School;
- That the proposed secondary school catchment change be implemented from the November prior to the new primary school opening.

4.7 The new school is currently expected to be open in August 2022, although this is dependent on how the 'Maybury' housing development progresses.

### **Proposal to relocate Newcraighall Primary School to a new building in the New Brunstane Development**

4.8 Newcraighall Primary School has been identified in the 2018 school roll projections as a school facing potential accommodation pressures from August 2020 onwards. The projections show that the school faces minor pressures in the short-term from its existing catchment population, but development of the New Brunstane housing site would potentially double the number of pupils in the school by 2030. The existing school does not have the capacity to support this level of growth.

4.9 The 2016 Local Development Plan identified the potential to establish a new school in the New Brunstane housing area. As all of this housing site is within the Newcraighall Primary School catchment area the best long term strategy is to build a replacement Newcraighall Primary School with an expansion strategy to cater for all existing housing and the new development.

4.10 Accordingly, the draft consultation paper in Appendix 2 proposes:

- A new double stream (14 class) Newcraighall primary school would be built on a site earmarked in the New Brunstane development (16/04122/PPP).
- The new school would be built with an expansion strategy, allowing up to a further 8 classroom spaces to be built at a future stage, should this ultimately prove necessary.
- All staff and pupils from Newcraighall Primary School would relocate to the new school building on its completion.
- The new Newcraighall Primary School would include an 80 place nursery.
- The new school would be constructed by 2022 at the earliest. A full cost benefit analysis of the new school would have to be carried out and appropriate budgets established before construction of the new school commences.
- If a new school is to be constructed then the existing Newcraighall Primary School site would be subject to the Council's standard disposal process with the capital receipt gained set against the cost of the new school.
- The existing Newcraighall Primary School site would be subject to the Council's standard disposal process with the capital receipt gained set against the cost of the new school.
- There would be no change to existing secondary feeder arrangements: Newcraighall Primary School would continue to feed to Castlebrae High School.
- Primary and secondary catchment areas would be unchanged by these proposals.

4.11 The new school is currently expected to be open in August 2022, although this is dependent on how the 'New Brunstane' housing development progresses. If the

new school opening is delayed, this may result in a requirement to identify short-term measures to address accommodation pressures at Newcraighall Primary School. The requirement for these measures will be monitored and any solutions considered as part of a Rising Rolls working group with school management and parent representatives.

**Proposal to Realign the Catchment Areas of Clovenstone Primary School, Sighthill Primary School and Wester Hailes Education Centre to Accommodate the Proposed Edinburgh Park and Curriemuirend Development Sites**

- 4.12 The Council's [Local Development Plan](#) (LDP) identifies the Edinburgh Park and Curriemuirend sites as appropriate for mixed use or residential development.
- 4.13 Despite being located more than 3 miles away and on the opposite side of the M8, the majority of the Edinburgh Park development site is currently within the catchment areas of Currie Primary School and Currie High School.
- 4.14 Currie High School is due to be rebuilt and extended as part of the Council's Wave4 programme. Accordingly, projections suggest that it would have the capacity to accommodate the Edinburgh Park and Curriemuirend developments. However, in addition to the geographic advantages of realigning these areas with Wester Hailes Education Centre, there remains considerable scope for future growth within Currie High School's catchment area and it is considered that making better use of the capacity available in Wester Hailes Education Centre would be a more efficient solution.
- 4.15 Accordingly, the draft consultation paper in Appendix 3 proposes that the catchment areas of Clovenstone Primary School, Sighthill Primary School and Wester Hailes Education Centre be extended to incorporate the potential housing development sites allocated in the Local Development Plan (LDP) at Edinburgh Park and Curriemuirend.
- 4.16 To the north of Wester Hailes the changes proposed would result in the Edinburgh Park area of Currie Primary School's catchment and a very small section of Gylemuir Primary School's catchment together with the geographically large but unpopulated Bankhead area of Broomhouse Primary School's catchment being realigned with Sighthill Primary School.
- 4.17 At secondary level this would mean that the Edinburgh Park area of Currie High School's catchment and a geographically large but unpopulated area of Forrester High School's catchment would be realigned with Wester Hailes Education Centre.
- 4.18 To the south of Wester Hailes the catchment changes proposed would result in Curriemuirend Park which is currently in Juniper Green Primary School and Currie High School's catchment areas being realigned with Clovenstone Primary School and Wester Hailes Education Centre.

- 4.19 The impact of these proposals on all schools affected is minor and there are no residential addresses currently registered in the areas affected. The areas concerned are all currently non-residential.

## 5. Next Steps

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- 5.1 Should Committee approve the publication of these draft consultation papers, these papers will be finalised (incorporating any amendments agreed by Committee) and published at the start of a statutory consultation period beginning on Monday 26 August 2019 and running until Monday 7 October 2019. An Outcomes report making recommendations following the conclusion of the statutory consultation process would be returned to full Council in March 2020.

## 6. Financial impact

---

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

## 7. Stakeholder/Community Impact

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- 7.1 All statutory consultations will be conducted in line with the procedures set out in the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014.

## 8. Background reading/external references

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- 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

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- 9.1 **Appendix 1** – Draft consultation paper: Proposal to Establish a New Non-Denominational Primary School and Implement Catchment Changes to Address School Capacity and Accommodation Pressures in West Edinburgh.
- 9.2 **Appendix 2** – Draft consultation paper: Proposal to relocate Newcraighall Primary School to a new building in the New Brunstane Development.
- 9.3 **Appendix 3** – Draft consultation paper: Proposal to Realign the Catchment Areas of Clovenstone Primary School, Sighthill Primary School and Wester Hailes Education Centre to Accommodate the Proposed Edinburgh Park and Curriemuirend Development Sites

## Appendix 1



### **Proposal to Establish a New Non-Denominational Primary School and Implement Catchment Changes to Address School Capacity and Accommodation Pressures in West Edinburgh**

Affecting Corstorphine Primary School, Cramond Primary School, Hillwood Primary School, Craigmount High School and The Royal High School

This consultation paper is divided into the following sections:

1. Introduction
2. Background and Context
3. Roll Projections, Catchment Data and Capacity Analysis
4. Details of Proposal
5. Implications for Existing Schools
6. Educational Benefits
7. Financial Considerations
8. Indicative Construction Timescales
9. Consultation Process

#### Appendices

1. Current School Catchment Areas – Primary and Secondary
2. Proposed School Catchment Areas – Primary and Secondary
3. List of Affected Addresses
4. 'Maybury' LDP Development Brief and Indicative Site Layout
5. Response Questionnaire

## 1 Introduction

- 1.1 This paper proposes that a new non-denominational primary school and nursery be established in west Edinburgh within the 'Maybury' housing development site. The new school will be aligned to Craigmount High School.
- 1.2 This requires changes to the catchment areas of Corstorphine Primary School, Cramond Primary School, Hillwood Primary School, Craigmount High School, and The Royal High School. Existing school catchment areas are set out in Appendix 1. The proposed catchment areas are set out in Appendix 2.
- 1.3 This consultation paper sets out the rationale for, and implications of, the proposal which will address primary school capacity and accommodation issues arising from proposed new housing developments in West Edinburgh. The paper also sets out the consultation process and the means and timescales for making representations.
- 1.4 For the purposes of this paper, West Edinburgh is defined as the area currently covered by the primary school catchment areas of Corstorphine Primary School, Cramond Primary School and Hillwood Primary School.
- 1.5 The new school could open in August 2022 at the earliest. If the proposal is approved by the Council, the date from when the proposed catchment area for the new primary school would be effective is the November prior to the new primary school opening, in time for the P1 registration process.
- 1.6 All catchment changes will only apply to new P1 and S1 pupils. There will be no mandatory transfer for pupils already attending another school; however pupils in P2-P7 within the catchment of the new primary school will be given the opportunity to apply to attend the new school should they wish to do so.
- 1.7 A list of affected addresses is provided in Appendix 3. Comments on the proposal should be submitted by no later than close of business on Monday 7 October 2019. A questionnaire has been prepared which respondents are encouraged to use to provide comments, details are included in Appendix 5. The questionnaire can be completed online via the Council website [www.edinburgh.gov.uk/newmayburyschool](http://www.edinburgh.gov.uk/newmayburyschool). Responses can also be submitted by email or post to the addresses set out in Section 9 of this paper.
- 1.8 A public meeting in relation to these proposals will be held as follows, further details of which are provided in section 11:

| Venue                  | Date | Time            |
|------------------------|------|-----------------|
| Craigmount High School | TBC  | 6.30pm – 8.30pm |

## 2 Background and Context

- 2.1 The Council's [Local Development Plan](#) (LDP) proposes significant new housing development in West Edinburgh (Table 1).

**Table 1: New Housing Development in West Edinburgh**

| LDP New Housing Site | Estimated Number of New Homes |
|----------------------|-------------------------------|
| Maybury              | 1,700 – 2,000                 |
| Cramond              | 500 - 700                     |
| Hillwood Road        | 50 - 100                      |
| Edinburgh Zoo        | 80                            |

- 2.2 It is estimated that this level of new housing development could generate 600-700 additional primary school pupils within the area (using the [pupil generation ratios](#) approved by Education, Children and Families Committee in May 2019).
- 2.3 Existing primary schools in the area are expected to face increasing accommodation pressures as the proposed housing is built and demand for places rises. [School roll projections](#) show that the number of pupils in the area is expected to rise above what can be accommodated within current schools.
- 2.4 The LDP [Education Infrastructure Appraisal](#) (August 2018) has determined that additional primary school capacity is required to alleviate accommodation pressures arising from the proposed new housing development and that this should be provided by delivering a new primary school in the local area: a 21 class primary school and a 120 place nursery within the 'Maybury' housing development site. This is an action within the Council's LDP [Action Programme](#) (January 2019), which sets out how the Council proposes to implement the Local Development Plan.
- 2.5 School roll projections also show that secondary schools in the area will face increasing accommodation pressures as the proposed new housing is built and demand for places rises. This paper proposes that the new 'Maybury' primary school will feed to Craigmount as it has capacity to support some growth in pupil numbers in the short term, it is expected that additional secondary school capacity will be required from 2024, although it has not yet been determined how this will be delivered the main options will be extending existing provision or construction of a new secondary school.
- 2.6 In addition to the proposed housing development sites identified within the Council's LDP, new homes are also proposed for the area to the south of the airport known as the 'International Business Gateway' and an area between the RBS Headquarters at Gogarburn and the city bypass (this site is known as 'East of Milburn Tower'). There are also industrial areas at the eastern end of Turnhouse Road that could be redeveloped for housing in the future.

2.7 Further information about potential accommodation pressures and roll projections for the affected schools is provided in Section 3.

#### *Informal Consultation*

2.8 Informal consultation with Head Teachers, school representatives, local elected members and the wider communities was carried out from January 2018 to March 2018. Further information is available at

[www.edinburgh.gov.uk/schoolsreview](http://www.edinburgh.gov.uk/schoolsreview).

2.9 A potential catchment area for a new primary school formed part of the consultation. This covered the housing development sites known as 'Maybury' and 'Cammo', part of the International Business Gateway (IBG) area to the south of the airport and existing housing between Turnhouse Road and Maybury Road.

2.10 The consultation also included a proposal that the new primary school would feed into a new West Edinburgh High School. There were two possible locations for the new secondary school: a site within the International Business Gateway and a site to the east of Ratho Station. The potential catchment area for a new secondary school covered the catchment areas of the new primary school, Hillwood Primary School and Ratho Primary School.

2.11 There was general support for the proposal to build a new primary school to accommodate pupil growth arising from new housing development and the catchment area as it was shown. There was some concern about the proposed change to the secondary school catchment area for some existing housing from Craigmount High School to the new West Edinburgh High School, particularly for families who were concerned that siblings would be split between different schools.

2.12 Following the informal consultation, on 21 June 2018 the Education, Children and Families Committee agreed that proposals to establish a catchment area for a new primary school at Maybury should be progressed to a statutory consultation.

### **3 Roll Projections, Catchment Data and Capacity Analysis**

3.1 This section considers current and projected school roll and catchment population data and identifies the accommodation issues that have resulted in this consultation being undertaken.

3.2 The proposal within this paper will directly affect Corstorphine Primary School, Cramond Primary School, Hillwood Primary School, Craigmount High School and The Royal High School. The current catchment areas are included within Appendix 1. Table 2 shows the capacity, roll and occupancy rate of these schools.



**Table 2: School Capacity and Estimated Class and Roll Data**

| School                      | Capacity (as at Aug 2018) | Roll (as of Sept 2018 census) | Estimated Occupancy Rate |
|-----------------------------|---------------------------|-------------------------------|--------------------------|
| Corstorphine Primary School | 21 Classes (630 pupils)   | 562                           | 89%                      |
| Cramond Primary School      | 17 Classes (476 pupils)   | 441                           | 93%                      |
| Hillwood Primary School     | 4 Classes (84 pupils)     | 62                            | 74%                      |
| Craigmount High School      | 1400                      | 1161                          | 83%                      |
| The Royal High School       | 1200                      | 1268                          | 100%                     |

- 3.3 Most of the new housing development is currently proposed to be within the catchment areas of Corstorphine Primary School and Cramond Primary School which have occupancy rates of 89% and 93% respectively. There is insufficient capacity within the existing school buildings to accommodate the 600-700 additional primary school pupils which it is forecast will be generated by new housing development proposed in the local area.

#### **Corstorphine Primary School**

- 3.4 The school currently has 21 classes, giving it a working capacity of 630 pupils. In August 2018 the school roll was 562 pupils, with a P1 intake of 87. A school of this size would generally be able to accommodate an ongoing intake of around 90 new P1 pupils each year.
- 3.5 The P1 intake in August 2019 is expected to be 75 pupils. The estimated school roll for August 2019 is 547 pupils.
- 3.6 The total primary age population of the Corstorphine catchment area (excluding pupils attending independent schools) in 2018 was 512. 462 of the 512 pupils attended Corstorphine Primary School in August 2018 (95%).
- 3.7 Loss to the Roman Catholic (RC) sector is very low, accounting for only 1% of the pupils in 2018 (7 out of 512 catchment primary school pupils attended a Roman Catholic school). All of these pupils attended St Andrew's Fox Covert RC Primary School.

#### *Roll Projections*

- 3.8 Projections, based on births from five years prior and data for known housing development, indicate that there will be an intake of 66-72 P1 pupils each year until 2022.
- 3.9 Longer term projections based on the National Records of Scotland (NRS) population projections for the City of Edinburgh Council area suggest that this could increase to 90 in 2023 and then regular P1 intakes of above 100 could become commonplace from 2025 due to the amount of new housing development expected in the area.

- 3.10 The school is expected to face accommodation pressures from 2023. The growth in pupil numbers can largely be attributed to the impact of the 'Maybury' housing development which is currently within its catchment area.
- 3.11 Additional classrooms were recently provided at the school in order that it could accommodate 21 classes. There is limited scope for further expansion at the school.

### **Cramond Primary School**

- 3.12 The school currently has 17 classes, giving it a working capacity of 476 pupils. In August 2018 the school roll was 441 pupils, with a P1 intake of 60. A school of this size would generally be able to accommodate an ongoing intake of around 68 new P1 pupils each year.
- 3.13 The P1 intake in August 2019 is expected to be 67 pupils. The estimated school roll for August 2019 is 444 pupils.
- 3.14 The total primary age population of the Cramond catchment area (excluding pupils attending independent schools) in 2018 was 416 pupils. 390 of the 416 pupils attended Cramond Primary School in August 2018 (94%).
- 3.15 No primary school pupils within the Cramond catchment attended a Roman Catholic school in 2018.

### *Roll Projections*

- 3.16 Projections, based on births from five years prior and data for known housing development, indicate that the projected P1 intake for Cramond Primary School will be around 66 pupils for the next few years.
- 3.17 Longer term roll projections based on National Records of Scotland (NRS) population projections for the City of Edinburgh Council area suggest a P1 intake of 72 in 2024, with an intake of 82 pupils becoming commonplace beyond 2027 due to the amount of new housing development expected in the area.
- 3.18 The projected levels of intake could not be accommodated within the existing building and the school is expected to face capacity pressures from 2026. This growth can largely be attributed to the impact of the 'Cammo' housing development which is currently within its catchment area.
- 3.19 Two additional classrooms were provided at the school in August 2018 to provide for 17 classes. There is limited scope for further expansion at the school.

### **Hillwood Primary School**

- 3.20 The school is currently operating as a 4-class organisation, giving the school a working capacity for 84 pupils. A school of this size would generally be able to accommodate an ongoing intake of around 12 new P1 pupils each year.

- 3.21 In August 2018, the school roll was 62 with a P1 intake of 5. The P1 intake in August 2019 is expected to be 11 pupils. The estimated school roll for August 2019 is 65 pupils.
- 3.22 The total primary age population of the Hillwood catchment area (excluding pupils attending independent schools) in 2018 was 71. 55 of the 71 pupils attended Hillwood Primary School in August 2018 (77%).
- 3.23 No primary school pupils within the Hillwood catchment area attended a Roman Catholic school in 2018.

#### *Roll Projections*

- 3.24 Projections, based on births from five years prior and data for known housing development, indicate that the P1 intake will rise to 14 in the next few years.
- 3.25 Longer term roll projections based on National Records of Scotland (NRS) population projections for the City of Edinburgh Council area suggest a P1 intake of at least 14 will continue to 2028.
- 3.26 The increase in P1 intakes, largely as a result of the 'Hillwood Road' new housing development, could mean that the school will face capacity pressures from 2022. Any further residential development within the Hillwood Primary School catchment area, such as at the western part of the 'International Business Gateway', will increase capacity pressures further and a review of accommodation solutions may be required.

#### **Craigmount High School**

- 3.27 The capacity of the school is currently 1400 pupils, with an S1 intake limit of 260 pupils. The roll at Craigmount High School in 2018 was 1161 with an S1 intake of 227. The S1 intake in August 2019 is expected to be 233 pupils. The estimated school roll for August 2019 is 1210.

#### *Roll Projections*

- 3.28 In 2018 Craigmount High School had an occupancy rating of 83% and non-catchment pupils made up 29% of the school roll. However, projections indicate that Craigmount High School will face accommodation pressures from 2024, largely because of additional catchment pupils expected to be generated from the new 'Maybury' housing site.

#### **The Royal High School**

- 3.29 The notional capacity of the school is 1200, with an intake limit of 220 pupils. The roll at The Royal High School in 2018 was 1268 with a S1 intake of 219. The S1 intake in August 2019 is expected to be 240 pupils. The estimated school roll for August 2019 is 1288. Accordingly, the school is currently operating beyond its optimum capacity and the Council is working with school management to resolve this.

## *Roll Projections*

- 3.30 Projections indicate that the school will continue to face accommodation pressures, and these will increase significantly as the 'Cammo' housing development is progressed. This is one of the main reasons for the new primary school to feed into Craigmount High School.

## **4 Details of Proposal**

### **Summary**

- 4.1 The previous sections of this paper have identified that there is a requirement for additional primary school capacity in West Edinburgh to accommodate the growth in pupils arising from new housing development. Existing schools cannot accommodate the number of additional pupils that will be generated.
- 4.2 To address this requirement, the proposal is as follows:
- Establish a new 21 class non-denominational primary school and nursery within the 'Maybury' housing development site;
  - The catchment area for the new school will incorporate parts of the existing catchment areas for Corstorphine, Cramond, and Hillwood Primary Schools;
  - The catchment changes required to create the new school's catchment area to be implemented from the November prior to the new school opening;
  - Establish the new primary school as a feeder school to Craigmount High School;
  - Realign the catchment area boundary between Craigmount High School and The Royal High School so that all of the new primary school's catchment area is within the catchment area of Craigmount High School;
  - The proposed secondary school catchment changes to be implemented from the November prior to the new school opening.
- 4.3 The proposed non-denominational primary and secondary school catchment areas are set out in Appendix 2.
- 4.4 All catchment changes will only apply to new P1 and S1 pupils. There would be no mandatory transfer for pupils already attending another school; however pupils in P2-P7 within the catchment of the new primary school will have the opportunity to apply to the new school should they wish to do so.
- 4.5 The new school could open in August 2022 at the earliest. If the proposal is approved by the Council, the earliest date from when the proposed catchment area for the new primary school would be effective is November 2021, in time for the P1 registration process.
- 4.6 This paper does not propose any changes to the Roman Catholic Primary or Roman Catholic Secondary school catchment areas.

## **New Primary School**

### *Location*

- 4.7 The new primary school and nursery will be established on land within the 'Maybury' housing development site. It is expected that the school will be on a 2-hectare site to the south of Turnhouse Road. It is currently undeveloped agricultural land, but forms part of wider proposals for new residential development. The Local Development Plan Site Brief for the 'Maybury' housing development site, which indicates the proposed location for a new primary school, is included in Appendix 4.
- 4.8 Planning permission in principle for residential development on the wider 'Maybury' site will be granted, subject to a legal agreement being agreed with the Scottish Government. As part of the planning application, a masterplan was submitted which identified a 2-hectare site for a new primary school in the south-east corner of the development site. An indicative site layout showing the proposed location of the school, which was submitted as part of the planning application but has not been approved, is included in Appendix 4. The legal agreement attached to the planning permission will make provisions for the Council to take ownership of the school site once development on the wider site has begun.

### *Catchment Area*

- 4.9 The proposed catchment area for the new primary school is set out in Appendix 2. Parts of the catchment areas for Cramond, Corstorphine, and Hillwood Primary School will become the catchment area of the new school. The catchment area will cover new housing sites at Cammo and Maybury, as well as the future development area known as the International Business Gateway to the south of the airport.
- 4.10 Appendix 3 provides a list of existing homes that will be directly affected by the proposed catchment changes. Existing housing at South Maybury, West Craigs, Turnhouse Road, Lennymuir, Craigs Road, Castle Gogar, Gogar Mains Farm and Cammo Road will be within the new catchment area.
- 4.11 The proposed catchment area will also extend to the south of Glasgow Road to cover Gogarburn and part of a field to its east known as 'East of Milburn Tower'. The Council is 'minded to grant' planning permission for new housing on the 'East of Milburn Tower' site, however the decision whether to grant planning permission is for Scottish Ministers. It is not known when Scottish Ministers will determine if planning permission should be granted. The proposal means that pupils from early phases of this development could attend the new 'Maybury' primary school as catchment pupils. However, if planning permission was granted, it is expected that an additional new primary school would be required within the area. A statutory consultation would be required to establish its location and catchment area. Until the outcome of a future statutory consultation is known, the southern part of this development site which contains

four existing homes will remain in the catchment area of Currie Primary School and Currie High School.

- 4.12 The location of school buildings, existing pupil flows, obvious geographical boundaries, public transport links and distances to and from a school are all factors considered when establishing new catchment boundaries. However, the principal driver is to ensure that the catchment populations for each of the schools affected are appropriate to their proposed capacity.
- 4.13 Table 3 sets out the number of catchment primary school pupils that currently live in the new primary school catchment area and the number of catchment primary school pupils it is estimated will come from the housing sites at 'Maybury' and 'Cramond'. Note, the revised [pupil generation ratios](#) that were approved by Education, Children and Families Committee in May 2019 have been used.

**Table 3: Estimated Number of Pupils within Proposed Catchment Area**

| Site             | Units | Primary (ND) |
|------------------|-------|--------------|
| Maybury          | 1,700 | 483          |
| Cramond          | 655*  | 122          |
| Existing housing | 290   | 32**         |
| Overall Total    |       | 637          |

\*as proposed in planning application 18/01755/FUL

\*\*in August 2018

- 4.14 Table 3 suggests that 637 non-denominational primary school pupils could be living within the new school's catchment area at its peak. It is anticipated that with placement requests to other schools a three-stream class primary school with a normal working capacity for 630 pupils would be sufficient to support a catchment area of this size. There are nine primary schools of this size within the Council estate.

#### *Access and Travel Routes*

- 4.15 The road and pedestrian routes to be provided as part of the 'Maybury' housing development have not yet been confirmed. However, it is anticipated that the new primary school will primarily be accessed from Turnhouse Road. Although the new school may have staff and visitor parking on the school site, it is not Council policy to specifically provide drop-off zones for parents and carers.
- 4.16 The proposed changes are not expected to increase the need for pupils to travel by car when compared with current catchment arrangements. The new school will be closer or more easily accessed by active travel routes for pupils living in its catchment area than Cramond Primary School, Corstorphine Primary School and Hillwood Primary School.
- 4.17 The new primary will be in a central location within the new 'Maybury' community. A new footpath is proposed to link the 'Cramond' and 'Maybury' housing development sites. It is unlikely that many pupils living within the

eastern end of the International Business Gateway will choose to walk to the new primary school, however the tram service from Ingliston Park and Ride to Edinburgh Gateway is available and it is considered that the journey will be better than the status quo which would require that they travel to Hillwood Primary School. Links from the International Business Gateway to surrounding areas are expected to improve as more of the area is developed.

- 4.18 The proposal therefore does not present significant road safety issues; however Safer Routes will be regularly assessed. This means routes which are on a good surface, are lit and means of crossing main roads are by traffic-controlled crossings. In identifying potential walking routes, it is on the basis that the responsibility for ensuring the safety of children on the journey between home and school and, where appropriate, supervising the journey, rests with parents or guardians.

#### *School Design and Capacity*

- 4.19 The size of site for any new (or replacement) school is prescribed in the School Premises (General Requirements and Standards) (Scotland) Regulations 1967 and the 1973 and 1979 amendments to those regulations. For a new primary school and nursery, the total site size should be 1.9 hectares comprising two elements for which the appropriate sizes are defined separately:
- A main school site on which the actual school buildings are located of not less than 1.3 hectares (of which 0.1 hectares relates to the nursery); and
  - An area for playing fields of not less than 0.6 hectares.
- 4.20 The proposed school site is 2 hectares. The school will be designed to accommodate at least three full streams of P1-P7 pupils (630 pupils) and a 120-space nursery, alongside an all-weather pitch.
- 4.21 The school will have a flexible design that will allow it to accommodate additional pupils if required. This is necessary as the number of pupils that are generated from new development is only an estimate and there is potential for additional primary school pupils to be generated from development within the 'International Business Gateway' (IBG) and from the long-term redevelopment of industrial areas at the eastern end of Turnhouse Road.
- 4.22 As it is expected to take more than 10 years to complete all the new housing in the area, the school will be designed so that it can be built in phases – for example it could initially be built as a double stream school with an expansion plan to take it to three streams. Phasing the delivery of the additional school capacity would minimise the risk of providing too much capacity and unnecessary capital and revenue expenditure.
- 4.23 Detailed planning permission will be required for the school building and grounds. Consideration will also be given to whether appropriate ancillary community uses could also be provided on the site.

#### *Early Years Provision*

- 4.24 It is proposed that nursery classes will be provided on the same site as the new primary school to make sure that there is additional capacity for Early Years provision in the area.
- 4.25 The proposed catchment area of the new school is currently sparsely populated and as such contains no Council operated or partner Early Years providers. The nearest existing provision would be at Corstorphine, Gylemuir, Hillwood and East Craigs Primary Schools. However, dedicated provision within the 'Maybury' development would be required to meet demand for Early Years provision and provide an accessible Early Years' service.
- 4.26 The Scottish Government is committed to increasing the early learning and childcare entitlement to 1140 hours per year by 2020 and the Council is now reviewing its Early Years Estate to identify what measures may be required to meet current and projected demand. It is expected that some of this demand can be met by increasing hours of the existing facilities however it is likely that additional provision, such as the nursery proposed as part of the proposed new school, will be required.

#### *Staffing for the New School*

- 4.27 In addition to additional teaching and support staff, there would be a requirement to create and fill all the management and non-teaching staff positions associated with running a separate primary school. These positions would include a Head Teacher, a Business Manager, admin/clerical staff, dining room staff and janitorial staff.
- 4.28 Research on practices adopted in other authorities leading up to the opening of an entirely new school has highlighted the value of appointing the Head Teacher at least six months before the new school opens. This would allow the Head Teacher to take time to appoint staff, oversee the completion and occupation of the building and take a leading role in establishing relationships within the new school community including with the potential parent body and promoting the school to its potential users and community. This could play a significant part in increasing the number of parents willing to transfer their child from existing schools to the new school.

#### *Populating the New School*

- 4.29 On the assumption that the proposal for a new school could be progressed, funded, constructed and opened by 2022 the catchment area for the new primary school would apply from the start of the P1 registration process in November 2021 prior to the opening of the new school in August 2022.
- 4.30 Pupils eligible to start school in August 2022 and living within the catchment area of the new school when registrations opened in November 2021 would be expected to make a non-catchment placing request if they wished to attend a school other than their new catchment school.
- 4.31 In Autumn 2021 the Council would write to the parents and guardians of all P1 to P6 pupils living in the catchment area of the new school, offering them the



opportunity to apply for a place at the new school for the start of the school year in August 2022.

- 4.32 Parents or carers may choose to refuse this offer of a place. There would be no mandatory transfer for pupils already attending another primary school.
- 4.33 In January 2022 a special meeting of the Communities and Families Working Group that meets in January each year as part of the annual P1 and S1 intake process would meet with the Head Teacher of the new school, and other schools directly affected by the proposal to establish class organisations for August 2022 based on the number of P1 registrations for each school and the number of pupils from upper stages accepting the offer of a place at the new school.
- 4.34 Standard processes for the placement of non-catchment pupils making a placing request to the new school for August 2022 would apply, however, places for catchment pupils would be reserved at each stage through the school year. The number of places to be reserved would be determined by the Working Group.
- 4.35 The experience of other local authorities who have opened an entirely new school would suggest that transfer on a voluntary basis is likely to result in an uneven distribution of pupils between year groups with a risk that some stages, especially from P4 to P7, are very small or altogether empty. Accordingly, it should be anticipated that the new school will not operate at its class capacity in the short to medium term and composite classes at upper stages may be necessary.

## **5 Implications for Existing Schools**

### *Existing Primary Schools*

- 5.1 Establishing the proposed catchment area for the new primary school will mean that the catchment boundaries of Cramond Primary School, Corstorphine Primary School, and Hillwood Primary School will be realigned.
- 5.2 No currently existing houses within the Cramond catchment area will be moved to the new primary school catchment area. However, the proposed catchment for the new primary school will include the 'Cammo' housing site which is currently within the catchment area of Cramond Primary School. This will mean that once the new primary school is operational Cramond Primary School will not be required to address the accommodation pressures that would otherwise arise from the additional pupils expected to be generated by this development. The 'Cammo' housing site is expected to generate 122 non-denominational primary school pupils.
- 5.3 The proposed catchment for the new primary school will include the 'Maybury' housing site which is currently within the catchment area of Corstorphine

Primary School. This will mean that Corstorphine Primary School will not be required to address the accommodation pressures that would otherwise arise from the additional pupils expected to be generated by this development. The 'Maybury' housing site is expected to generate 483 non-denominational primary school pupils.

- 5.4 There are 282 residential properties houses within Corstorphine Primary School's existing catchment area that would be realigned with the new primary school under these proposals. In August 2018 there were 32 non-denominational primary school pupils living in these homes. Aligning these properties with the new school will free up some space at Corstorphine Primary School to accommodate additional pupils from smaller areas of new housing development that are proposed for elsewhere within its catchment area, for example the new homes proposed within the Council's LDP for a site at Edinburgh Zoo.
- 5.5 The proposed catchment for the new primary school will include the 'International Business Gateway' which is currently within the catchment area of Corstorphine Primary School and Hillwood Primary School. This is an area for international business development and ancillary uses, hotel and conference facilities and potentially housing and education. As it will be part of the 'Maybury' primary school catchment area, if any new homes in this area are delivered, the existing catchment primary schools will not face the accommodation pressures that would come from any additional pupils generated by the development.
- 5.6 The proposed catchment area for the new primary school will include part of the potential 'East of Millburn Tower' housing site which is currently within the catchment area of Corstorphine Primary School and Hillwood Primary School. As it will be part of the 'Maybury' primary school catchment area, if any new homes in this area are delivered, the existing catchment primary schools will not face the accommodation pressures that would come from any additional pupils generated by the development. There are six existing residential properties in this area which will move from the catchment area of Hillwood Primary School to the new 'Maybury' Primary School catchment area but this will not have a significant impact on the roll at the current school.

#### *Existing Secondary Schools*

- 5.7 The proposed catchment for the new primary school includes areas currently within the catchment area of The Royal High School and Craigmount High School.
- 5.8 The new primary school will be a feeder school aligned to Craigmount High School. The catchment boundary of Craigmount High School will be redrawn so that it covers the new primary school catchment area in its entirety.
- 5.9 The benefit of having the primary school feeding to one secondary school is that transition management can be focused on Craigmount High School and friends are more likely to stay together. The proposal to give Craigmount High School a

larger catchment area will also mean that once the catchment changes are in place The Royal High School will not face accommodation pressures arising from additional pupils expected to be generated by the ‘Cammo’ new housing development.

- 5.10 Table 4 sets out the new housing sites identified within the Council’s LDP that will be within the proposed catchment area for Craigmount High School and the number of additional non-denominational secondary school pupils that each is expected to generate (using the [pupil generation ratios](#) approved by Education, Children and Families Committee in May 2019).

**Table 4: Estimated Number of Additional ND Secondary School Pupils from New Housing within the Proposed Craigmount High School Catchment Area**

| New Housing Site | Units | Secondary School Pupils (ND) |
|------------------|-------|------------------------------|
| Cammo            | 655*  | 69                           |
| Maybury          | 1,700 | 286                          |
| Hillwood Road    | 75    | 15                           |
| Edinburgh Zoo    | 80    | 13                           |
| Overall Total    |       | 383                          |

*\*as proposed in planning application 18/01755/FUL*

- 5.11 In addition, there is potential for additional secondary school pupils to be generated from development within the ‘International Business Gateway’ (IBG) and from the long-term redevelopment of existing industrial areas at the eastern end of Turnhouse Road. It is therefore anticipated that more than 400 additional secondary school pupils could be generated by new housing development within the revised Craigmount High School catchment area.
- 5.12 Most of the additional pupils are from housing sites that are already within the Craigmount catchment area, but by realigning the ‘Cammo’ housing site to the school there could come to be 69 extra non-denominational secondary school pupils living within its catchment area.
- 5.13 Craigmount High School has capacity to support growth in the number of catchment pupils, having a high non-catchment population (in August 2018 the non-catchment population was 29%). However, school roll projections from December 2018 indicate that accommodation pressures at the school will be apparent from 2024.
- 5.14 A long-term solution to providing significant additional secondary school capacity in West Edinburgh is required to address the anticipated accommodation pressures expected at Craigmount High School, regardless of whether the proposal to move the ‘Cammo’ housing site into the Craigmount High School catchment area is implemented.

5.15 The catchment proposals published as part of the West and South West Edinburgh Review proposed that a new primary school at Maybury should feed to a new West Edinburgh High School with two potential sites identified. However, the Education, Children and Families Committee also approved that negotiations for a secondary school site in Kirkliston should progress and that consultation on a final site for a new secondary school in West Edinburgh should only progress “when practical”. As no site for a new secondary school has been secured and the production of a spatial strategy for West Edinburgh as part of City Plan 2030 is outstanding, the point at which it would be practical to begin a statutory consultation for secondary provision in this area of the city has not been reached. Consideration will also be given to how Craigmount High School could be permanently extended should a new secondary school in West Edinburgh no longer be required to be built in an area convenient to serve the ‘Maybury’ and ‘Cammo’ housing developments.

## **6 Educational Benefits**

- 6.1 The principal educational advantage of the proposal is that it addresses future sufficiency issues at Cramond Primary School and Corstorphine Primary School and will enable the Council to continue to provide catchment school places for catchment children.
- 6.2 The proposal will mean that the existing primary schools will have less pupils once the new school is operational than they otherwise would have had, reducing pressure on school facilities and allowing more flexible lesson timetabling.
- 6.3 Despite the catchment areas of the existing primary schools being reduced, the proposal will ensure that all schools in the area have a viable and sustainable school roll with flexibility to support a variety of learning and teaching approaches aligned to the Curriculum for Excellence. The proposed catchments will allow teacher staffing levels and year group classifications to be effective, and children will be able to learn within a variety of peer group opportunities.
- 6.4 The delivery of a solution to the accommodation pressures these new housing developments represent will also provide those moving into the new developments with some certainty about the schooling options available to them.
- 6.5 The educational benefit to pupils attending the proposed new school will be that they will experience a modern, state-of-the-art learning environment designed to be accessible to all, creating a sense of pride in the learners and staff alike and helping to build a positive ethos in the new school. The new environment will promote creative and engaging teaching approaches and offer facilities that will encourage health and wellbeing, participation in sport, and outdoor learning.

The provision of nursery accommodation on the site would allow for a seamless progression in learning from nursery to P1.

- 6.6 The principal educational disadvantage of the proposal is that it includes significant catchment changes to schools which have received positive assessments when they have been evaluated against Quality Indicators. However, the number of existing properties affected is small and until the new school is operational a comparison of its Quality Indicators against those of the schools these few properties would otherwise attend is not possible.
- 6.7 The proposal also has the disadvantage of increasing accommodation pressures on Craigmount High School, however a long-term solution to providing additional secondary school capacity in the area is required regardless of the changes proposed in this paper.

## 7 Financial Considerations

### Capital Works Required

- 7.1 A construction cost estimate for a 21-class primary school and a nursery for 120 children on the identified site is set out in Table 5. This is based on the Scottish Future Trust metric for new primary schools and shows an indicative capital cost of £26,150,000. This includes an estimated cost of site acquisition and remediation but does not take account of future cost inflation beyond Q4 2017.

**Table 5: Cost Summary**

|                                                |                    |
|------------------------------------------------|--------------------|
| Capital Construction (based on Q4 2017 prices) | £18,150,000        |
| Site Acquisition                               | £4,750,000         |
| Site Remediation and Other Abnormals           | £3,250,000         |
| <b>Estimated Total Capital Costs</b>           | <b>£26,150,000</b> |

- 7.2 A new school would lead to an increase in revenue costs for Communities and Families. This is because, in addition to the additional teaching and support staff, there would be a requirement to create and fill all the management and non-teaching staff positions associated with running a separate primary school. These positions would include a Head Teacher, a Business Manager, admin/clerical staff, dining room staff and janitorial staff.
- 7.3 The creation of a new school building would also result in additional building running, maintenance and repair costs for the school estate.
- 7.4 The additional revenue costs are set out in Table 6. These figures include an estimated average annual repair spend based on BCIS standard rates. The

maintenance burden for the new building is likely to be low in the short to medium term but would increase over time.

**Table 6: Annual Revenue Cost Summary**

|                                                                       |                                                                                                               |                   |
|-----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------|
| Estimated Additional Staffing Costs<br>(based on 2016 salary levels)  | Management                                                                                                    | £348,668          |
|                                                                       | Teaching                                                                                                      | £1,195,763        |
|                                                                       | Other (business and support staff)                                                                            | £687,886          |
|                                                                       | <b>Staffing Total</b>                                                                                         | <b>£2,232,317</b> |
| Estimated Additional Premises Costs<br>(based on BCIS standard rates) | <i>Includes: Rates &amp; Services; Utilities;<br/>Repairs &amp; Maintenance</i><br><b>Premises Cost Total</b> | <b>£327,050</b>   |
| <b>Estimated Additional Revenue Costs</b>                             | <b>£2,559,367</b>                                                                                             |                   |

## Funding

- 7.5 If, on completion of the consultation, it is agreed by Council that the new school should progress, the identification and approval of the required additional capital and revenue funding would require to be established by Council as part of future budget processes in order for the school to be delivered by August 2022.
- 7.6 The financial implications on future capital and revenue budgets of the adopted LDP Action Programme, which includes the proposed new school, were reported to the Finance and Resources Committee on [1 February 2019](#). This report identifies the risks associated with securing developer's contributions for LDP education infrastructure and requested that the initial budgets required to progress this new school project are established in the Capital Investment Programme through the Council's budget setting process.

## 8 Indicative Construction Timescales

- 8.1 The timescales for the delivery of the new facilities are dependent on the necessary funding being approved and provided to deliver the project.
- 8.2 Table 7 sets out the indicative design and construction timescale, based on an assumed date of initiation after Council approval in March 2020. This timescale is subject to the site being available prior to the start of construction.

**Table 7: Indicative Construction Timescales**

|                                                                      |                    |
|----------------------------------------------------------------------|--------------------|
| Conclusion of consultation and approval of solution to be progressed | March 2020         |
| Design Development to RIBA Stage 2                                   | +3 months          |
| Design Development to RIBA Stage 3 (submit for Planning)             | +3 months          |
| Design Development to RIBA Stage 4 and completion of planning        | +4 months          |
| Complete construction contract tender process and award contract     | +5 months          |
| Construction Completion of New Build                                 | +14 months         |
| <b>Estimated Opening Date</b>                                        | <b>August 2022</b> |

## 9 Consultation Process

9.1 The Schools (Consultation) (Scotland) Act 2010, as amended by the Children and Young People (Scotland) Act 2014, sets out the statutory consultation requirements for:

- The establishment of a new school;
- The relocation of a stage of education;
- Changes to existing admission arrangements (such as catchment change); and
- The closure of a stage of education.

9.2 The prescribed consultees vary for each of the above. Although a closure is not proposed, the requirements for a closure encompass all the necessary consultees and it is this process that will be followed to ensure full compliance with all the requirements of the Act. Accordingly, consultees will be as follows (where relevant):

- the Parent Council of any affected school;
- the parents of the pupils at any affected school;
- the parents of any children expected to attend any affected school within two years of the date of publication of the proposal paper;
- the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity);
- the staff (teaching and other) at any affected school;
- any trade union which appears to the education authority to be representative of the staff (teaching and other) at any affected school;
- the community councils (if any);

- the Roman Catholic Church;
- any other education authority that the education authority considers relevant;
- any other users of any affected school that the education authority considers relevant.

9.3 The extent of the consultation with pupils at the affected schools and the appropriate means of engaging with those pupils will be discussed in detail with each school's management team.

9.4 The consultation period will run for a 6 week period from Monday 26 August 2019 to Monday 7 October 2019 and the paper will be made available electronically and in paper format and copies will be available for inspection at the Council Offices at Waverley Court, at Corstorphine Library, Drumbrae Library Hub and at the schools affected by the proposals.

9.5 A public meeting will be held in respect of the proposal at Craigmount High School which will give interested parties a more formal opportunity to express their views. Representatives of the Council will be present at the meeting to outline the proposals, assist discussions and answer questions. A record of each public meeting will be taken by the Council.

| Venue                  | Date | Time            |
|------------------------|------|-----------------|
| Craigmount High School | TBC  | 6.30pm – 8.30pm |

9.6 All comments received will be recorded and represented in the final report regarding the outcomes of the consultation, along with the Council's response to those comments. Individual responses will not be provided to submissions made during the consultation.

9.7 The Council website will contain information on the consultation and this will be updated as necessary [www.edinburgh.gov.uk/newmayburyschool](http://www.edinburgh.gov.uk/newmayburyschool).

9.8 Respondents are encouraged to use the response questionnaire which has been produced and is provided in Appendix 5. The response questionnaire can be completed online at [www.edinburgh.gov.uk/newmayburyschool](http://www.edinburgh.gov.uk/newmayburyschool).

Responses can also be e-mailed directly to [newmayburyschool@edinburgh.gov.uk](mailto:newmayburyschool@edinburgh.gov.uk) or posted to the following address:

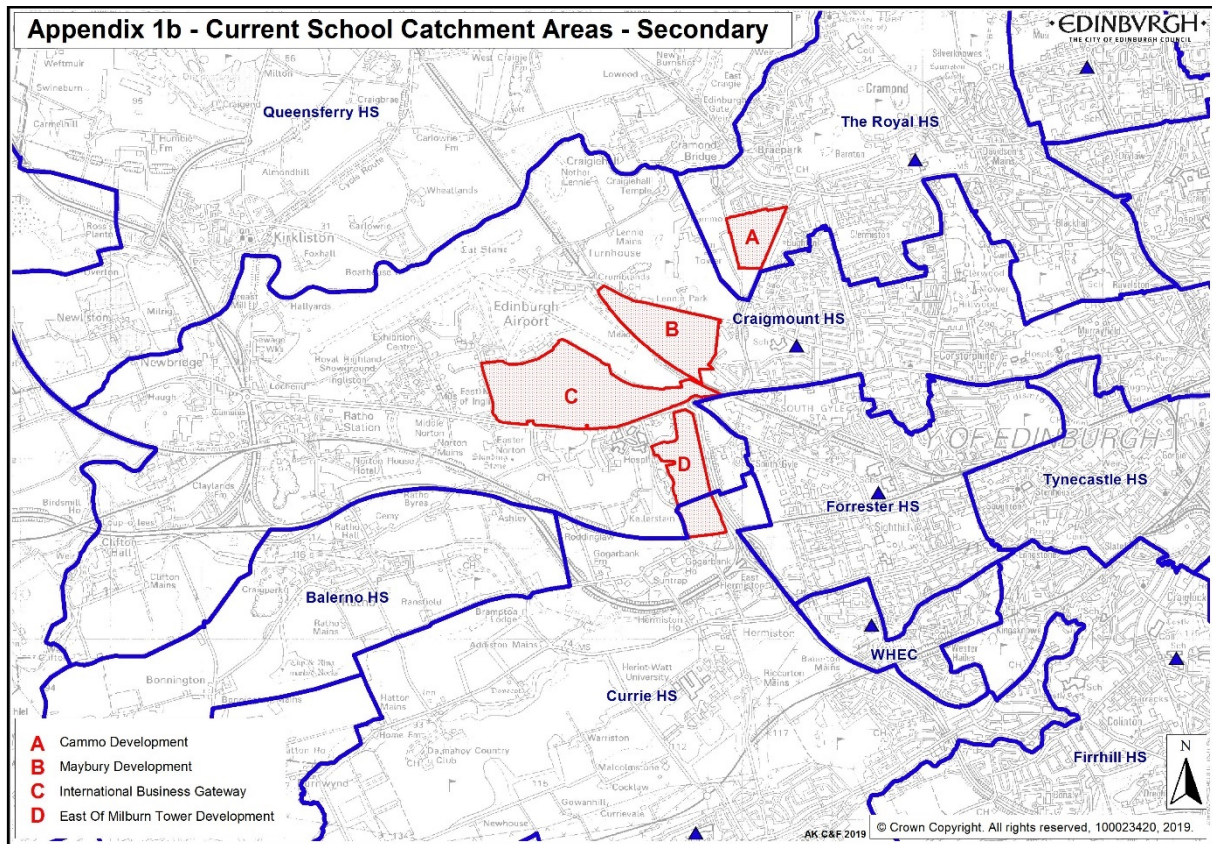
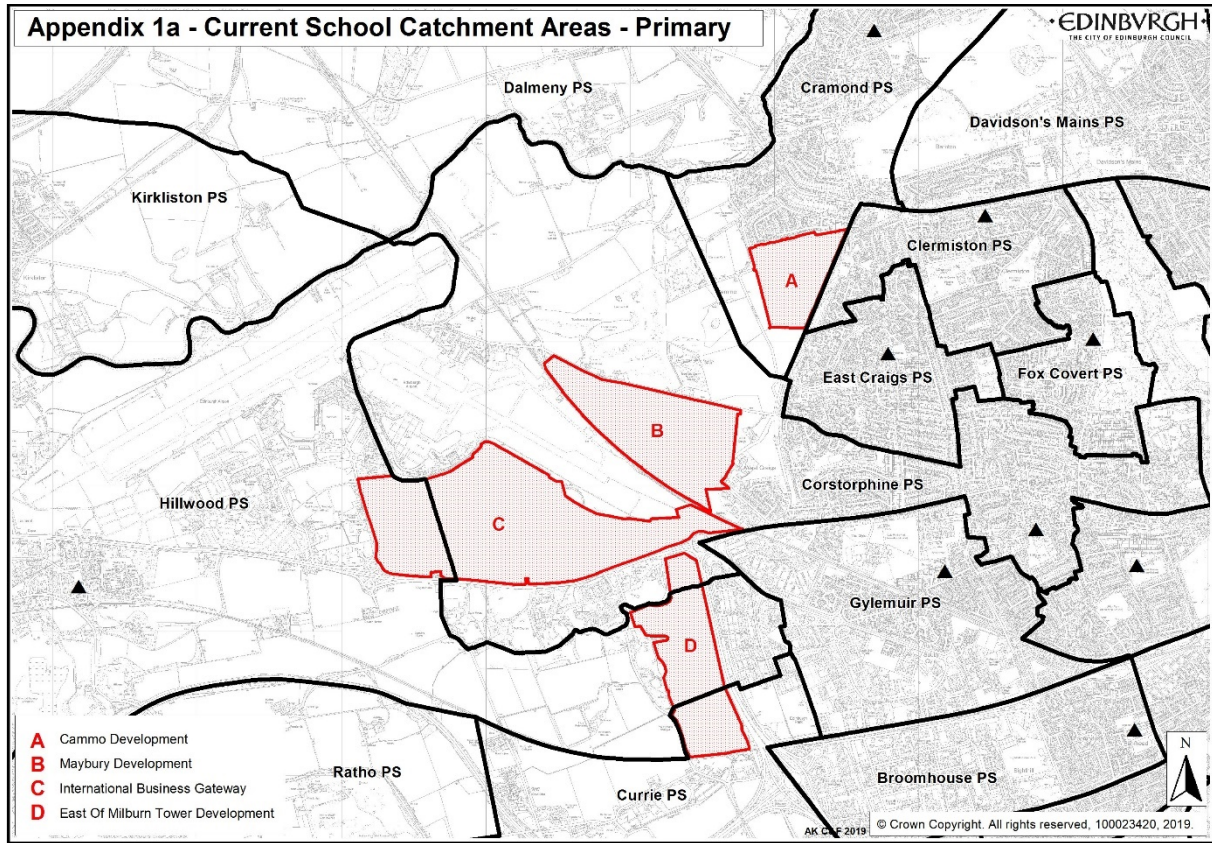
Alistair Gaw  
 Executive Director of Communities and Families  
 City of Edinburgh Council  
 Council Headquarters  
 Waverley Court  
 Level 1:2  
 4 East Market Street  
 Edinburgh EH8 8BG

9.9 All responses, whether by letter, e-mail or using the online questionnaire should be received by no later than close of business on Monday 7 October 2019.



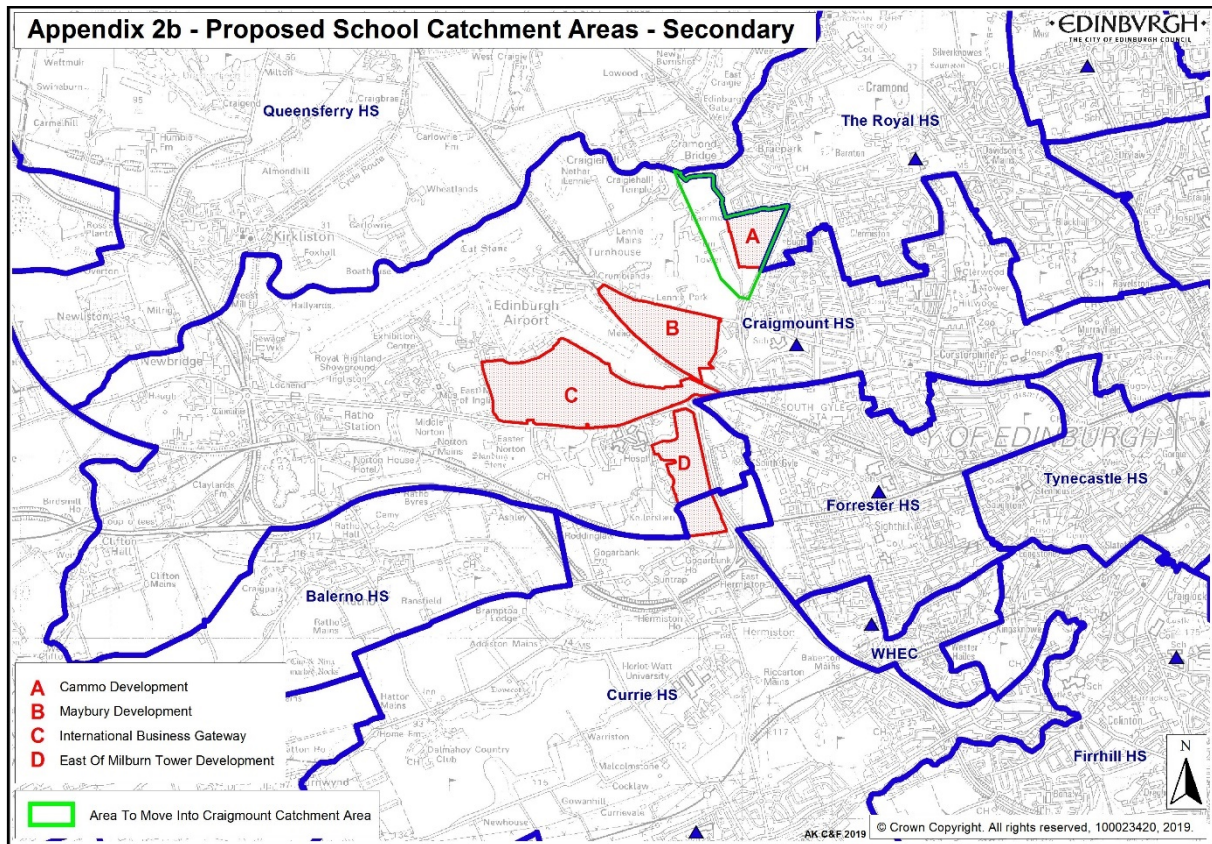
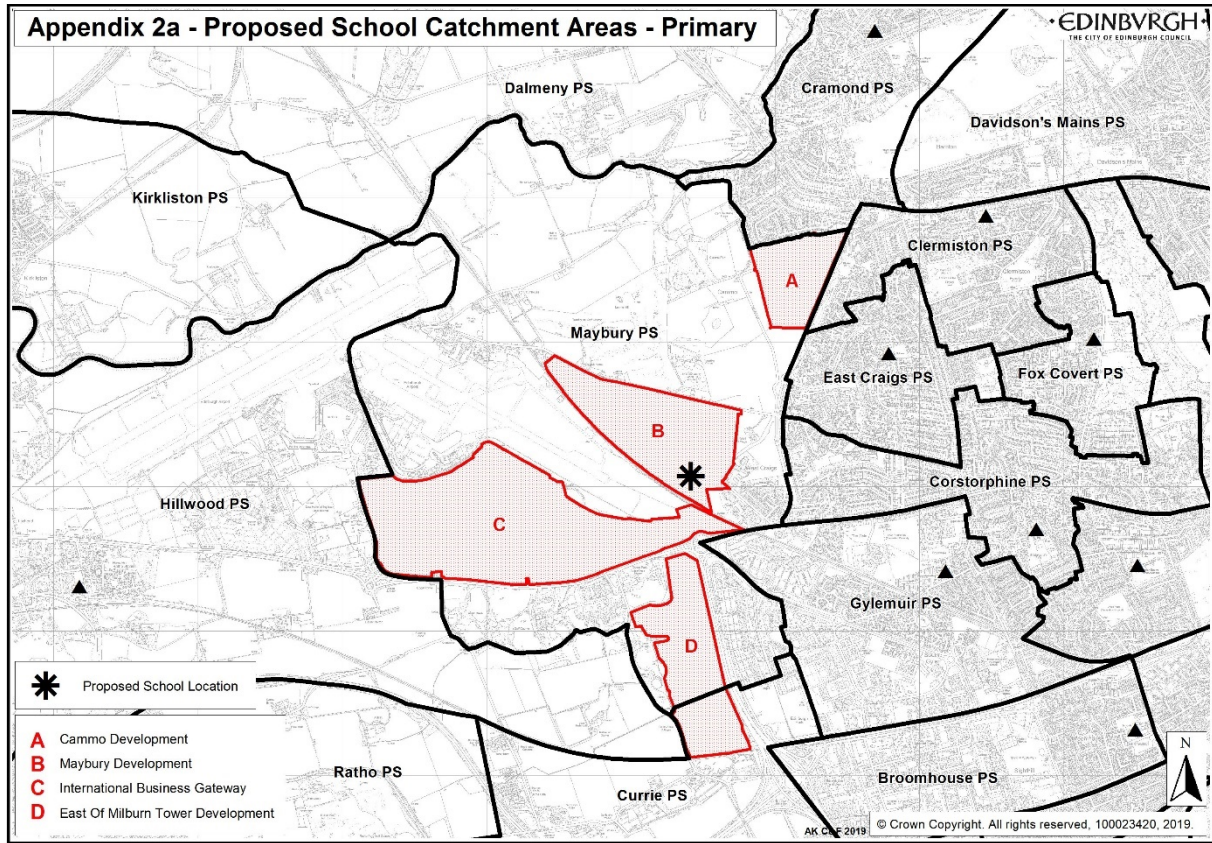
- 9.10 Once the public consultation phase finishes, details of the representations received will be issued to Education Scotland for their consideration of the educational effects of the proposals. Education Scotland will issue a report on their findings which will be included in the final Council report on the consultation.
- 9.11 Following the conclusion of the consultation period and after consideration of the representations received and the views of Education Scotland on the educational benefits of the proposal, a report on the Outcomes of the Consultation will be presented to the Council for consideration. The report will be made publicly available and notification will be given to those individuals or groups that have made representations during the consultation period. The report will include a summary of written representations received during the consultation period and representations made at the public meeting along with the Council response to representations made and to any issues raised by Education Scotland.
- 9.12 It is anticipated that the consultation report, setting out recommendations, will be presented to a Meeting of the Council in March 2020. The report will be published three weeks in advance of the Council meeting.

# APPENDIX 1 – Current School Catchment Areas – Primary and Secondary





# APPENDIX 2 – Proposed School Catchment Areas – Primary and Secondary



### **APPENDIX 3 – List of Affected Addresses**

The addresses listed below are properties which were registered with the Council as at November 2018 and will be directly affected by the proposals. For confirmation of which catchment area will apply to properties not listed below please refer to the proposed catchment area maps in Appendix 1 or email [newmayburyschool@edinburgh.gov.uk](mailto:newmayburyschool@edinburgh.gov.uk).

**TO FOLLOW**



# APPENDIX 4 – 'Maybury' LDP Development Brief and Indicative Site Layout

**Maybury and Cammo Site Brief**

- site boundary
- tram line
- bus route
- junction improvement
- street improvement & frontage
- housing
- long term redevelopment opportunity
- proposed school
- commercial / retail opportunities

**Green network:**

- green corridor
- new woodland
- high point of site
- pedestrian / cycle bridge
- existing footpath / cyclepath
- new footpath / cyclepath



yeomanmcallister

CLIENT: WEST GRANGE LTD & BOUNDARY CANPONS  
 JOB: WEST GRANGE, EDINBURGH  
 DRAWING: PROPOSED MASTERPLAN  
 STATUS: PLANNING  
 DATE: 2018

ARCHITECTS: yeomanmcallister

SCALE: 1:500

## **APPENDIX 5 – Response Questionnaire**

### **Statutory Consultation on new non-denominational primary school in West Edinburgh, to be located within the ‘Maybury’ housing development site.**

#### Introduction

Significant new housing development is proposed within west Edinburgh. As school roll projections show that the additional pupils from the new housing will lead to school accommodation pressures, it is necessary to progress a statutory consultation in order that a new primary school in the area can be delivered. A site within the ‘Maybury’ housing development site to the south west of Turnhouse Road has been identified. There are also proposed changes to the catchment areas of Cramond Primary School, Corstorphine Primary School, Hillwood Primary School, The Royal High School and Craigmount High School.

The full details of the proposal are available in the statutory consultation paper which you should read before completing this questionnaire. The statutory consultation paper is available online at [www.edinburgh.gov.uk/newmayburyschool](http://www.edinburgh.gov.uk/newmayburyschool) and copies are available in the affected schools and local libraries.

#### Why we are consulting?

The Council has a legal obligation to carry out a statutory consultation under the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014. The proposal put forward will have implications for families and we want to hear the views of anyone affected. All comments made during the statutory consultation period will be recorded and represented in a final report anticipated to be considered by Council in March 2020.

This questionnaire should be completed and returned by no later than 5pm on Monday 7 October 2019. All personal information in the questionnaire is for internal use only and will not be made public however the responses to questions 6 and 7 may be reflected either in whole, or in part, in the report to Council but on an anonymised basis. The questionnaire can be completed online at the following link [www.edinburgh.gov.uk/newmayburyschool](http://www.edinburgh.gov.uk/newmayburyschool) or can be completed in the following pages and returned to the following address:

Alastair Gaw  
Executive Director of Communities and Families  
City of Edinburgh Council  
Council Headquarters  
Waverley Court  
Level 1:2, 4 East Market Street  
Edinburgh EH8 8BG

Responses can also be made in writing to the address above or by e-mail to the following address [newmayburyschool@edinburgh.gov.uk](mailto:newmayburyschool@edinburgh.gov.uk).

**Question 1**

What is your name?

Name

**Question 2**

What is your email address? (Optional)

Email

**Question 3**

What is your postcode?

Postcode

**Question 4**

What is your main interest in the consultation?

*Please select (tick) all items that apply:*

- Parent/Carer of school child
- Parent/Carer of school child with younger sibling/s
- Parent/Carer of pre-school child
- School Staff
- Pupil
- Local resident
- Local organisation
- Other

If you are answering on behalf of an organisation, or for other reasons, please explain below.

**Question 5**

Do you have a child or children in a nursery or school at the moment?

*Please select (tick) only one item.*

Yes

No

If yes, please tell us the name(s) of their school or nursery classes.

Cramond Primary School

Corstorphine Primary School Nursery Class

Corstorphine Primary School

Hillwood Primary School Nursery Class

Hillwood Primary School

Craigmount High School

Other (please specify below)

The Royal High School

**Question 6**

Do you support the proposal as detailed in the statutory consultation paper?

*Please select (tick) only one item.*

Yes

No

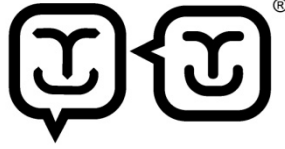
If you do not support the proposal, please give your reasons below:

**Question 7**

Do you have any other comments or suggestions?

*Comments or suggestions can also be emailed to [newmayburyschool@edinburgh.gov.uk](mailto:newmayburyschool@edinburgh.gov.uk).*





## HAPPY TO TRANSLATE

ترجمہ کے لئے حاضر آناہندہر سے انہواد کررہ

يسعدنا توفير الترجمة MOŻEMY PRZETŁUMACZYĆ 很樂意翻譯

You can get this document on tape, in Braille, large print and various computer formats if you ask us. Please contact ITS on 0131 242 8181 and quote reference number **16-1115**. ITS can also give information on community language translations.

## Proposal to relocate Newcraighall Primary School to a new building in the New Brunstane Development

Affecting Newcraighall Primary School only

### 1 Introduction

- 1.1 This consultation paper sets out the rationale for, and implications of, relocating Newcraighall Primary School to a new site within the New Brunstane housing development. The rebuild would include an expansion strategy to address accommodation issues expected to arise from the new housing development. No catchment area changes are proposed. The paper also sets out the consultation process and the means and timescales for making representations.
- 1.2 The consultation paper is divided into the following sections:
1. Introduction
  2. Background and Context
  3. Roll Projections, Catchment Data and Capacity Analysis
  4. Details of the Proposal
  5. Access and Transport
  6. Financial Considerations
  7. Indicative Construction Timescales
  8. Consultation Process

#### Appendices

1. Response Questionnaire
  2. Newcraighall Primary School Catchment Area
  3. New Brunstane Housing Development
- 1.3 Comments on the proposals should be submitted by no later than 5pm on Monday, 7 October 2019. A response questionnaire is provided for this purpose which respondents are encouraged to use, details are included in Appendix 1. The response questionnaire can be completed online via the Council website <http://www.edinburgh.gov.uk/newcraighallschool>. Responses can also be submitted by email or post to the addresses set out in Section 8 of this paper.
- 1.4 A public meeting will be held as follows, further details of which are provided in Section 8:

| Venue                       | Date                       | Time          |
|-----------------------------|----------------------------|---------------|
| Newcraighall Primary School | Tuesday, 10 September 2019 | 18:30 – 20:30 |

## 2 Background and Context

- 2.1 On 21 May 2019 the Education, Children and Families Committee approved that a consultation be undertaken regarding the proposed relocation of Newcraighall Primary School to a new building in the New Brunstane housing development area.
- 2.2 Newcraighall Primary School has been identified in the 2018 school roll projections as a school facing potential accommodation pressures from August 2020 onwards. The projections show that the school faces minor pressures in the short-term from its existing catchment population, but development of the New Brunstane housing site would potentially double the number of pupils in the school by 2030. The existing school does not have the capacity to support this level of growth.
- 2.3 The Council's over-riding priority is to ensure that it can meet its commitment to ensure that places are available for all pupils to attend their local catchment school should they wish to do so. The issue of rising primary school rolls in the city has been, and remains, a significant challenge but is one which the Council is committed to addressing and has been doing so successfully for several years through its primary school Rising Rolls programme and Local Development Plan contributions.
- 2.4 The 2016 Local Development Plan identified the potential to establish a new school in the Brunstane area. As all of this housing site is within the Newcraighall Primary School catchment area the best long term strategy is to build a replacement Newcraighall Primary School with an expansion strategy to cater for all existing housing and the new development.

### Site Considerations

- 2.5 Provision for a suitable school site has been made in the major planning application (16/04122/PPP – New Brunstane) submitted by the EDI Group in 2016 which also contains the area of land where the bulk of the new housing in the catchment area will be located. These residential areas are expected to be a mixture of flat and housing stock.
- 2.6 The size of site for any new (or replacement) school is prescribed in the School Premises (General Requirements and Standards) (Scotland) Regulations 1967 and the 1973 and 1979 amendments to those regulations. For a new double stream (or greater) primary school with capacity for a further 80 pupils in the nursery, the total site size should be 1.9 hectares comprising two elements for which the appropriate sizes are defined separately:

- A main school site on which the actual school buildings are located of not less than 1.3 hectares (of which 0.1 hectares relates to the nursery); and
  - An area for playing fields of not less than 0.6 hectares.
- 2.7 The identified school site in the New Brunstane development area is 2 hectares. This would cater for a double or triple stream school site with provision of a nursery. The proposed site is considered sufficient to provide an appropriate environment for a new primary school.
- 2.8 Newcraighall Primary School currently has a 20 place nursery. The Council's commitment to expand free child-care to 1140 hours and provide flexibility in the way that those hours are offered means that any new school would need to offer expanded nursery provision.
- 2.9 In addition to its own playing field a new primary school would also, according to the existing masterplan of the site, be located near to a significant area of parkland and it is anticipated that a new school would benefit significantly from access to this resource.

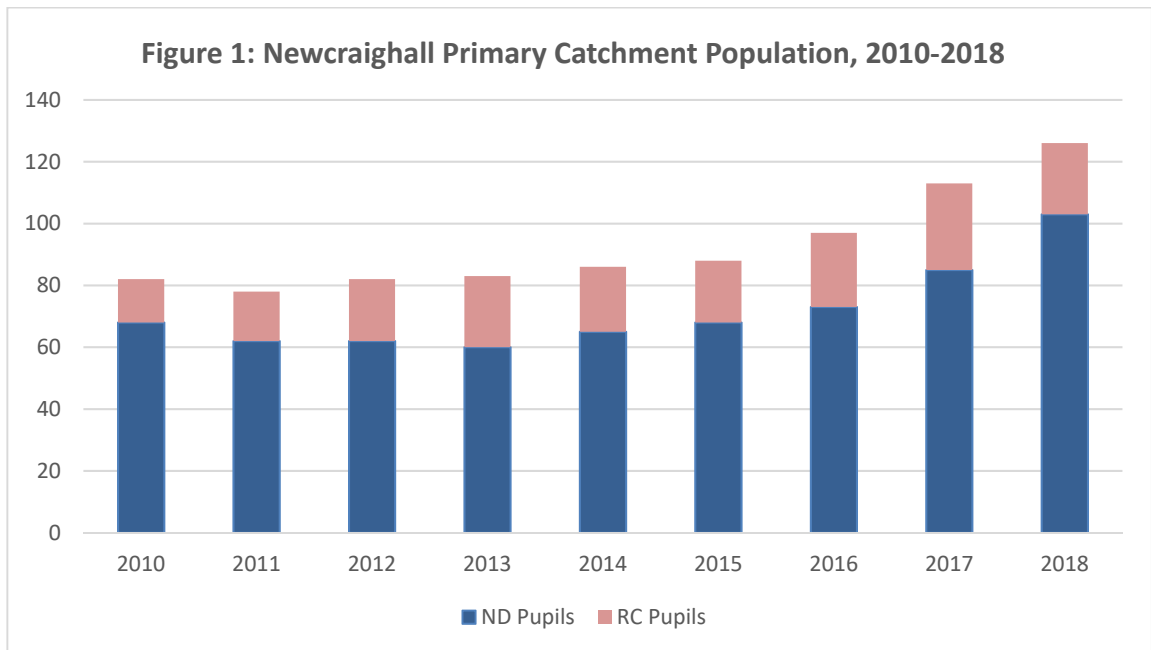
### **3 Roll Projections, Catchment Data and Capacity Analysis**

- 3.1 This section considers the historic, current and projected roll and catchment population data and the accommodation issues and other factors that have resulted in this consultation being undertaken and that have shaped the proposal set out in this paper.

#### **Area Overview**

##### **Newcraighall Primary School**

- 3.2 Newcraighall Primary School is located in the far east of the city and its catchment area encompasses the village of Newcraighall, the Gilberstoun estate, a new nearly completed development (13/03181/FUL – Newcraighall North) to the north and two streets of housing by the Fort Kinnaird shopping centre to the west. When the school was originally built in 1905 it was to provide education for the families of local miners. After that time there was little development in the area for nearly 100 years.
- 3.3 In the last couple of decades development in the area began with the completion of the Gilberstoun estate. This did not affect the school roll significantly, but the recent development (13/03181/FUL – Newcraighall North) immediately to the north of the existing school is starting to have a significant impact. Historically the school roll has remained effectively static. However in 2017 the school roll increased by 26% compared to the roll average of the previous 15 years and in 2018 it increased by 45% compared to that same average. In terms of total pupil numbers in the catchment area, Figure 1 (below) shows the primary catchment population since 2010.



3.4 If the New Brunstane planning application (16/04122/PPP) develops to maturity it will produce six times as many dwellings (1330 in total) as the Newcraighall North development. There are also additional planning applications to the east of the existing school with a potential house and flat total of 330.

#### **Capacity and Growth**

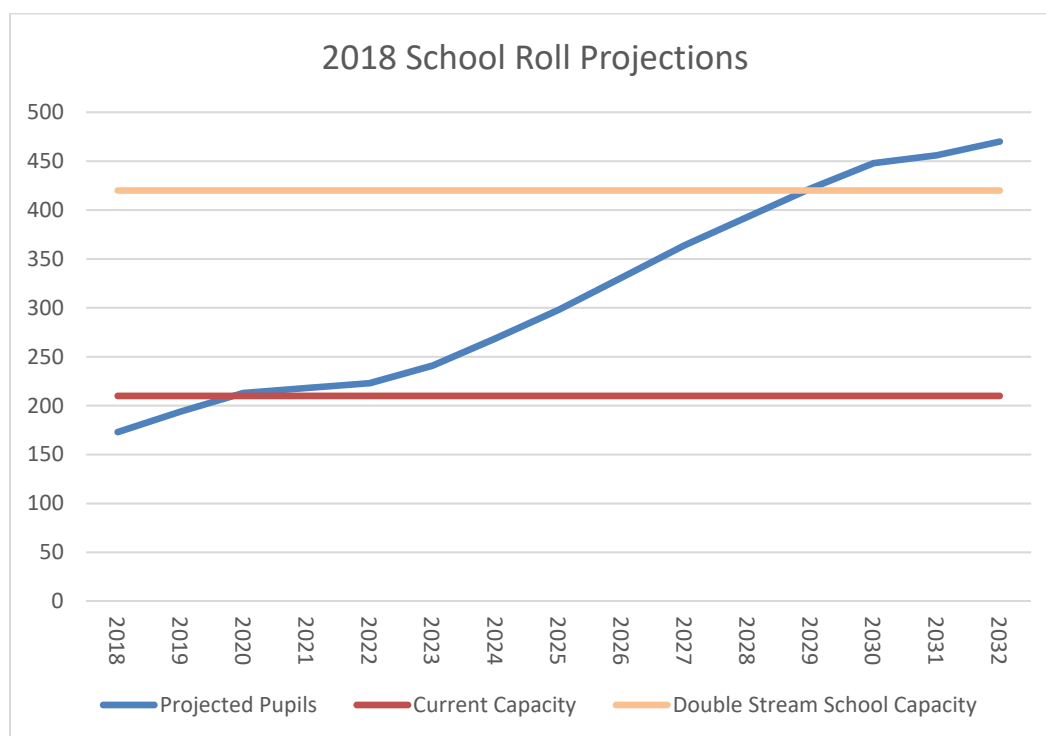
3.5 Table 1 (below) shows the current capacity and roll data for Newcraighall Primary School. However, it should be noted that generic capacity figures do not take account of a school's capacity for team teaching arrangements; a practice which is increasingly commonplace across the Council's primary school estate.

**Table 1: School Capacity, Class and Roll Data for August 2018**

| School                      | Capacity               | Roll (as of Sept 2018 census) | Estimated Occupancy Rate |
|-----------------------------|------------------------|-------------------------------|--------------------------|
| Newcraighall Primary School | 7 Classes (210 pupils) | 7 Classes (173 pupils)        | 82.4%                    |

3.6 Table 1 shows that the school is currently operating within its available capacity. However, as the developments in the catchment area begin to mature it is anticipated that demand for catchment places will exceed the school's capacity. Potentially, the school would go over capacity by as soon as 2020. Figure 2 (below) shows the November 2018 primary school roll projections for Newcraighall compared to the current capacity and compared to a double stream primary school:

**Figure 2: Newcraighall Primary School Projections, November 2018**



- 3.7 The roll projection in Figure 2 is based on the anticipated pupil generation from the new development and historic rates of attendance from the Newcraighall catchment area.
- 3.8 In the 2018 LDP Education Appraisal it was proposed that a new 11 class primary school is provided within the New Brunstane housing site to complement the existing Newcraighall. In the long term, providing a single school to accommodate the pupils in the area will reduce the costs associated with running and maintaining two smaller buildings and would avoid the need for a catchment area change. Pupils in Newcraighall Primary School would also benefit from access to modern, purpose built facilities and interaction with a wider peer group.
- 3.9 A 14 class (double stream) school would accommodate a roll of up to 420 pupils, while a 21 class (triple stream) school would accommodate 630 pupils. The current projections suggest pupil numbers of 470 by 2032 which would require a 17 class organisation. Accordingly, it is proposed that the new school be built as a double stream school (14 classes) with the option of expansion – either to a full triple stream or with a smaller number of additional classrooms – at a future stage.

## **4 Details of Proposal**

### **Proposal Overview**

- 4.1 The proposal is as follows:

Relocate Newcraighall Primary School to a new building in the New Brunstane development.

## 4.2 Proposal Summary

- A new double stream (14 class) Newcraighall primary school would be built on the identified site (see Appendix 2 & 3) in the New Brunstane development (16/04122/PPP).
- The new school would be built with an expansion strategy, allowing up to a further 8 classroom spaces to be built at a future stage, should this ultimately prove necessary.
- All staff and pupils from Newcraighall Primary School would relocate to the new school building on its completion.
- The new Newcraighall Primary School would include an 80 place nursery.
- The new school would be constructed by 2022 at the earliest. A full cost benefit analysis of the new school would have to be carried out and appropriate budgets established before construction of the new school commences.
- If a new school is to be constructed then the existing Newcraighall Primary School site would be subject to the Council's standard disposal process with the capital receipt gained set against the cost of the new school.
- There would be no change to existing secondary feeder arrangements: Newcraighall Primary School would continue to feed to Castlebrae High School.
- Primary and secondary catchment areas would be unchanged by these proposals.
- This paper does not propose any changes to the Roman Catholic Primary or Roman Catholic Secondary school catchment areas and there are no implications for the provision of Gaelic Medium Education.

### Implications

- 4.3 This section considers the implications and practicalities of implementing the proposal to relocate Newcraighall Primary School to a new building in the New Brunstane development area.
- 4.4 The Council on behalf of Communities & Families have attached a legal request to the planning agreement for the New Brunstane site that will secure a two hectare site for the new school
- 4.5 The new school would be double stream (14 classes) with capacity for 420 primary pupils. However, it would be built in such a way that, if it were to be required, up to an additional eight classrooms could be constructed on the school site. The requirement for this additional classroom space would be monitored as part of the annual Rising Rolls process.
- 4.6 Planning permission for the New Brunstane development has yet to be granted. Accordingly, the timescales by which a replacement Newcraighall Primary School could be constructed are subject to the developers securing the necessary

permission and starting on site. Therefore, an estimated timeframe of by August 2022 at the earliest is currently assumed.

- 4.7 In the event that other development sites in the catchment area proceed before the New Brunstane site is developed or the school breaches its capacity before the delivery of a new school as projections suggest it may, then interim measures at the existing Newcraighall primary school would need to come into effect. The requirement for these measures will be monitored and any solutions considered as part of a Rising Rolls working group with school management and parent representatives.
- 4.8 If the proposal for a replacement Newcraighall Primary School were to be approved and the project progressed, a working group involving Council officers, an appointed design team, the school management and representatives from the Parent Council would be established and meet at regular intervals to ensure the school community is fully informed and engaged throughout the process to design and deliver the new school. This process would also include consideration of traffic and transport implications for the area, the travel routes from more distant areas of the catchment and the impact of the design on neighbouring properties. Community groups would be involved in identifying how the new school could most effectively serve both the new developments and established Newcraighall communities.
- 4.9 Pupil and staff engagement will be a significant element in this engagement process, both in terms of their role in the design of the new building and in identifying any additional support that will be required to facilitate the move to the new school building.

### **Early Years Provision**

- 4.10 The Scottish Government is committed to increasing the early learning and childcare entitlement to 1140 hours per year by 2020 and the Council is now reviewing its Early Years Estate to identify what measures may be required to meet current and projected demand. It is expected that some of this demand can be met by increasing hours of the existing facilities however it is likely that additional provision, such as the nursery proposed as part of the proposed new building for Newcraighall Primary School, will be required.
- 4.11 The current Newcraighall Primary School has a 20/20 nursery class. The inclusion of an 80 place nursery facility with a relocated Newcraighall Primary School would address demand for additional nursery capacity in the area and provide an opportunity for integrated learning across all Curriculum for Excellence levels.

### **Educational Benefits of Proposal**

- 4.12 Under the proposal Newcraighall Primary School would relocate to a new school building in the New Brunstane development area. All of Newcraighall Primary School's existing primary classes and nursery classes would be collocated on a single site within a purpose built facility.



- 4.13 Newcraighall Primary School is highly regarded for the quality of the service it provides for children and families and the Council believes that a new school building appropriate for a modern curriculum would enhance the learning and teaching environment for all pupils.
- 4.14 The new school building would mean that pupils attending Newcraighall Primary School would have access to indoor and outdoor learning and play facilities which are flexible so that children could work together in large or smaller groups with access to state of the art ICT. Purpose-built physical education facilities would assist in the delivery of a better quality of two hours of PE as required by Scottish Government's Healthy Living Strategy.
- 4.15 The availability of a new, purpose built facility including a gym hall and playing fields could also advantage the local community. The playing area would present an opportunity for the school to deliver an enhanced sports curriculum and benefit from access to green space.
- 4.16 No educational disbenefits have been identified. The advantages of a smaller, village school will be more challenging to maintain in a larger school with a higher roll however, there are varied benefits to larger schools. Schools strive to meet the differing needs of a wide range of learners in terms of attainment, ability and academic interests; a larger school is more equipped with a wider range of facilities to meet those needs. A larger staff team, with a wider range of skills, would be able to offer increased achievement opportunities for the pupils. A larger pupil body means increased exposure to varied social and cultural experiences as well as scope for increased participation through a wider range of consultative groups.

### **Community Issues**

- 4.17 Newcraighall Primary School is a focal point within the community it serves. However, there has been a significant demographic shift in the area since the new developments have matured and the provision of a new school in the largest of the new developments provides an opportunity to consider how a new school building may best serve both the established and developing areas of the school community. This will be considered as part of the scoping and design process with the views of the community sought through an informal consultation process.

## **5 Access and Transport**

- 5.1 The proposed new school site is located near the centre of the New Brunstane development. The current masterplan for the development indicates that the primary access points would be from Milton Road East in the north and from Newcraighall Road in the south, with a secondary southern access point from the Newcraighall North development. The predicted road layout will provide direct routes from Newcraighall Road and from the Newcraighall North development where the majority of pupils are likely to enter. The distance to the school from these points of entry will be approximately 500 metres.

- 5.2 A review of the transport infrastructure in place and the infrastructure that will be required to service the new school site will be considered as a part of the design process.
- 5.3 The new school will be designed in line with the Council aspirations for Edinburgh to be a net zero-carbon city by 2030. This will include consideration of building materials, energy consumption, sustainable travel and use of outdoor space from the outset of the design process.
- 5.4 The Newcraighall Primary School catchment area is relatively compact and aside from a very small number of pupils living in the far west, all the pupils live in an area of approximately one square kilometre. Therefore, a change of school location within this square mile should not adversely affect any pupil, with all potential distances travelled being within acceptable limits. The current school is in the southern portion of the catchment area, the proposed school would be in the northern portion. Analysing the entire existing and predicted pupil populations it is expected that 68% of pupils will live closer to the proposed school compared to the existing location. For the very small number of pupils attending from the far west of the catchment area their journey distance is likely to increase by no more than 600 metres.
- 5.5 If this proposal is progressed, the Road Safety team will be engaged to ensure that Newcraighall Primary School's Green Travel Plan and the Safer Routes analysis is updated to reflect the change.
- 5.6 In summary, the proposal will ensure that the majority of pupils from existing areas and in the developments proposed will be able to access their school via public transportation with the vast majority of the catchment population within walking distance of it. This is likely to make it easier to encourage pupils and parents or carers to walk, cycle or scoot to school.

## **6 Financial Considerations**

### **Capital Costs**

- 6.1 A construction cost estimate, based on the Scottish Future Trust metric for new primary schools, shows an indicative capital cost of £13.5 m for a 14 class school and 80 place nursery. This does not include the cost of site acquisition and servicing and remediation of that site, or any inflation beyond Q4 of 2017. Table 3 (below) shows how these costs would apply to a school in the New Brunstane area.

### **Building Condition**

- 6.2 A survey carried out in April 2017 rated the Newcraighall Primary School building as having an overall condition 'B' – satisfactory. The report recommended an expenditure of £204,275 to maintain the school at a satisfactory standard. A budget has not yet been made available to allow this work to progress.

**Table 3: Capital Cost Summary**

|                                                | <b>£'000</b>   |
|------------------------------------------------|----------------|
| Capital Construction (based on Q4 2017 prices) | £13,538        |
| Site Acquisition                               | £2,950         |
| Site Servicing and Remediation                 | £5,122         |
| Disposal proceeds (existing Newcraighall PS)*  | (£337)         |
| <b>Estimated Total Capital Costs</b>           | <b>£21,273</b> |

\* assumes redevelopment for residential use and favourable ground conditions.

- 6.3 Although the Council is able to collect financial contributions towards delivering the new school from developers through Section 75 agreements, this is unlikely to lead to full cost recovery. There is a risk both on the timing and achievement of developer contributions which could create a short-term or overall funding pressure.

#### **Revenue Costs**

- 6.4 The additional revenue costs associated with a new school would be met through existing funding mechanisms. While it would be a new building, it would replace an existing establishment; therefore, there is no gain in terms of the number of primary schools across the school estate. Accordingly, there are no additional revenue costs associated with additional management, teaching and non-teaching staff positions which would be required regardless of the new building.
- 6.5 The maintenance burden for the new building is likely to be low in the short to medium term but would increase over time. These costs would be partially offset against the savings made through the disposal of the existing Newcraighall Primary School building. However, the costs of running a significantly larger school with a nursery are greater than Newcraighall Primary School's current running costs.
- 6.6 A full cost benefit analysis of the new school would have to be carried out and appropriate budgets established before construction of the new school commences. If budgets are not available and any other option to address the accommodation issues in this catchment area were proposed then a further statutory consultation may have to be progressed if necessary in line with the requirements of the Schools (Consultation) (Scotland) Act 2010, as amended by the Children and Young People (Scotland) Act 2014.

#### **Funding**

- 6.7 Should the outcome of the consultation result in agreement that the proposal for a new school be progressed, and this receives approval from the Council, the

required additional capital and revenue funding necessary would require to be considered by Council as part of future budget processes.

- 6.8 However, this project is identified as being required in the Local Development Plan Action Programme. The financial implications on future capital and revenue budgets of the adopted Local Development Plan Action Programme were reported to the Finance and Resources Committee in February 2019. This report provided an update on the details of the potential funding sources available to the Council to support this infrastructure and the alternative supplementary income streams to be investigated.
- 6.9 A market valuation estimate suggests that a capital receipt of £0.34m could be achieved through the sale of the existing Newcraighall Primary School site which could be set against the capital costs of the project. It may ultimately be necessary for this sale to progress to provide funding for a new school. However, the Newcraighall community should be consulted to find if there is any demand for alternative uses of the Newcraighall Primary School building, should it no longer be required to serve as a primary school. The Council will consider any alternatives and the impact they may have on the affordability of a new school and make recommendations as part of the Outcomes of the Consultation Report to the Council meeting in **March 2020**.
- 6.10 Any capital costs associated with the provision of a temporary solution at Newcraighall Primary School until such time as the new school is delivered will be considered as part of the option developed with the working group at Newcraighall Primary School. The funding for this temporary arrangement will be met through the Council's Rising Rolls budget.

## 7 Indicative Construction Timescales

- 7.1 The timescales for the delivery of the new Newcraighall Primary School are entirely dependent upon the progress made by the developers of the New Brunstane site securing the necessary permissions to begin construction and the Council securing and approving the necessary funding to allow delivery of the project.
- 7.2 Table 4 (below) sets out the indicative construction timescales which would apply based on an assumed date of initiation following conclusion of the consultation and Council approval to progress being granted at the full Council Meeting in March 2020. These timescales assume, and are subject to funding for the project also being identified prior to the conclusion of the consultation.

**Table 4: Indicative Construction Timescales**

|                                                                    |                    |
|--------------------------------------------------------------------|--------------------|
|                                                                    |                    |
| Conclusion of consultation and approval of Option to be progressed | March 2020         |
| Design Development to RIBA Stage 2                                 | +3 months          |
| Design Development to RIBA Stage 3 (submit for Planning)           | +3 months          |
| Design Development to RIBA Stage 4 and completion of planning      | +4 months          |
| Complete construction contract tender process and award contract   | +5 months          |
| Construction Completion                                            | +14 months         |
| <b>Estimated Opening Date</b>                                      | <b>August 2022</b> |

## 8 Consultation Process

- 8.1 The Schools (Consultation) (Scotland) Act 2010, as amended by the Children and Young People (Scotland) Act 2014, sets out the statutory consultation requirements for:
- The establishment of a new school;
  - The relocation of a stage of education;
  - Changes to existing admission arrangements (such as catchment change); and
  - The closure of a stage of education.

8.2 The prescribed consultees vary for each of the above. Although a closure is not proposed, the requirements for a closure encompass all the necessary consultees and it is this process that will be followed to ensure full compliance with all the requirements of the Act. Accordingly, consultees will be as follows (where relevant):

- the Parent Council of any affected school;
- the parents of the pupils at any affected school;
- the parents of any children expected to attend any affected school within two years of the date of publication of the proposal paper;
- the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity);
- the staff (teaching and other) at any affected school;
- any trade union which appears to the education authority to be representative of the staff (teaching and other) at any affected school;
- the community councils (if any);
- the Roman Catholic Church;
- any other education authority that the education authority considers relevant;
- any other users of any affected school that the education authority considers relevant.

8.3 The extent of the consultation with pupils at Newcraighall Primary School and the appropriate means of engaging with those pupils will be discussed in detail with the school’s management team.

8.4 The consultation period will run for a 6 week period from Monday 26 August 2019 to Monday 7 October 2019 and the paper will be made available electronically and in paper format and copies will be available for inspection at the Council Offices at Waverley Court, Central Library, Craigmillar Library and Newcraighall Primary School.

8.5 One public meeting will be held in respect of the proposals at the venue listed below which will give interested parties a more formal opportunity to express their views. Representatives of the Council will be present at the meetings to outline the proposals, assist discussions and answer questions. A record of the public meeting will be taken by the Council.

| Venue                       | Date                       | Time          |
|-----------------------------|----------------------------|---------------|
| Newcraighall Primary School | Tuesday, 10 September 2019 | 18:30 – 20:30 |

8.6 All comments received will be recorded and represented in the final report regarding the outcomes of the consultation, along with the Council’s response to those comments. Individual responses will not be provided to submissions made during the consultation.

8.7 The Council website will contain information on the consultation and this will be updated as necessary: <http://www.edinburgh.gov.uk/newcraighallschool>.

- 8.8 Respondents are encouraged to use the response questionnaire which has been produced and is provided in Appendix 1. The response questionnaire can also be completed online at <http://www.edinburgh.gov.uk/newcraighallschool>. Responses can also be e-mailed directly to [newcraighallschool@edinburgh.gov.uk](mailto:newcraighallschool@edinburgh.gov.uk) or posted to the following address:

Alistair Gaw  
Executive Director of Communities and Families  
The City of Edinburgh Council  
Council Headquarters  
Waverley Court  
Level 1:2  
4 East Market Street  
Edinburgh EH8 8BG

- 8.9 All responses, whether by letter, e-mail or using the online questionnaire should be received no later than 5pm on Monday 7 October 2019.
- 8.10 Once the public consultation phase finishes, details of the representations received will be issued to Education Scotland for their consideration of the educational effects of the proposals. Education Scotland will issue a report on their findings which will be included in the final Council report on the consultation.
- 8.11 Following the conclusion of the consultation period and after consideration of the representations received and the views of Education Scotland on the educational benefits of the proposal, a report on the Outcomes of the Consultation will be presented to the Council for consideration. The report will be made publicly available and notification will be given to those individuals or groups that have made representations during the consultation period. The report will include a summary of written representations received during the consultation period and representations made at the public meeting along with the Council response to representations made and also to any issues raised by Education Scotland.
- 8.12 It is anticipated that the consultation report, setting out recommendations, will be presented to a Meeting of the Council in March 2020. The report will be published three weeks in advance of the Council meeting.

## **APPENDIX 1 – Response Questionnaire**

### **Statutory Consultation on Proposal to relocate Newcraighall Primary School to a new building in the New Brunstane Development**

#### Introduction

It is proposed that Newcraighall Primary School be relocated to a new school site in the New Brunstane Development Area to address accommodation issues in the existing school.

The full details of the proposals are available in the statutory consultation paper which you should read before completing this questionnaire. The statutory consultation paper is available online at <http://www.edinburgh.gov.uk/newcraighallschool> and copies are available at Newcraighall Primary School, Craigmillar Library, Central Library and the Council Offices at Waverley Court.

#### Why we are consulting?

The Council has a legal obligation to carry out a statutory consultation under the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014. The proposals put forward will have implications for families and we want to hear the views of anyone affected by the proposals. All comments made during the statutory consultation period will be recorded and represented in a final report to be considered by Council in March 2020.

This questionnaire should be completed and returned no later than 5pm on Monday, 7 October 2019. All personal information in the questionnaire is for internal use only and will not be made public however the responses to questions 6 and 7 may be reflected either in whole, or in part, in the report to Council but on an anonymised basis. The questionnaire can be completed online at the following link <http://www.edinburgh.gov.uk/newcraighallschool> or can be completed in the following pages and returned to the following address:

Alastair Gaw  
Acting Executive Director of Communities and Families  
The City of Edinburgh Council  
Council Headquarters  
Waverley Court  
Level 1:2, 4 East Market Street  
Edinburgh EH8 8BG

Responses can also be made in writing to the address above or by e-mail to the following address:  
[newcraighallschool@edinburgh.gov.uk](mailto:newcraighallschool@edinburgh.gov.uk)



Questionnaire

**Question 1**

What is your name?

Name

**Question 2**

What is your email address? (Optional)

Email

**Question 3**

What is your postcode?

Postcode

**Question 4**

What is your main interest in the consultation?

*Please select (tick) all items that apply:*

- Parent/Carer of school child
- Parent/Carer of school child with younger sibling/s
- Parent/Carer of pre-school child
- School Staff
- Pupil
- Local resident
- Local organisation
- Other

If you are answering on behalf of an organisation, or for other reasons, please explain below.

**Question 5**

Do you have a child or children in a school or nursery classes at the moment?

*Please select (tick) only one item.*

No

Yes

If yes please tell us the name(s) of their school or the Early Years establishment they attend.

**Question 6**

Do you support the proposal as detailed in the statutory consultation paper?

*Please select (tick) only one item.*

Yes

No

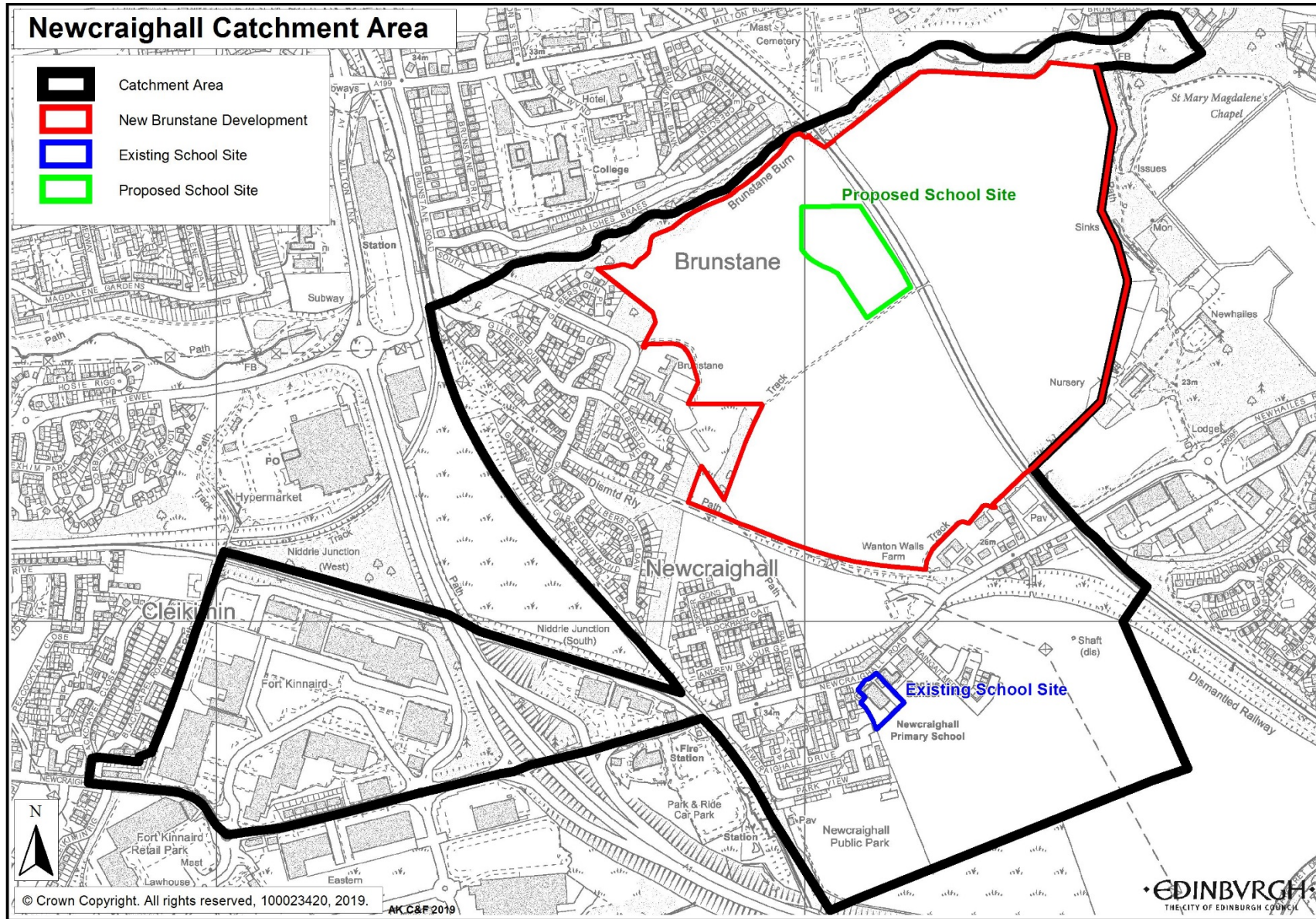
If you do not support the proposal, please give your reasons below:

**Question 7**

Do you have any other comments or suggestions?

*Comments or suggestions can also be emailed to [newcraighallschool@edinburgh.gov.uk](mailto:newcraighallschool@edinburgh.gov.uk)*

**Appendix 2**  
**APPENDIX 2 – Newcraighall Catchment Area**









**HAPPY TO TRANSLATE**

আনন্দের সঙ্গে অনুবাদ করব ترجمہ کے لیے حاضر

بِسَعْدِنَا تَوْفِيرَ التَّرْجَمَةِ MOŻEMY PRZETŁUMACZYĆ 很樂意翻譯

You can get this document on tape, in Braille, large print and various computer formats if you ask us. Please contact ITS on 0131 242 8181 and quote reference number **???**. ITS can also give information on community language translations. You can get more copies of this document by calling 0131 469 3132.

## Appendix 3



### **Proposal to Realign the Catchment Areas of Clovenstone Primary School, Sighthill Primary School and Wester Hailes Education Centre to Accommodate the Proposed Edinburgh Park and Curriemuirend Development Sites**

Affecting Currie Primary School, Gylemuir Primary School, Broomhouse Primary School, Sighthill Primary School, Juniper Green Primary School, Clovenstone Primary School, Forrester High School, Wester Hailes Education Centre, Currie High School

This consultation paper is divided into the following sections:

1. Introduction and Summary of Proposal
2. Details of Proposal
3. Educational Benefits
4. Access and Travel Routes
5. Financial Considerations
6. Consultation Process

#### **Appendices**

1. Proposed School Catchment Areas – Primary and Secondary
  - a. Edinburgh Park
  - b. Curriemuirend
2. Current School Catchments Areas – Primary and Secondary
  - a. Edinburgh Park
  - b. Curriemuirend
3. Response Questionnaire

#### **1 Introduction and Summary of Proposal**

##### **Summary**

- 1.1 This paper proposes that the catchment areas of Clovenstone Primary School, Sighthill Primary School and Wester Hailes Education Centre be extended to

incorporate two potential housing development sites allocated in the Local Development Plan (LDP) at Edinburgh Park and Curriemuirend.

- 1.2 This proposal requires that the catchment boundaries of Currie Primary School, Gylemuir Primary School, Broomhouse Primary School, Juniper Green Primary School, Sighthill Primary School, Forrester High School, Wester Hailes Education Centre and Currie High School be realigned.
- 1.3 The impact of these proposals on all schools affected is minor and there are no residential addresses currently registered in the areas affected. The areas concerned are all currently non-residential.
- 1.4 The proposed catchment areas are set out in Appendix 1(a) and 1(b). The existing catchment areas are shown in Appendix 2(a) and 2(b).
- 1.5 This paper does not propose any changes to the Roman Catholic Primary or Roman Catholic Secondary school catchment areas and there are no implications for the provision of Gaelic Medium Education.

### **Edinburgh Park**

- 1.6 To the north of Wester Hailes the changes proposed would result in the Edinburgh Park area of Currie Primary School's catchment and a very small section of Gylemuir Primary School's catchment together with the geographically large but unpopulated Bankhead area of Broomhouse Primary School's catchment being realigned with Sighthill Primary School.
- 1.7 At secondary level this would mean that the Edinburgh Park area of Currie High School's catchment and a geographically large but unpopulated area of Forrester High School's catchment would be realigned with Wester Hailes Education Centre.

### **Curriemuirend**

- 1.8 To the south of Wester Hailes the catchment changes proposed would result in Curriemuirend Park which is currently in Juniper Green Primary School and Currie High School's catchment areas being realigned with Clovenstone Primary School and Wester Hailes Education Centre.

### **The Consultation**

- 1.9 This consultation paper sets out the rationale for, and implications of, the proposal which will address existing geographic catchment anomalies in West Edinburgh and ensure that demand from future housing developments is distributed across schools with the capacity to support further growth. The paper also sets out the consultation process and the means and timescales for making representations.
- 1.10 As no existing residential addresses are affected by these proposals, should they be approved by the Council, the catchment changes would be implemented 3 weeks after the decision to approve them is made.
- 1.11 Comments on the proposal should be submitted by no later than close of business on Monday 7 October 2019. A response questionnaire is provided for this purpose which respondents are encouraged to use, details are included in

Appendix 5. The questionnaire can be completed online via the Council website [www.edinburgh.gov.uk/edinburghpark](http://www.edinburgh.gov.uk/edinburghpark). Responses can also be submitted by email or post to the addresses set out in Section 9 of this paper.

- 1.12 A public meeting in relation to these proposals will be held as follows, further details of which are provided in Section 11 of this paper:

| Venue                          | Date  | Time            |
|--------------------------------|-------|-----------------|
| Wester Hailes Education Centre | [TBC] | 6.30pm – 8.30pm |

## 2 Details of Proposal

### Background and Context

- 2.1 The Council's [Local Development Plan](#) (LDP) identifies Edinburgh Park and Curriemuirend as sites appropriate for mixed use or residential development. Table 1 below outlines the estimated number of new homes these sites could represent.

**Table 1: Edinburgh Park and Curriemuirend New Homes**

| LDP Housing Site | Estimated Number of New Homes |
|------------------|-------------------------------|
| Edinburgh Park   | 450 - 700                     |
| Curriemuirend    | 150 - 180                     |

- 2.2 Despite being located more than 4 miles away and on the opposite side of the M8, the majority of the Edinburgh Park development site is currently within the catchment areas of Currie Primary School and Currie High School. A small section is within Gylemuir Primary School and Forrester High School's catchment areas. Both Currie Primary School and Gylemuir Primary School are experiencing rising rolls and have been extended in recent years to accommodate demand from their catchment areas. Currie Primary School's catchment area has recently been reduced in size to avoid the need to further extend the school and make more effective use of capacity within neighbouring schools.
- 2.3 While they are both LDP sites, neither Edinburgh Park nor Curriemuirend has received approval for development. Should these sites be developed in the future as Currie High School is due to be rebuilt and extended as part of the Council's Wave4 programme it would have capacity to support this growth. However, aside from making sense geographically, it is considered that making better use of the capacity available in Wester Hailes Education Centre would be a more efficient solution should demand for places arise from any future developments in these areas.
- 2.4 The proposal within this paper will directly affect Currie Primary School, Gylemuir Primary School, Broomhouse Primary School, Juniper Green Primary School, Sighthill Primary School, Forrester High School, Wester Hailes



Education Centre and Currie High School. The existing catchment areas of these schools are included within Appendix 2(a) and 2(b).

### **Edinburgh Park Proposal: Implications for Primary Schools**

- 2.5 The majority of the proposed Edinburgh Park housing development is currently within the catchment area of Currie Primary School and under these proposals would be realigned with Sighthill Primary School.
- 2.6 The realignment of the Edinburgh Park area with Sighthill Primary School also requires that a section of Broomhouse Primary School's catchment area be realigned with Sighthill Primary School. The area concerned is Bankhead which, although geographically large, contains only commercial and industrial properties. The realignment of this area would therefore have no capacity or growth issues for the schools concerned.

#### *Currie Primary School*

- 2.7 The Edinburgh Park development is within the catchment area of Currie Primary School. The number of flats and houses in this development is yet to be determined, however, assuming it were to be a 700 flat development it could represent approximately an additional 11 pupils per stage at Currie Primary School.
- 2.8 The roll at Currie Primary School in 2018 was 484 primary pupils, rising from 389 in 2014. The capacity of the school is currently 546 following completion of a 4 classroom extension in August 2018. A catchment change approved by Council in May 2019 will reduce the P1 intake so that eventually the overall roll at Currie Primary School should remain consistent with the available capacity. Projections suggest the catchment change will result in a roll of 543 by 2024
- 2.9 While it would be possible to increase the number of classrooms at Currie Primary School, to do so would place pressure on support spaces such as the dining hall and PE facilities. This was part of the rationale for the previous catchment change proposals.
- 2.10 Projections do not currently account for the further accommodation pressures that could arise at Currie Primary School if the housing development at the southern part of the 'East of Milburn Tower' progresses. A small section of this development falls within Currie Primary School's catchment area. A separate statutory consultation to include the entire 'East of Milburn Tower' site within the catchment of a new primary school will be undertaken at the appropriate time.

#### *Sighthill Primary School*

- 2.11 The roll at Sighthill Primary School has increased from 161 primary pupils in 2009 to an estimated 247 pupils in 2019. The school has a capacity of 11 classes (294 pupils). The projected P1 intake in August 2019 is 39 pupils and in August 2019 the school will operate at its capacity of 11 classes. However, projections, based on births from five years prior and data for known housing development, suggest that Sighthill Primary School's roll may fall to around 200 pupils in the short-medium term from its current peak. Accordingly, it is likely that the addition of a further 11 pupils per stage that the Edinburgh Park

development would represent could be accommodated at Sighthill Primary School.

- 2.12 Should a drop in the roll not occur as projections suggest, Sighthill Primary School's grounds, existing layout and supporting spaces provide good opportunities for expansion in future years should that ultimately be necessary.

*Broomhouse Primary School*

- 2.13 Under the proposals set out in this consultation paper while the area removed from Broomhouse's catchment area is large, it is made up of the commercial and industrial Bankhead area which has no residential addresses and there are no known proposals that would change this. Accordingly, Broomhouse's catchment population is expected to remain unchanged as a result of these proposals.

*Gylemuir Primary School*

- 2.14 Map 1(a) illustrates that the area of Gylemuir Primary School affected by these proposals is very small and is currently undeveloped. The impact this small area would have on capacity and projections of the schools concerned is negligible. However, it is included within the scope of these proposals to ensure that the full extent of the new development area is captured.

**Curriemuirend Proposal: Implications for Primary Schools**

- 2.15 The proposed Curriemuirend housing development site is currently within the catchment area of Juniper Green Primary School and under these proposals would be realigned with Clovenstone Primary School.

- 2.16 The Curriemuirend site is currently a park and is therefore entirely non-residential. No existing addresses would be affected by this proposal.

*Juniper Green Primary School*

- 2.17 The roll at Juniper Green Primary School has remained reasonably consistent around 400 primary pupils since 2010. Projections, based on births from five years prior and data for known housing development, indicate that Juniper Green Primary School's roll will remain consistent in the short-medium term around its current level. However, while the number of additional pupils generated by a development of the Curriemuirend site is likely to be relatively low it could be sufficient to cause Juniper Green to exceed its capacity.

- 2.18 This is because the additional P1 pupils generated by the development of the Curriemuirend site may cause regular P1 intakes to exceed 60 pupils which could create a requirement for additional class space in the long-term. Within a restricted school site the provision of additional accommodation would be challenging to deliver.

*Clovenstone Primary School*

- 2.19 The roll at Clovenstone Primary School has increased from 201 primary pupils to 232 pupils between 2014 and 2018. The school has 15 classes.

2.20 Projections, based on births from five years prior and data for known housing development, indicate that the projected P1 intake for Clovenstone Primary School will remain consistent at around 25 pupils for the next 10 years. This means that the overall school roll is projected to fall to around 175 pupils by 2025. Accordingly, Clovenstone Primary School is projected to have sufficient capacity to accommodate additional demand in future years.

### **Edinburgh Park and Curriemuirend Proposals: Implications for Secondary Schools**

2.21 The full proposed Curriemuirend development site and the majority of the Edinburgh Park development area are within the catchment of a single secondary school: Currie High School. Under these proposals Edinburgh Park and Curriemuirend would be realigned with Wester Hailes Education Centre. This will also require the realignment of the Bankhead area of Forrester High School's catchment with Wester Hailes Education Centre.

#### *Currie High School*

2.22 The roll at Currie High School in 2018 was 714 pupils. The capacity of the school is currently 900 pupils. Following a recent catchment boundary realignment with Balerno High School, projections suggest that Currie High School will be able to accommodate its projected demand within the 1,000-pupil capacity it will be rebuilt too under the Council's Wave4 project.

2.23 However, at Secondary level, the principle rationale for proposing that the Edinburgh Park and Curriemuirend sites are realigned from Currie High School to Wester Hailes Education Centre are not related to capacity issues at Currie High School. The proposals are put forward to promote growth in the roll at Wester Hailes Education Centre and to improve access from these development sites to school provision.

#### *Wester Hailes Education Centre*

2.24 The roll at Wester Hailes Education Centre in 2018 was 326 pupils. The capacity of the school is currently 750 pupils. Projections suggest that Wester Hailes roll will not increase beyond 421 pupils in the next 5 years. Accordingly, there is significant spare capacity available at this school.

#### *Forrester High School*

2.25 While the area removed from Forrester High School's catchment area under these proposals is geographically large, it is made up of the commercial and industrial Bankhead area which has no residential addresses and there are no known proposals that would change this. A very small area of the proposed Edinburgh Park development is within Forrester High School's existing catchment area, however, the impact this small area would have on capacity and projections of the school is negligible. Accordingly, Forrester High School's catchment population is expected to remain unchanged as a result of these proposals.

### 3 Access and Travel Routes

#### Summary

- 3.1 In addition to providing more equitable distribution of future growth to areas with the capacity to support it, the principle benefit arising from these proposals is an improvement in the access to schools it will afford future populations potentially generated from the Edinburgh Park and Curriemuirend sites.

#### Edinburgh Park

- 3.2 The potential development site within Edinburgh Park is at minimum approximately a 3.0 mile walk from Currie Primary School and approximately a 3.4 mile walk from Currie High School. This route would require that pupils walk along Calder Road and cross the Calder Road/City Bypass roundabout before walking along the A71. A safer route via Sighthill and Baberton is 3.8 miles. Public transport links between Edinburgh Park and the Currie area are poor. Accordingly, it is assumed that, should these proposals not be implemented, pupils from the Edinburgh Park area will either make placing requests to other schools or travel by car.
- 3.3 The walk from Edinburgh Park to Sighthill Primary School and Wester Hailes Education Centre is approximately 1.4 miles and 1.6 miles respectively. The number 36 Lothian bus currently passes the Edinburgh Park site and stops at Bankhead Loan. The Sighthill area can then be accessed via the footpaths under the Bankhead Roundabout. This would considerably reduce the travel time to Sighthill Primary School and Wester Hailes Education Centre and avoid the need to walk through the Bankhead area.

#### Curriemuirend

- 3.4 The potential development site at Curriemuirend is approximately a 0.6 mile walk from Juniper Green Primary School (via the Clovenstone Roundabout) and is approximately a 2.4 mile walk from Currie High School (via Lanark Road). This compares with 0.2 miles from Clovenstone Primary School (via the underpass to Clovenstone Drive) and 1.0 miles from Wester Hailes Education Centre (via Hailesland Road and Murrayburn Drive).

### 4 Educational Benefits

- 4.1 The proposal themselves do not give rise directly to quantifiable educational benefits. No existing pupils or their siblings are affected by these proposals.
- 4.2 The benefits arising from these proposals are those associated with efficient management of the school estate. They seek to ensure that all schools have a viable and sustainable pupil roll and that effective teacher staffing levels are maintained, led by a range of promoted teaching staff and that children will be able to learn within a variety of peer group opportunities.

- 4.3 They promote active travel by reducing travel distances to the schools serving the Edinburgh Park and Curriemuirend development sites. This will provide greater opportunities for the educational, environmental and health and wellbeing benefits arising from active travel to be realised.
- 4.4 They provide those purchasing homes within any future developments in the areas concerned with certainty over the catchment areas their property will be located in.
- 4.5 As there are no changes proposed or planned to the general use of the buildings or facilities at any of the potentially affected schools there would be no detriment to other users of the schools either current or future.

## **5 Financial Considerations**

- 5.1 There are no financial implications arising directly from these proposals.
- 5.2 However, an effectively managed estate will minimise surplus space and reduce revenue costs. It will ensure that demand for school places can be better accommodated within the existing estate and reduce the potential requirement to invest in the reorganisation or expansion of facilities in future years.

## **6 Consultation Process**

- 6.1 The Schools (Consultation) (Scotland) Act 2010, as amended by the Children and Young People (Scotland) Act 2014, sets out the statutory consultation requirements for:
- The establishment of a new school;
  - The relocation of a stage of education;
  - Changes to existing admission arrangements (such as catchment change); and
  - The closure of a stage of education.
- 6.2 The prescribed consultees vary for each of the above. Although a closure is not proposed, the requirements for a closure encompass all the necessary consultees and it is this process that will be followed to ensure full compliance with all the requirements of the Act. Accordingly, consultees will be as follows (where relevant):
- the Parent Council of any affected school;
  - the parents of the pupils at any affected school;
  - the parents of any children expected to attend any affected school within two years of the date of publication of the proposal paper;
  - the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity);

- the staff (teaching and other) at any affected school;
- any trade union which appears to the education authority to be representative of the staff (teaching and other) at any affected school;
- the community councils (if any);
- the Roman Catholic Church;
- any other education authority that the education authority considers relevant;
- any other users of any affected school that the education authority considers relevant.

6.3 The extent of the consultation with pupils at the affected schools and the appropriate means of engaging with those pupils will be discussed in detail with each school's management team.

6.4 The consultation period will run for a 6-week period from Monday 26 August 2019 to Monday 7 October 2019 and the paper will be made available electronically and in paper format and copies will be available for inspection at the Council Offices at Waverley Court at Wester Hailes Library and at the schools affected by the proposals.

6.5 A public meeting will be held in respect of the proposal at Wester Hailes Education Centre which will give interested parties a more formal opportunity to express their views. Representatives of the Council will be present at the meeting to outline the proposals, assist discussions and answer questions. A record of each public meeting will be taken by the Council.

| Venue                          | Date | Time            |
|--------------------------------|------|-----------------|
| Wester Hailes Education Centre | TBC  | 6.30pm – 8.30pm |

6.6 All comments received will be recorded and represented in the final report regarding the outcomes of the consultation, along with the Council's response to those comments. Individual responses will not be provided to submissions made during the consultation.

6.7 The Council website will contain information on the consultation and this will be updated as necessary [www.edinburgh.gov.uk/edinburghpark](http://www.edinburgh.gov.uk/edinburghpark).

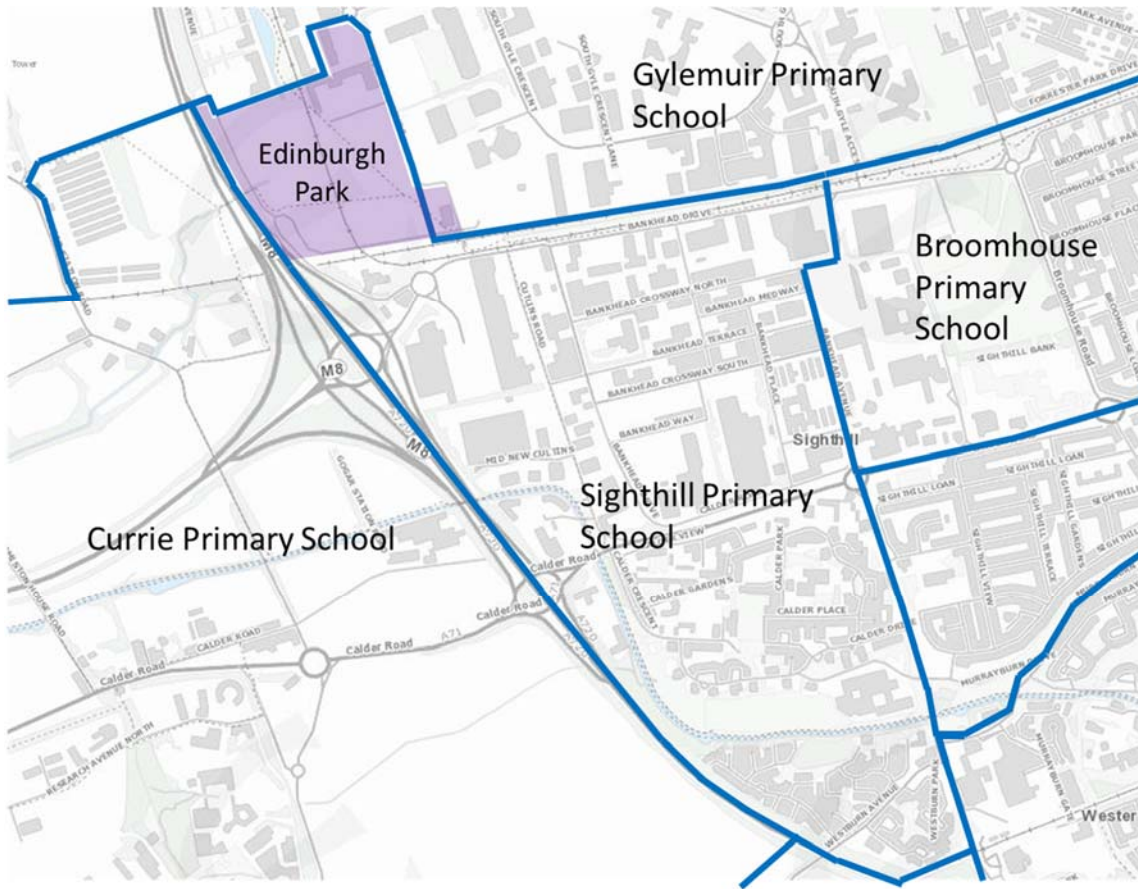
6.8 Respondents are encouraged to use the response questionnaire which has been produced and is provided in Appendix 3. The response questionnaire can be completed online at [www.edinburgh.gov.uk/edinburghpark](http://www.edinburgh.gov.uk/edinburghpark). Responses can also be e-mailed directly to [edinburghpark@edinburgh.gov.uk](mailto:edinburghpark@edinburgh.gov.uk) or posted to the following address:

Alistair Gaw  
 Executive Director of Communities and Families  
 City of Edinburgh Council  
 Council Headquarters  
 Waverley Court  
 Level 1:2  
 4 East Market Street

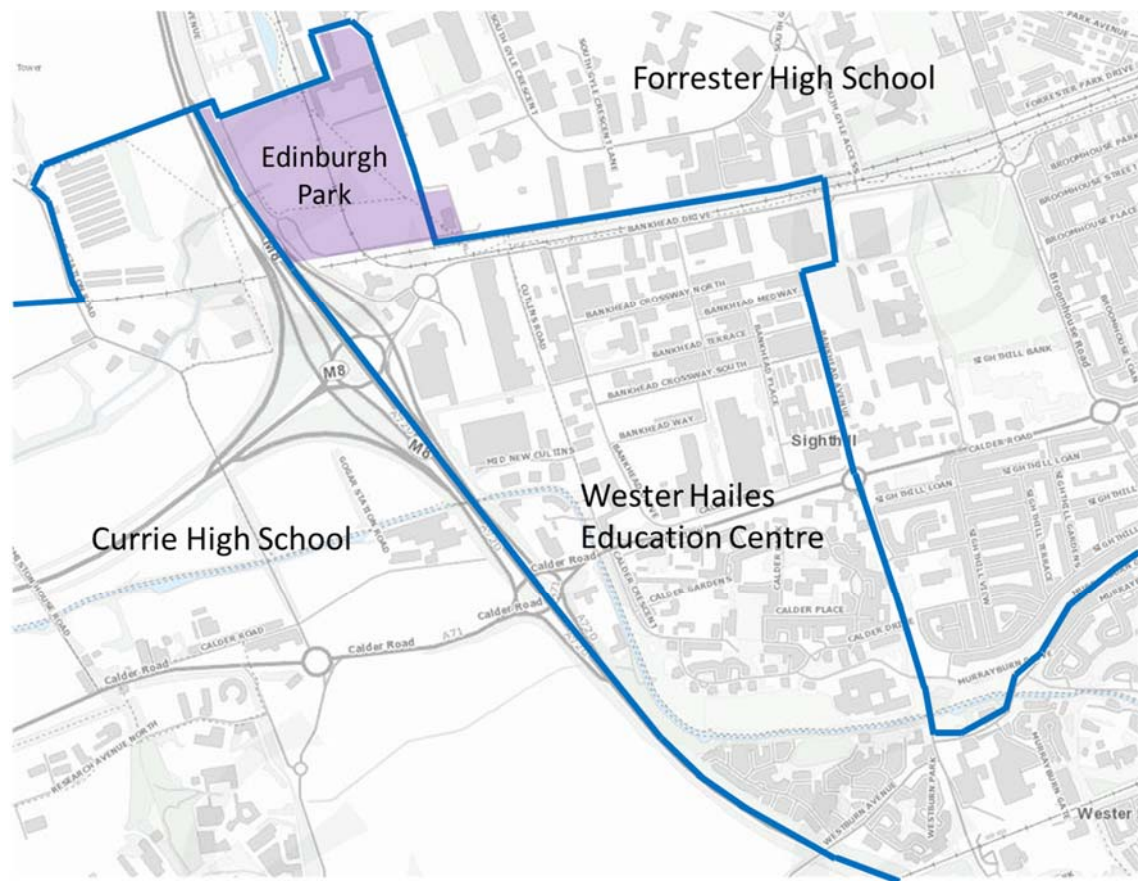
- 6.9 All responses, whether by letter, e-mail or using the online questionnaire should be received by no later than close of business on Monday 7 October 2019.
- 6.10 Once the public consultation phase finishes, details of the representations received will be issued to Education Scotland for their consideration of the educational effects of the proposals. Education Scotland will issue a report on their findings which will be included in the final Council report on the consultation.
- 6.11 Following the conclusion of the consultation period and after consideration of the representations received and the views of Education Scotland on the educational benefits of the proposal, a report on the Outcomes of the Consultation will be presented to the Council for consideration. The report will be made publicly available and notification will be given to those individuals or groups that have made representations during the consultation period. The report will include a summary of written representations received during the consultation period and representations made at the public meeting along with the Council response to representations made and also to any issues raised by Education Scotland.
- 6.12 It is anticipated that the consultation report, setting out recommendations, will be presented to a Meeting of the Council in March 2020. The report will be published three weeks in advance of the Council meeting.

# APPENDIX 1(a) – Edinburgh Park Proposed School Catchment Areas – Primary and Secondary

## Edinburgh Park Proposed Primary Catchment Areas



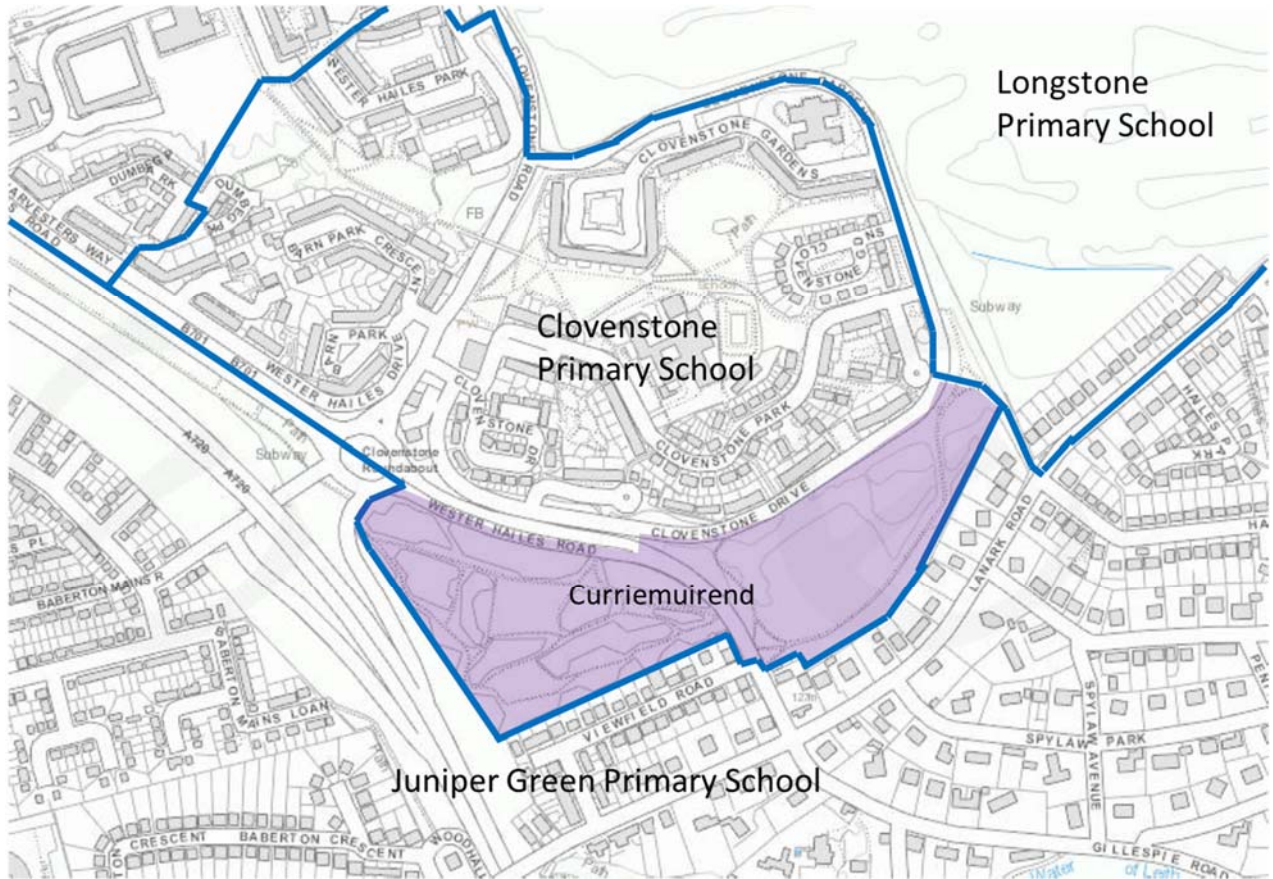
## Edinburgh Park Proposed Secondary Catchment Areas



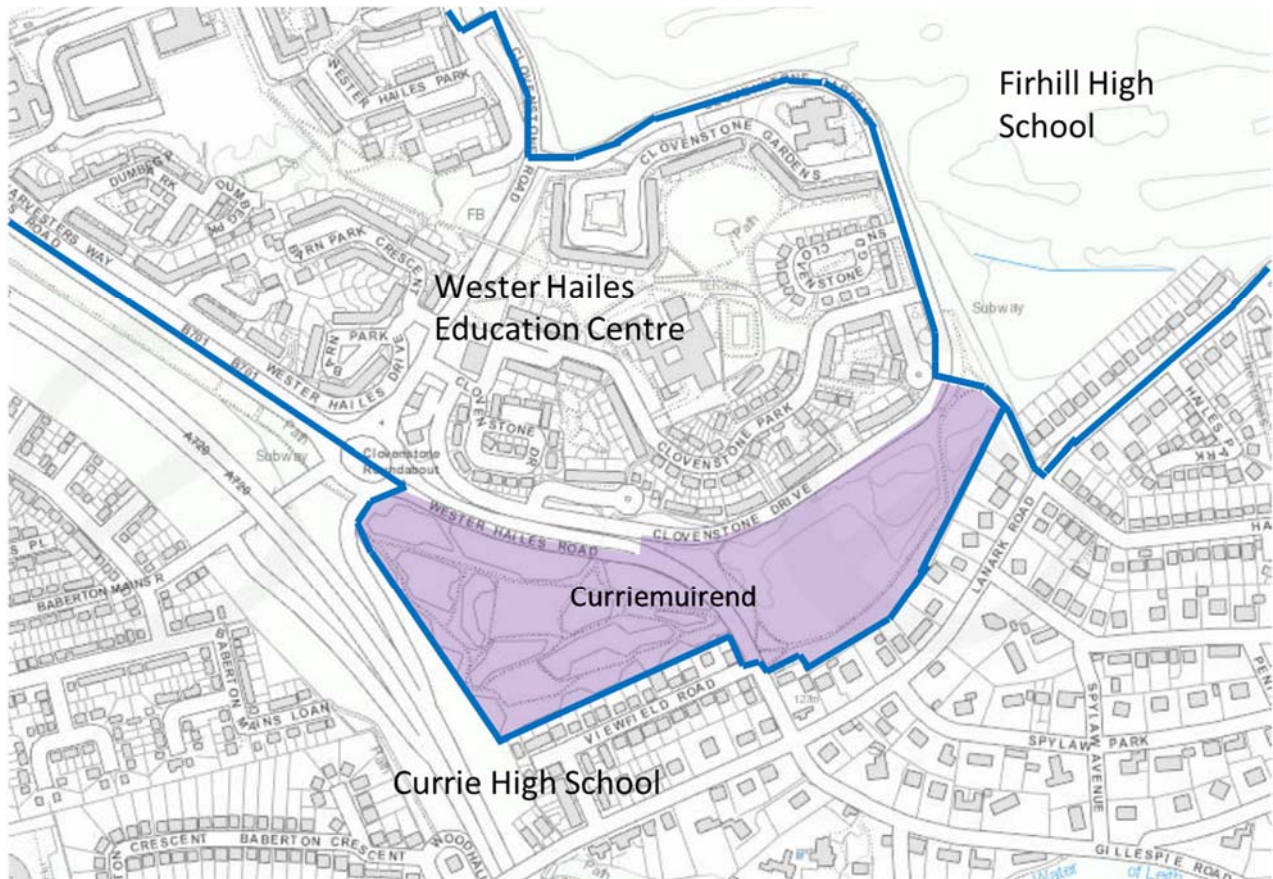


# APPENDIX 1(b) – Curriemuirend Proposed School Catchment Areas – Primary and Secondary

## Curriemuirend Proposed Primary Catchment Areas



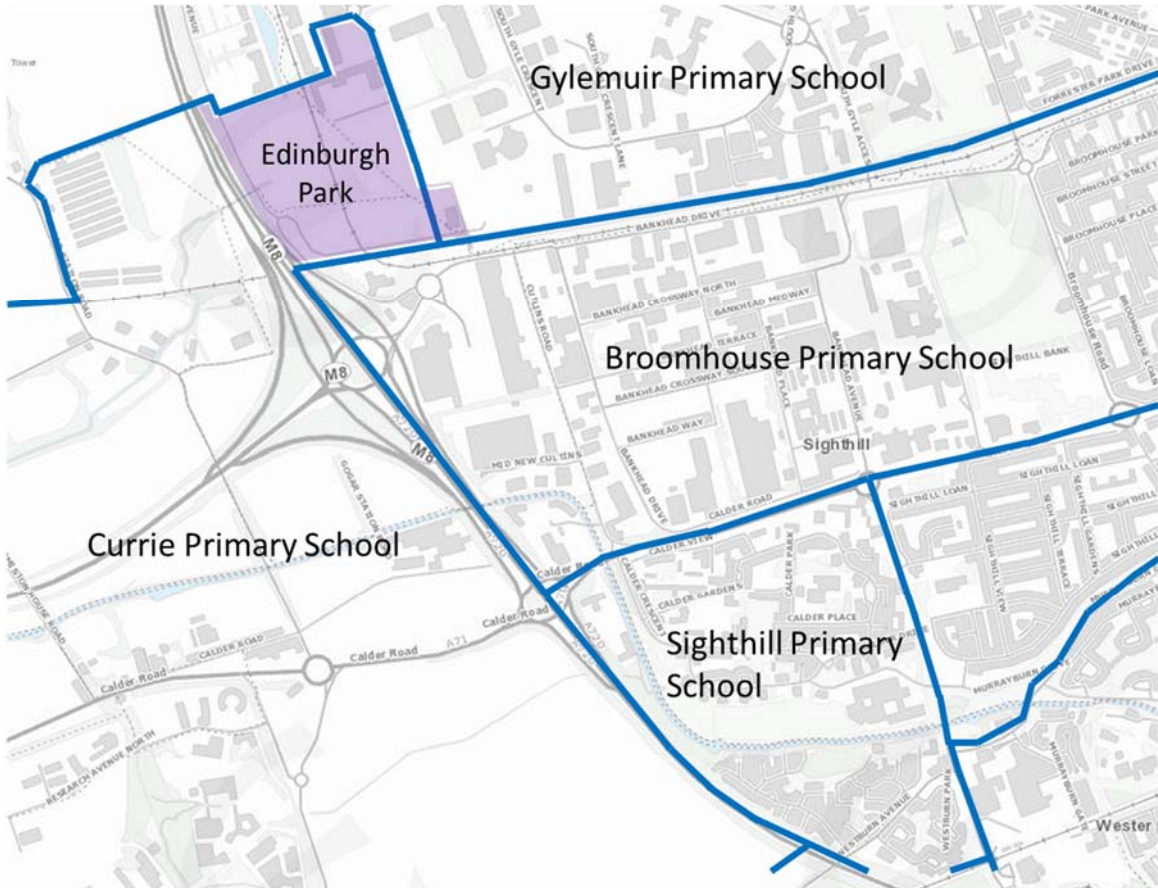
## Curriemuirend Proposed Secondary Catchment Areas



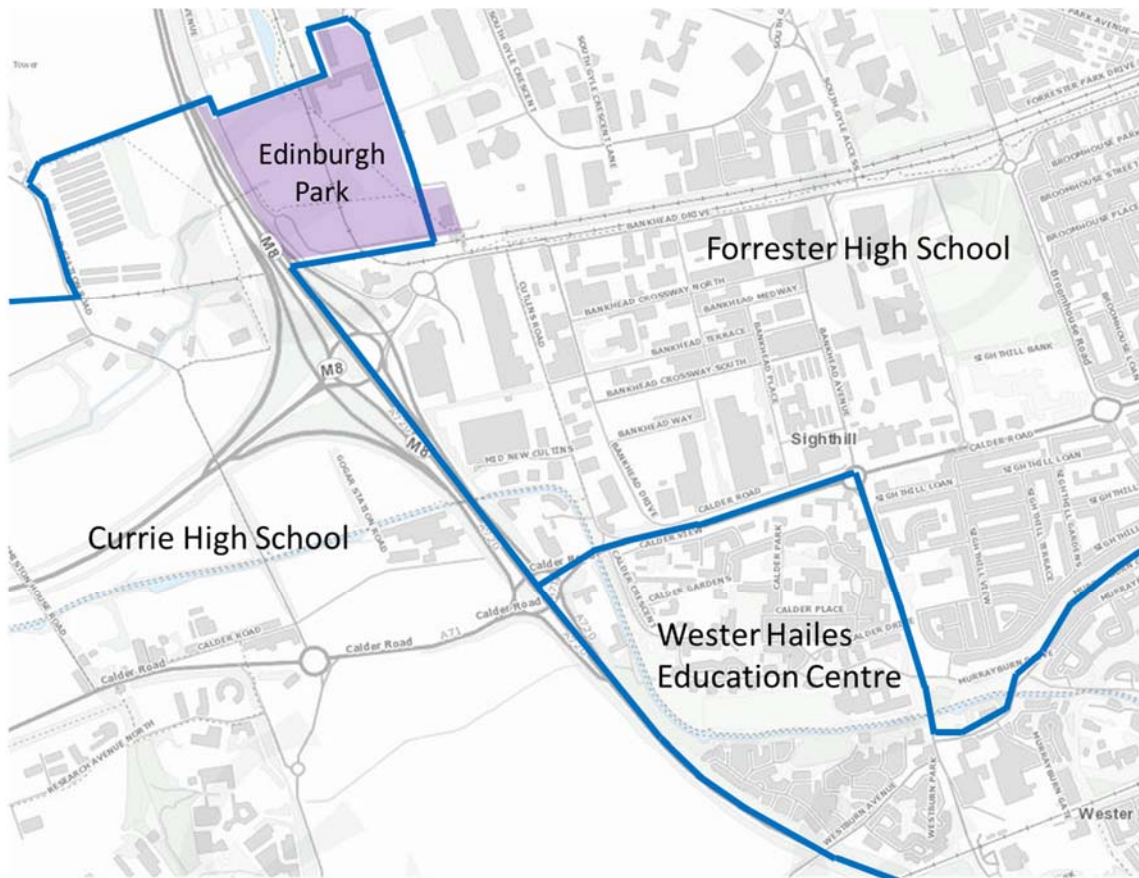


# APPENDIX 2(a) – Edinburgh Park Existing School Catchment Areas – Primary and Secondary

## Edinburgh Park Existing Primary Catchment Areas



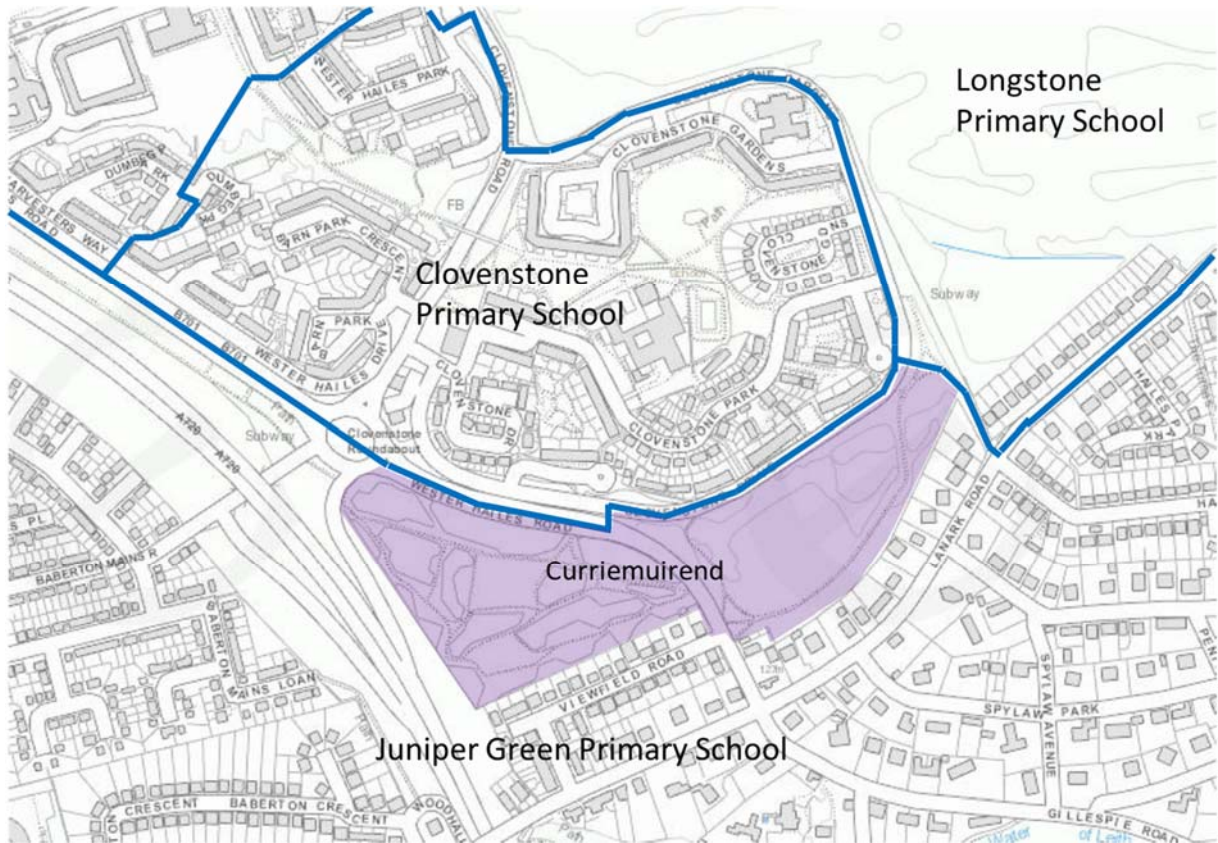
## Edinburgh Park Existing Secondary Catchment Areas



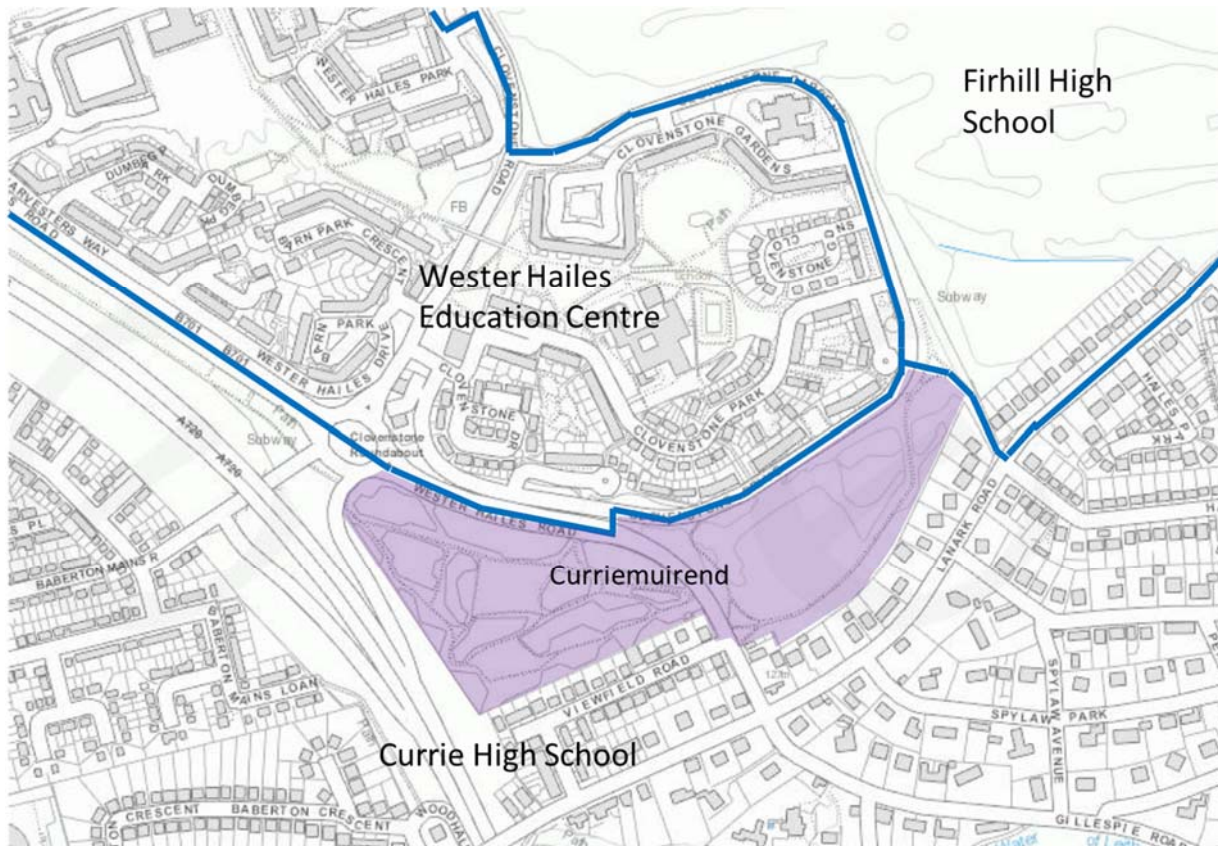


# APPENDIX 2(b) – Curriemuirend Existing School Catchment Areas – Primary and Secondary

## Curriemuirend Existing Primary Catchment Areas



## Curriemuirend Existing Secondary Catchment Areas



## **APPENDIX 3 – Response Questionnaire**

### **Statutory Consultation proposing to Realign the Catchment Areas of Clovenstone Primary School, Sighthill Primary School and Wester Hailes Education Centre to Accommodate the Proposed Edinburgh Park and Curriemuirend Development Sites**

#### Introduction

The Council is undertaking a statutory consultation proposing that the catchment areas of Clovenstone Primary School, Sighthill Primary School and Wester Hailes Education Centre be extended to incorporate two potential housing development sites allocated in the Local Development Plan (LDP) at Edinburgh Park and Curriemuirend.

The proposal would require that the catchment boundaries of Currie Primary School, Gylemuir Primary School, Broomhouse Primary School, Juniper Green Primary School, Sighthill Primary School, Forrester High School, Wester Hailes Education Centre and Currie High School be realigned.

The impact of these proposals on all schools affected is minor and there are no residential addresses currently registered in the areas affected. The areas concerned are all currently non-residential.

The full details of the proposal are available in the statutory consultation paper which you should read before completing this questionnaire. The statutory consultation paper is available online at [www.edinburgh.gov.uk/edinburghpark](http://www.edinburgh.gov.uk/edinburghpark) and copies are available in the affected schools and local libraries.

#### Why we are consulting?

The Council has a legal obligation to carry out a statutory consultation under the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014. The proposal put forward will have implications for families and we want to hear the views of anyone affected. All comments made during the statutory consultation period will be recorded and represented in a final report anticipated to be considered by Council in March 2020.

This questionnaire should be completed and returned by no later than 5pm on Monday 7 October 2019. All personal information in the questionnaire is for internal use only and will not be made public however the responses to questions 6 and 7 may be reflected either in whole, or in part, in the report to Council but on an anonymised basis. The questionnaire can be completed online at the following link [www.edinburgh.gov.uk/edinburghpark](http://www.edinburgh.gov.uk/edinburghpark) or can be completed in the following pages and returned to the following address:

Alastair Gaw  
Executive Director of Communities and Families  
City of Edinburgh Council  
Council Headquarters  
Waverley Court  
Level 1:2, 4 East Market Street  
Edinburgh EH8 8BG

Responses can also be made in writing to the address above or by e-mail to the following address [edinburghpark@edinburgh.gov.uk](mailto:edinburghpark@edinburgh.gov.uk).

**Question 1**

What is your name?

Name

**Question 2**

What is your email address? (Optional)

Email

**Question 3**

What is your postcode?

Postcode

**Question 4**

What is your main interest in the consultation?

*Please select (tick) all items that apply:*

- Parent/Carer of school child
- Parent/Carer of school child with younger sibling/s
- Parent/Carer of pre-school child
- School Staff
- Pupil
- Local resident
- Local organisation
- Other

If you are answering on behalf of an organisation, or for other reasons, please explain below.

**Question 5**

Do you have a child or children in a nursery or school at the moment?

*Please select (tick) only one item.*

Yes

No

If yes, please tell us the name(s) of their school or nursery classes.

- |                                                      |                                                                         |
|------------------------------------------------------|-------------------------------------------------------------------------|
| <input type="radio"/> Juniper Green Primary School   | <input type="radio"/> Juniper Green Primary School <u>Nursery Class</u> |
| <input type="radio"/> Clovenstone Primary School     | <input type="radio"/> Clovenstone Primary School <u>Nursery Class</u>   |
| <input type="radio"/> Broomhouse Primary School      | <input type="radio"/> Broomhouse Primary School <u>Nursery Class</u>    |
| <input type="radio"/> Currie Primary School          | <input type="radio"/> Currie Primary School <u>Nursery Class</u>        |
| <input type="radio"/> Sighthill Primary School       | <input type="radio"/> Sighthill Primary School <u>Nursery Class</u>     |
| <input type="radio"/> Gylemuir Primary School        | <input type="radio"/> Gylemuir Primary School <u>Nursery Class</u>      |
| <input type="radio"/> Wester Hailes Education Centre | <input type="radio"/> Forrester High School                             |
| <input type="radio"/> Currie High School             | <input type="radio"/> Other (please specify below)                      |

**Question 6**

Do you support the proposal as detailed in the statutory consultation paper?

*Please select (tick) only one item.*

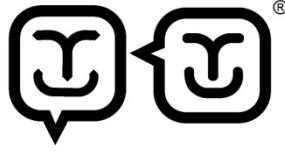
Yes

No

If you do not support the proposal, please give your reasons below:

**Question 7**

Do you have any other comments or suggestions?



## HAPPY TO TRANSLATE

ترجمہ کے لئے حاضر آنا ہندوں سے سہجے انوباد کررہ  
يسعدنا توفير الترجمة MOŻEMY PRZETŁUMACZYĆ 很樂意翻譯

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# Education, Children and Families Committee

10.00am, Friday, 16 August 2019

## Climate Change Strikes by Children

Executive/routine  
Wards  
Council Commitments

### 1. Recommendations

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- 1.1 The Education, Children and Families Committee is asked to:
  - 1.1.1 to note the national policy on ensuring children attend school
  - 1.1.2 to note the links to child protection and raising attainment, attached to attendance
  - 1.1.3 to require that children and young people attend school during external events organised during the school day
  - 1.1.4 to call for all schools to take part in Rights Based Learning to show support for action against climate change

**Alistair Gaw**

Executive Director for Children and Families

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

E-mail: [lorna.sweeney@edinburgh.gov.uk](mailto:lorna.sweeney@edinburgh.gov.uk) | Tel: 0131 469 3138

## Climate Change Strikes

### 2. Executive Summary

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- 2.1 On March 14 2019, children attending schools in the City of Edinburgh and who attended a climate change strike had their absence authorised by the ECF Committee. This decision was taken to lend support to the voices of children in the international climate change crisis. This decision was not universally popular and when the strikes were repeated on May 24<sup>th</sup> a revised view was expressed. On closer examination of the legal position and the newly published national guidance, the authority position is that children must be encouraged to attend school and that children should be supported to express their views in ways that will support, not diminish their attendance and attainment.

### 3. Background

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- 3.1 Included, Engaged and Involved Part 1 is the national guidance on promoting and managing school attendance. It was originally published in 2007 and revised in June 2019.
- 3.2 Climate Change is almost universally acknowledged to be an international crisis requiring concerted, intensive response from governments and citizens.
- 3.3 In March 2019, the ECF Committee gave permission, following an emergency motion, for children and young people who attended a Climate Change strike, to have their absence recorded as authorised. This was to be accompanied, in advance, by written parental permission.

### Main report

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- 4.1 The Education Scotland Act (1980) states that “It shall be the duty of the parent of every child of school age to provide efficient education for him suitable to his age, ability and aptitude either by causing him to attend a public school regularly or by other means.”
- 4.2 In accordance with its duties, The City of Edinburgh Council aims to promote good attendance at school and accepts the statement in the revised national guidance: Included, Engaged and Involved Part 1 that “Absence from school, whatever the

cause, disrupts learning.” This guidance also seeks to explore and address wider issues around the promotion and management of good attendance and the prevention and reduction of absence

- 4.3 Good attendance at school is generally accepted to be a central objective of the ‘safe’ Wellbeing Indicator for the protection of children and is one of the five key drivers for raising attainment as part of the Scottish Attainment Challenge, alongside attainment, exclusion, engagement and participation.
- 4.4 All guidance, legislation and policy produced nationally or by local authorities is designed to ensure that children attend school and that parents are supported to ensure that this happens.
- 4.5 The current guidance suggests that “schools and education authorities can encourage good attendance by raising the profile of attendance and absence within school communities and in school documents such as the School Handbook.” (IIE2 section 3.6)
- 4.6 ‘Attendance’ does include learning which takes place outside school and can include educational visits connected with school. It could be argued that attendance at an organised event constituted learning were specific tasks to be set in relation to that event, however with no staff present to guide the event, the climate change strike could not be regarded as learning per se.
- 4.7 There are no categories of ‘authorised absence’ which refer to children striking.
- 4.8 The definition of a ‘strike’ in this context most commonly refers to a refusal to work or perform which runs counter to the notion of a school-organised educational outing or for a local authority to be permitting that act of refusal.
- 4.9 It is assumed that parents generally act in the best interests of their children. On the occasion of another climate change strike, some parents may ask for attendance to be authorised, regardless of the authority position, because they believe that their child will benefit from the activity. Guidance states that “in these circumstances, clear school and education authority policies and regular communication of expectations will help school staff respond appropriately.”
- 4.10 During the first Climate Change Strike it became apparent that some schools could not manage to meet the expectations that parental permission would be provided in writing in advance, and this condition was waived on a case by case basis. This was due to the high numbers of learners for whom English is an additional language and/or for parents without the necessary skills to write formal letters. This led to an inconsistent approach across the city. Gathering reliable data therefore became impossible and was discontinued for the second strike.
- 4.11 All schools are expected to participate in rights-based learning through UNCRC, Rights Respecting Schools Awards, or through their own approaches. Learner Participation is developing well in the city’s schools. Almost all Headteachers encouraged action against climate change through rights-based work in school in advance of the first strike. Almost all Headteachers were not in support of children’s absence being authorised by the ECF Committee but all followed the

directive as instructed (with the exemption being given to parents who could not provide advance written permission as discussed above).

- 4.12 Some Headteachers commented that the decision devalued the hard work they had undertaken in working with parents who did not value good attendance at school.
- 4.13 Almost all Headteachers are supportive of working with children and young people to express their views and produce a call to action against climate change, as part of their timetabled Rights Based Learning or opportunities for wider achievement.
- 4.14 The theme of the strike was powerful and emotive but should not be the overriding issue in determining whether children are encouraged to be present at school. There are other, more productive ways to demonstrate support for climate change.
- 4.15 Officers conclude that there is no appropriate exemption in the law or accompanying guidance to support continued authorised absence for climate change strikes. The potential for adverse risk to children who are absent and unsupervised is high and runs counter to Child Protection and Raising Attainment.
- 4.16 The most appropriate way to tackle climate change is to use Rights Based learning either at school or coordinated across the city and mechanisms are in place to support this.

## **5. Next Steps**

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- 5.1 To work with our schools, Pupil Councils, Head Boys and Head Girls and Youth Parliamentarians to show support for the need to act against climate change.

## **6. Financial impact**

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- 6.1 There are no financial implications.

## **7. Stakeholder/Community Impact**

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- 7.1 There have been no studies on community impact undertaken

## **8. Background**

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None

## **9. Appendices**

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None

## Education, Children and Families Committee

10am, Friday, 16 August 2019

### Transfer of management of secondary school sport facilities to Edinburgh Leisure

Item number  
Executive/routine  
Wards  
Council Commitments

#### 1. Recommendations

---

- 1.1 The Education, Children and Families Committee is asked to:
  - 1.1.1 To note the options developed and measures taken to reduce the budget pressure for this project.
  - 1.1.2 To approve the introduction of an additional charge for lets outside of the new opening hour framework as detailed in paragraph 4.3.

#### **Alistair Gaw**

Executive Director, Communities & Families Department

Contact: David Bruce, Senior Education Manager, Schools & Lifelong Learning

E-mail: [david.bruce2@edinburgh.gov.uk](mailto:david.bruce2@edinburgh.gov.uk) | Tel: 0131 469 3795

## Transfer of management of secondary school sport facilities to Edinburgh Leisure

### 2. Executive Summary

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- 2.1 Members will recall the report tabled at Committee on 11 December 2018 detailing the impact of the introduction of non-core hour charges and the subsequent approved motion requesting officers to develop a strategy in partnership with clubs that supports the inclusion agenda and enables access to Council facilities without additional charges being imposed.
- 2.2 This report provides an update on the work to date on the strategy to enable access without additional charges and delivering a service within the available budget.

### 3. Background

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- 3.1 The transfer of management of secondary school sport facilities to Edinburgh Leisure was approved by Corporate Policy & Strategy Committee in June 2016. The first schools to transfer were James Gillespie's High School and Portobello High School in October 2016 and since then all schools apart from Leith Academy and WHEC have transferred to Edinburgh Leisure.
- 3.2 The report to Committee on 11 December 2018 detailed the budget pressures faced with the project and the rationale behind the non-core hour charge. Today's report details the proposals developed by officers from the Council and Edinburgh Leisure to mitigate the budget pressure without adding any additional costs to clubs and customers using secondary school facilities.

### 4. Main report

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- 4.1 The report details below the options developed to date to mitigate the budget pressure and enable access without additional charges being imposed.

#### 4.1.1 Increase use of secondary school sport facilities

Since the decision was made to withdraw the introduction of the non-core hour charge, Edinburgh Leisure have developed a revised opening hours schedule that

accommodates all existing users within a core hour framework. The revised opening hour schedule reduces the number of additional hours required, contributing to the reduction in budget pressure.

With space utilisation at just over 50% Edinburgh Leisure are marketing the available facilities and by keeping all additional use within the opening hours schedule the increase in income will directly reduce the budget pressure as no extra costs will be incurred.

#### 4.1.2 Price harmonisation

Year 2 of a 3-year harmonisation process was approved by Council at its Budget meeting in February this year. Prices for all sport spaces (other than 3G pitches) should be harmonised with Edinburgh Leisure by year 3. The model adopted for price harmonisation (concession lets are 50% of standard price and commercial lets are 125% of standard price) has resulted, for the second year running, in no increase for most concession lets with prices for 19/20 remaining at 17/18 prices.

#### 4.1.3 Management of sport space – Monday to Friday 4pm to 6pm and 9am to 12pm Saturday – term time

Access to secondary school sport facilities during the above slots is currently reserved for school sport although clubs are allowed access at the discretion of each school. Protection for school use would remain but transferring the management of clubs lets for this period to Edinburgh Leisure would improve ease of access to unused spaces for customers. As with 4.1.1, costs are already covered therefore additional income would directly reduce the budget pressure.

#### 4.1.4 Management of non-sport lets

Non-sport lets are currently managed by each individual secondary school with no strategic co-ordination or management in place. Transferring the management of non-sport lets to Edinburgh Leisure would ensure the efficient use of all secondary school facilities whilst marketing of all available spaces across the secondary school estate would increase use and income.

Diligence on current use indicates that there is a high level of spare capacity for non-sport use of the secondary school estate.

#### 4.1.5 Primary school lets

As with sport and non-sport lets at secondary schools, there is currently no co-ordination between primary school and secondary school lets. Transferring the management of primary school lets to Edinburgh Leisure would result in one agency managing all community access to the Council's school estate; making the most efficient use of school facilities.

#### 4.1.6 Additional PPP 1 core hours

As part of the settlement with the Edinburgh Schools Partnership, additional core hours have been allocated for evenings and weekends. This will allow additional use and income at the 5 PPP 1 secondary schools.

#### 4.1.7 Transfer of Wester Hailes Education Centre to Edinburgh Leisure

The leisure operation at WHEC is subsidised by the Council and transferring to Edinburgh Leisure would allow the sharing of their best practice from managing the Council's sport & leisure estate. Further promotion of the leisure operation at WHEC through EL's marketing network would have a positive effect on the subsidy and make a valuable contribution towards the community access budget pressure.

Conversations are continuing between Council and Edinburgh Leisure officials on the transfer of WHEC to Edinburgh Leisure.

- 4.2 All of the options above are either being implemented, or plans are developing to implement. Given the change of brief and remit for Edinburgh Leisure contained within options 4.1.4 and 4.1.5 further consultation and engagement is required. Edinburgh Leisure also require approval from their board before they could consider transferring these functions to their current operation.
- 4.3 The option detailed in 4.1.1 refers to the revised opening hours framework for access to secondary school sport facilities and the fact that all existing users have been accommodated within this. There is also significant capacity within these hours for new customers. Any request for access out with the opening hour framework will result in additional costs to the Council and it is unlikely that the income from these lets will cover the costs. Allowing lets outside of the opening hour framework would likely increase the budget pressure. Given that this would only be for new let requests, who would be encouraged to take a let within the opening hour framework, there could be an instance where the customer only wants access out with the framework. For such cases it would be appropriate to include an additional charge as part of the fee to ensure that the Council is not further subsidising this access.

## **5. Next Steps**

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- 5.1 Officers will work with colleagues from Edinburgh Leisure to complete the consultation and engagement for options 4.1.4 and 4.1.5.
- 5.2 A report for decision on the above options will be presented to this committee in 1 cycle.

## **6. Financial impact**

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- 6.1 As detailed in the report to this committee in December 2018, this project has a £1M budget pressure. The above options are required to reduce this pressure whilst supporting the inclusion agenda and ensuring that no additional charges are placed on clubs to access school facilities within the new opening hour framework.
- 6.2 Through the implementation of measures to date, the budget pressure has reduced to £0.8M. Implementation of these measures across the full financial year along with the development of further measures detailed in this report should further reduce the pressure.



## **7. Stakeholder/Community Impact**

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- 7.1 Engagement has taken place with Council departments as well as Active Schools and Sport Development Officers.
- 7.2 All existing customers have been informed of new operation hours and pricing structure for secondary school sport lets. Meetings have taken place with governing bodies, clubs and Club Sport Edinburgh to discuss changes to community access and resolve problems and concerns.

## **8. Background reading/external references**

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- 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

## **9. Appendices**

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None

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# Education, Children and Families Committee

10.00am, Friday, 16 August 2019

## Carers (Scotland) Act 2016 - Update

Executive/routine  
Wards  
Council Commitments

### 1. Recommendations

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- 1.1 The Education, Children and Families Committee is asked to:
- 1.1.1 note the progress in implementing the requirements of the Carer's (Scotland) Act 2016 in respect of Young Carers.
  - 1.1.2 approve the draft implementation plan for Young Carers which will also be discussed by the Edinburgh Integration Joint Board (Health and Social Care Partnership) on 20 August 2019.

#### **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](mailto:sean.bell@edinburgh.gov.uk) | Tel: 0131 469 3129

## Carer's (Scotland) Act 2016 – Update

### 2. Executive Summary

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- 2.1 The purpose of this report is to update the Education, Children and Families Committee on the implementation of the Carer's Scotland Act 2016 and seek approval for the implementation plan for young carers.

### 3. Background

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- 3.1 On Tuesday, 5 March 2019 the Education Children and Families Committee approved the report:  
[http://www.edinburgh.gov.uk/download/meetings/id/60123/item\\_71\\_-\\_carers\\_scotland\\_act\\_2016\\_update](http://www.edinburgh.gov.uk/download/meetings/id/60123/item_71_-_carers_scotland_act_2016_update)
- 3.2 The Education, Children and Families Committee requested an update report in six months' time.

### 4. Main report

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- 4.1 A citywide consultation on the Carers (Scotland) Act 2016 took place during 2018/19. The consultation regarding the Carers (Scotland) Act 2016 was a citywide consultation for unpaid carers and was targeted at Young Carers and Adult Carers. The consultation report can be found in Appendix 2.
- 4.2 In discussion with carer's representatives we have agreed to produce separate implementation plans for young carers and adult carers rather than a single integrated implementation plan for all carers.
- 4.3 The attached draft young carers implementation plan (Appendix 1) has been co-produced with young carers, council officers and young carers organisations and requires approval from the Education, Children and Families Committee today, and the Integration Joint Board of the Edinburgh Health and Social Care Partnership on 20 August 2019.
- 4.4 A Depute Principal Psychologist and a Principal Teacher from the Additional Support for Learning Service are linking with the Young Carers Network and with

the Young Carers Forum to ensure that there is ongoing communication with young carers and that young carers are involved in the development of our implementation plan. The network includes Young Carer's Support Organisations, Young Carer Coordinators from schools and further education along with other relevant organisations. The Forum is composed solely of young carers, meets monthly and is led by Edinburgh Young Carers.

- 4.5 The Depute Principal Educational Psychologist has been liaising with schools and has linked with the Schools Project Manager at Edinburgh Young Carers to increase the number of Young Carers Coordinators in schools. The aim is that there will be a Young Carer Coordinator in each school who will disseminate information across the school, be the main point of contact for young people and will link with Young Carers organisations. During recent months the number of Young Carers coordinators in Edinburgh educational establishments has increased from 80 to 130.
- 4.6 A procedure document and guidelines for CEC schools will be developed collaboratively by school representatives, young carers and council officers and will be based on current best practice in schools then rolled out across the city.
- 4.7 A training programme for Young Carer Coordinators will be developed collaboratively by school representatives, young carers and council officers and will be based on current best practice in schools. This will enable clarity of role and consistency of response to young carers.
- 4.8 Edinburgh Young Carers plan to launch a pilot school award in Edinburgh next session which will celebrate good practice with young carers and publicise/highlight this practice. This pilot award will then be rolled out across Scotland.
- 4.9 The prototype Young Carers assessment and support plan is being piloted by north west carers which will allow us to test and refine the assessment and plan.
- 4.10 A market shaping exercise has taken place with potential providers to ensure the implementation settlement from the Scottish Government is used effectively, reaching as young carers as possible.
- 4.11 A specification for commissioning services to meet the needs of young carers is being developed based on the consultation and market shaping events.
- 4.12 A proportion of the funding will be set aside for an innovation fund.

## **5. Next Steps**

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- 5.1 The implementation plan will be presented to the IJB on 20 August 2019.
- 5.2 A specification for commissioning services is being developed and will go out to tender during the latter half of 2019.

## **6. Financial impact**

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- 6.1 The costs of the implementation plan will be within the funding provided by the Scottish Government for the implementation of the Carer's (Scotland) Act 2016.

## **7. Stakeholder/Community Impact**

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- 7.1 The implementation plan has been co-produced with young carers, young carers support organisations and council officers.

## **8. Background reading/external references**

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- 8.1 March 2019 committee report and minutes  
[http://www.edinburgh.gov.uk/download/meetings/id/60123/item\\_71\\_-\\_carers\\_scotland\\_act\\_2016\\_update](http://www.edinburgh.gov.uk/download/meetings/id/60123/item_71_-_carers_scotland_act_2016_update)

## **9. Appendices**

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- 9.1 Appendix 1 Draft Implementation Plan  
9.2 Appendix 2 Consultation Report

| Priority                                | Outcomes for carers                                                                                                                                                                                                                                                | What actions are required to achieve this?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Measuring Progress                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Timescales |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <p><b>1. Identifying Carers</b></p>     | <ul style="list-style-type: none"> <li>Young carers are identified as close to the start of their caring journey as possible and are connected to opportunities and support</li> </ul>                                                                             | <p>We will identify young people who care as early in their caring role as possible by undertaking the following activities:</p> <ol style="list-style-type: none"> <li>Working with schools to identify young people who care as early as possible, this will include a range of awareness raising and training activities to ensure appropriate identification of young carers</li> <li>Ensure all identified young carers are offered a young carers statement as soon as possible in their carer journey</li> <li>Continue working with schools and further and higher education providers to raise awareness of young carers and young adult carers needs and improve the support offered to this group of carers at points of transition such as:                             <ul style="list-style-type: none"> <li>Primary to secondary school</li> <li>Secondary school to college/university/employment</li> <li>When the caring role comes to an end</li> </ul> </li> </ol> | <p>We will see an increase in the number of young carers identified through the following sources:</p> <ul style="list-style-type: none"> <li>The no. of referrals received by partner organisations for carer support</li> <li>No. young carer statements completed – Carer census</li> </ul> <p>We will measure the impact of identifying carers by recording:</p> <ul style="list-style-type: none"> <li>The number and type of supports young carers are connected to following our involvement with them</li> </ul> |            |
| <p><b>2. Information and Advice</b></p> | <ul style="list-style-type: none"> <li>Young carers can access good quality, age appropriate information and advice using a range of media and are well informed about their rights and how to access support</li> <li>Carers report economic wellbeing</li> </ul> | <ol style="list-style-type: none"> <li>Develop digital offers of information and advice that young carers can access as and when they need to including, but not restricted to information and advice on:                             <ul style="list-style-type: none"> <li>Self-directed support</li> <li>Carer grants for young carers and young carer ID card</li> <li>Career Advice</li> <li>Advocacy</li> <li>Peer Support</li> </ul> </li> <li>Ensure all schools have an identified young carers coordinator who can share information across the wider school community and provide advice on support available.</li> <li>The third sector, EHSCP, City of Edinburgh Council and NHS Lothian working together to continue to raise public awareness of young carers, their contributions, and the role communities can play in supporting young carers</li> </ol>                                                                                                             | <p>We will see an increase in the number of people accessing information and advice services through the following sources:</p> <ul style="list-style-type: none"> <li>No. of requests for information and profile of people making the request, e.g. carers, health and social care professionals, employers</li> </ul>                                                                                                                                                                                                 |            |

| Priority                                    | Outcomes for carers                                                                                                                                                                                                                                                                                                                                  | What actions are required to achieve this?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Measuring Progress                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Timescales |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <p><b>3. Carer Health and Wellbeing</b></p> | <ul style="list-style-type: none"> <li>• Young carers sustain their physical, mental, emotional, and social wellbeing</li> <li>• Young carers feel listened to and heard as individuals</li> <li>• Young carers feel well supported throughout their caring journey</li> </ul>                                                                       | <p>3.1 The third sector, EHSCP, and City of Edinburgh Council will work together to further develop our offer of health and wellbeing supports that are flexible and meet need depending on young carers personal circumstances for example; 1:1, group, emotional support and/or counselling and digital supports, support for minority communities</p> <p>3.2 Young carers get information on the other things young people need to know about growing up, e.g. digital safety, healthy relationships, access to C Card, LGBT issues, and others</p> <p>3.3 Every identified young carer will be offered support with Emergency planning</p> <p>3.4 Carers will be supported to make plans for the future, for example moving into further or higher education, employment or their own home.</p> <p>3.5 Report on inappropriate referrals to services so that we can develop an informed view of unmet carer need across the city which will inform ongoing and future planning</p> | <p>SHANNARI indicators for:</p> <ul style="list-style-type: none"> <li>• Healthy</li> <li>• Achieving</li> <li>• Active</li> </ul> <p>Included</p> <p>We will use the following data to analyse changes in the above outcome</p> <ul style="list-style-type: none"> <li>• No. peer support groups</li> <li>• No. 1:1 support</li> <li>• No. family support sessions</li> </ul> <p>As part of the annual carer census return the following information will also contribute to analysis of the impact of health and wellbeing supports:</p> <ul style="list-style-type: none"> <li>• Care Duration</li> <li>• Care Hours</li> <li>• Care Type</li> <li>• Care Impact</li> </ul> |            |
| <p><b>4. Short Breaks</b></p>               | <ul style="list-style-type: none"> <li>• Young carers feel safe and rested and are able to be children and young people first</li> <li>• Young carers are supported to have a life outside and/or alongside their caring role</li> <li>• Young carers feel supported to maintain their caring relationships and sustain their caring role</li> </ul> | <p>4.1 Development and implementation of a Short Breaks Statement</p> <p>4.2 Short breaks and time out from caring are integrated into all conversations with identified young carers and most appropriate support is identified</p> <p>4.3 Young carers will be supported to access a range of flexible, responsive, personalised, and creative short breaks. This may include breaks at times of transition or support to continue their studies or gain employment.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>We will see an increase in the percentage of carers who feel supported to continue in their caring role from the biannual Health and Social Care survey. We will use the following data to analyse changes in the above outcome:</p> <ul style="list-style-type: none"> <li>• No. carer breaks – <i>from carer census</i></li> <li>• Type of carer Breaks</li> </ul>                                                                                                                                                                                                                                                                                                        |            |



| Priority                                          | Outcomes for carers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | What actions are required to achieve this?                                                                                                                                                                                                                                                                                                                                                                                | Measuring Progress                                                                                                                                                                                                                                                                                                                                                                                       | Timescales |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <p><b>5. Personalising Support for Carers</b></p> | <ul style="list-style-type: none"> <li>• Young carers are supported into a positive destination from school</li> <li>• Young carers are involved in support planning and have choice and options to meet their needs and the person they care for.</li> <li>• Young Carers are confident in shaping services for themselves and those they support and are more in control of the support they receive</li> <li>• Young carers feel supported to move into a life after caring and feel supported with the transition into adulthood</li> </ul> | <p>5.1 Implement young carer support plans using learning form early testing with Third Sector</p> <p>5.2 Develop an approach and quality standard for young carer transitions so that transitions are planned and supported</p> <p>5.3 Establish a partnership approach for young carer supports and young adult carer supports to ensure a smooth transition between young people and adult services when required.</p> | <p>No. of young carer statements completed – <i>from carer census</i></p> <p>No. personal budgets, cost, SDS option chosen and type of support in place – <i>from carer census</i></p> <p>No. of transition plans completed (life after caring)</p> <p>No. planning sessions tailored to help young carers onto positive destinations e.g. college applications, UCAS applications, job applications</p> |            |

## **Appendix 2 Consultation Report**

### **What did we do and how did we do it?**

The consultation regarding the Carers (Scotland) Act 2016 was a citywide consultation for unpaid carers and was targeted at Young Carers and Adult Carers alike. The initial information gathering was done using a short Survey Monkey distributed electronically via partner organisations and the City of Edinburgh Council's consultation hub.

Once the online survey was closed three officers met to discuss some high level themes that had come from the 126 responses received. Face to face events were then planned open to both young and adult carers to check out the themes identified and record more specific points discussed – these events were attended by 5 adult carers and 19 young carers. A further 4 events were carried out in partnership with young carer organisations to collect young people's views – these were attended by 50 young carers. The discussions were structured around three overarching questions;

- What works well at the moment?
- What needs to improve in general?
- What specifically needs to change in the short term?

A further meeting was arranged with managers and frontline staff working with unpaid carers – they were asked to consider;

- Are the findings what you would have expected?
- Any surprises?
- How do they fit with findings from other Provider surveys?
- How do we move this forward – what are the quick wins?

All the comments from the discussions were recorded and inform the following findings.

### **What did we find out from the consultation?**

The Survey Monkey was written in such a way as to allow carers the opportunity to use a lot of free text, which can be difficult to analyse, but allows for much fuller answers and data for analysis. It was clear when analysing the data that the survey had managed to reach a great deal of carers who had never accessed any information or support services. Whilst frustrating that we are unable to follow up with these individual due to the confidential nature of the survey returns (the survey is completely anonymous) it has given a real insight into the difficulties new carers have when navigating around services targeted for them. There was also a lot of information that would assist other service areas in some of the current work they are undertaking. As the information is anonymous the data has been sent in its full, raw format to assist work elsewhere in the council for example children with disabilities service and Education Quality Improvement Service.

#### **What works well?**

- Some good awareness from GPs, NHS staff, some schools.
- Support from carers' projects.
- Support from family and friends
- Trips and residentials.

### **What needs to improve in general?**

- There needs to be much more awareness, knowledge and support – carers need to be identified more effectively and this identification then needs to lead to more awareness and more support
- There needs to be more financial support
- There should be more trips and residentials – and for longer, going further away
- More online support
- Support from other services
- Information needs to be in different formats – there is no ‘one size fits all’.

### **What specifically needs to change in the short term?**

#### **Awareness, knowledge and support**

- More training for teachers, school staff, NHS staff and other professionals.
- Consistent Information in different formats using for example, assemblies/lessons/young carer awareness days/bring the person you care for into school/posters/publicity to raise general awareness and understanding
- Better identification of carers – better sharing of information and better publicity, displayed more widely to help people to self-identify as carers.
- Better sharing of info (but not without our consent)
- Health and wellbeing support for carers – mental health support, people to talk to, counselling, meditation
- Use the ‘We care, do you?’ video to raise awareness amongst staff and pupils
- Better information and understanding of needs is required for working carers.
- Access/information points need to be versatile for all ages and levels of literacy.
- Highlights gaps; for example parents in caring roles, carers of people where there is substance abuse/misuse, kinship carers, co-caring roles, 18- 65 year olds (who may be in employment), carers where English is not their first language
- 

#### **Financial support:**

- Grants for young carers
- Bus passes to facilitate travel and access to support, venues and events
- Carers card with free access to gym, swimming pool, popular events such as football
- Adult working carers

#### **More trips and residentials:**

- For a longer time, going further away (although some young people prefer shorter trips – but more of them)
- School holiday programme of trips/residentials
- Joint respite
- More young adult carer breaks

#### **More online support:**

- Young carers’ app?
- Social media – information and support
- Better websites (young carers’ projects?)
- Better leaflets, consider removing the word ‘carer’

- Not one solution for communication – needs to be in different formats.
- Need more awareness – training for professionals as well as public awareness-raising – maybe adverts on buses, on the radio or TV, in schools

### **Support from other services:**

- GPs and other medical professionals could be more aware and more active in helping to identify young carers and provide initial information about what support is available
- Advocacy for carers
- Awareness that one size does not fit all.
- More emotional support
- 'Dynamic Discharge' is including the carer.
- Revised Carers Strategy has to be clear – the systems/process/groundwork to support it has to be in place in advance of it.
- Pathways need to be established and communicated.
- Development of crisis service?

The discussions resulted in a reiteration of many themes highlighted in previous consultations and forums so there were no major revelations. However, it did confirm the findings from recent reviews of, for example, of the Edinburgh Joint Carers Strategy by EVOC where one of the key findings was the poor implementation of the strategy, was correct. Issues identified early in the 2000s (and potentially earlier) are still issues in 2018 for unpaid carers, for example financial hardship and lack of understanding of caring role.

Some results appear at first read to be conflicting, however, further discussion with carers and professionals helped refine the answers and potential solutions. For example, several carers reported that information and advice services were very good from current provision, however, the data showed that some carers found information difficult to find and confusing to access. Therefore, it could be concluded we have problems in the way we are communicating the services we have and it is important to resolve this before providing additional services. These findings help us to reflect on the priorities for the implementation of the act.

### **Next Steps**

The consultation has been part of a larger piece of work regarding the Carers (Scotland) Act 2016 implementation. There has been a review of all current contracted services within the Edinburgh Health and Social Care Partnership and Communities and Families which has now been concluded, therefore, we have a much better understanding of what we are buying and what we need to be buying in the future.

EVOC completed its review of the Edinburgh Joint Carers Strategy and reported its findings and we have used some of their constructive feedback to feed into this consultation and add depth to the findings. The wider Outline Strategic Commissioning Plans (OSCP) and review of the Strategic Commissioning Plans within EHSCP have identified Carers' needs as a cross cutting theme. Therefore, carers will be considered as part of all the workstreams and

services joined up to meet the needs of carers. The revised version of the Edinburgh Joint Carers Strategy will reflect all the findings of the consultation and the OSCPs.

Outcomes of the pilots, in North West and Longstone will be reviewed alongside the information gathered from the consultation. This will help with the re-design of any service specifications for the commissioning of services and prevent duplication of service provision and meet the needs of carers across the city.

The use of the five year Scottish Government Funding will be agreed to complement the commissioned services within both Communities and Families and the Edinburgh Health and Social Care Partnership. The budget will be spent in a way that meets the needs of unpaid carers identified through the consultation process.

All services have been reviewed in order to fully understand what we already deliver and to identify any areas of increased investment to meet the needs of unpaid carers both young and adult. Any duplication and gaps in service have also been identified, for example provision over the Christmas period. The learning from the reviews will be part of the larger jigsaw of re-design and investment in carer services over the next five years.

All of the proposed changes will be governed by and subject to review from young and adult carers, the IJB Strategic Partnership Group, the Edinburgh Children's Partnership, the Carer Services Steering Group and any relevant committees.

This report will be published on the City of Edinburgh Council Consultation Hub and any carer who wishes to discuss the report or requires a service to support them in their caring role is encouraged to get in touch.

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# Education, Children and Families Committee

10.00am, Friday, 16 August 2019

## Revenue Monitoring 2019/20 – month three position

| Executive/routine<br>Wards<br>Council Commitments | Routine<br>City-wide |
|---------------------------------------------------|----------------------|
|---------------------------------------------------|----------------------|

### 1. Recommendations

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- 1.1 The Education, Children and Families Committee is asked to:
- 1.1.1 note the net residual budget pressure of £2.75m which remains at month three;
  - 1.1.2 note that approved savings and operational efficiencies in 2019/20 total £4.334m, with £3.175m on track to be delivered in full and £1.159m assessed as amber, pending further detailed implementation plans;
  - 1.1.3 note that the Executive Director of Communities and Families is taking measures to reduce budget pressures and progress will be reported to the Finance and Resources Committee on 6 December 2019 and to the meeting of this committee on 10 December 2019.

#### Alistair Gaw

Executive Director of Communities and Families

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E-mail: [brendan.o'hara@edinburgh.gov.uk](mailto:brendan.o'hara@edinburgh.gov.uk) | Tel: 0131 469 3620

## Revenue Monitoring 2019/20 – month three position

### 2. Executive Summary

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- 2.1 The report sets out the projected month three revenue monitoring position for the Communities and Families Directorate, based on analysis of actual expenditure and income to the end of May 2019, and expenditure and income projections for the remainder of the financial year.
- 2.2 The total projected (full year) unfunded budget pressure is currently £7.95m, partially offset by mitigations totalling £5.2m, and resulting in a net residual budget pressure of £2.75m.
- 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. A clearer monitoring position will be established in the coming months as mitigation measures are implemented. Progress will be reported to the Finance and Resources Committee on 6 December 2019 and to this Committee at its meeting on 10 December 2019.

### 3. Background

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- 3.1 The total 2019/20 net budget for Communities and Families is £400.8m
- 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 two data.

### 4. Main report

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#### Overall Position

- 4.1 The Communities and Families service is projecting net budget pressures of £2.75m at month three.



## **Gross Budget Pressures and Management Action**

4.2 To date, projected gross budget pressures of £7.95m have been assessed. The main service areas affected include, home-to-school transport, the impact of rising school rolls, central costs relating to schools, community access to secondary schools, temporary accommodation and efficiency targets. Management action of £5.2m has been identified, which leaves a net residual budget pressure of £2.75m.

### **4.3 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. However, at this stage there is still expected to be a significant pressure of £2m in 2019/20 although work is ongoing to identify further measures that can accelerate savings opportunities.

### **4.4 Rising school rolls**

Actual pupil numbers for 2018/19 and projected rolls for 2019/20 indicate a combined overall requirement for 25 additional primary classes since the 2017/18 academic year. Over the same period, the secondary school pupil roll has increased by over 1,000.

The Council's long-term financial plan has, for many years, recognised the cost impacts of these additional pupil numbers on teaching and other staffing requirements. In view of both wider corporate affordability and a desire to incentivise innovative means of meeting this demand, however, a 70% weighting has been applied to the level of corresponding corporate provision included within the budget framework. It has not, however, in recent years been possible to deliver savings in the way, or to the extent envisaged, with the result that the year-on-year pressure in this area has increased to a level of £2.4m. One off mitigating actions of £0.4m have been identified resulting in a residual pressure of £2m.

A review has been undertaken across the wider financial framework of inflation-linked provisions and monies received for education-related commitments and cost pressures relative to planning assumptions to determine whether capacity exists to acknowledge the full estimated cost of the pupil number increase. Following this review, it is proposed to reallocate £2m of these sums to Communities and Families in 2019/20, broadly addressing the current level of demographic pressure.

### **4.5 Central costs related to supporting schools**

Pressures exist on non-devolved school related budgets including the costs of maternity cover and grounds maintenance. The service will liaise with Place to

review grounds maintenance services, however, the scope to reduce costs significantly this financial year is limited.

#### 4.6 Community access to secondary schools

The net income target for community access has a pressure of £0.8m. Through working with Edinburgh Leisure mitigating actions are estimated to deliver £0.35m from reduced PPP costs and additional income. Further actions are being considered to manage the remaining pressure in future years.

#### 4.7 Temporary accommodation

The shortage of suitable temporary accommodation is leading to the service having to place individuals in bed and breakfast accommodation. This is the costliest provision as the proportionate level of housing benefit the Council receives is low in comparison to other accommodation types resulting in a net cost to the Council. Mitigating action is being taken to reduce use of bed and breakfast accommodation and deliver additional housing benefit.

#### 4.8 Efficiency and management savings

The service has a target to achieve £0.2m of management savings and is on track to deliver this. The services direct share of the Council-wide efficiency of 1.55% is £1.797m. This is to be delivered from further service wide management savings of £0.640m, deletion of a number of vacancies within Safer and Stronger Communities and additional income.

Further savings from service-wide vacancy control are estimated at £0.7m. DSM funded posts, externally funded posts and essential child protection social work posts are exempt from vacancy control actions.

#### 4.9 Appendix 1 provides further details on these areas of pressure and mitigating action.

#### 4.10 While the current assessment is for the majority of savings and mitigating actions to be delivered in full, given the trends observed in recent years, it is felt prudent to incorporate delivery risk contingencies based both on past years' experience and the specific Finance assessments. A council-wide risk contingency has been reported to Finance and Resources Committee pending development of a clearer service monitoring position over the coming months. 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.

#### 4.11 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. This will include vacancy control measures, a review of reserves, identification of income generation opportunities, an examination of the scope to stop or reduce planned levels of expenditure, and the identification of any spend-to-save opportunities.

## **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, £3.175m of savings and efficiencies are on track to be delivered in full (green) and £1.159m, mainly relating to management savings and workforce controls, requires further work (amber). Further details are included in Appendix 2.

## **5. Next Steps**

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- 5.1 Continuing work 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**

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- 6.1 The report highlights projected net budget pressures of £2.75m for 2019/20. This position is subject to active monitoring, management of risks and identification of further mitigation.

## **7. Stakeholder / Community Impact**

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- 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**

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- 8.1 None

**9. Appendices**

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- 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                             | Pressure     | Mitigation   | Net residual pressure | Description                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------|--------------|--------------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Children's Services</b>               | £m           | £m           | £m                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Home to School Transport                 | 2.300        | 0.300        | 2.000                 | Expenditure on home to school transport increased from £5.5m in 16/17 to £7.4m in 18/19. In addition, approved savings of £0.4m in 2018/19 have not yet been fully delivered. The majority of the additional expenditure relates to children with additional support needs and there has been a significant increase in children receiving individual or high cost shared transport. Actions are being taken to mitigate the pressure where possible. |
| <b>Schools and Lifelong Learning</b>     |              |              |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Schools - emerging demographic pressures | 2.400        | 2.400        | 0.000                 | Demography funding provided in recent years has been insufficient to meet the full impact of rising school rolls. Additional funding of £2m has been provided to partially address this with the balance covered from one-off measures.                                                                                                                                                                                                               |
| Schools - non-devolved costs             | 0.600        | 0.000        | 0.600                 | Non-devolved costs for maternity cover, grounds maintenance and other central costs are in excess of available budgets.                                                                                                                                                                                                                                                                                                                               |
| Community Access to Schools              | 0.800        | 0.350        | 0.450                 | Reflects projected shortfall in net income from Sports Lets (£0.7m) and additional PPP costs. Mitigation dependent upon additional income generation by Edinburgh Leisure and increasing the number of non-sports lets.                                                                                                                                                                                                                               |
| <b>Safer &amp; Stronger Communities</b>  |              |              |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Temporary Accommodation                  | 1.450        | 1.450        | 0.000                 | The shortage of suitable temporary accommodation is leading to the service having to place individuals in bed and breakfast accommodation. This is the most costly provision as the proportionate level of housing benefit the Council receives for B&B is low in comparison to other accommodation types. Mitigating action is from expected additional housing benefit and reduced use of bed and breakfast accommodation.                          |
| <b>Department-wide</b>                   |              |              |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Efficiency and Management savings        | 0.400        | 0.700        | (0.300)               | £1.8m efficiency and £0.2m management target. Estimated delivery of £0.56m of additional income, £0.35m of confirmed vacancy control and £0.65m of management savings. Further mitigation of £0.7m through strengthened vacancy control is expected.                                                                                                                                                                                                  |
| <b>TOTAL</b>                             | <b>7.950</b> | <b>5.200</b> | <b>2.750</b>          |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

## Appendix 2

### Summary of approved budget savings 2019/20 with RAG assessment

| Proposal description/area                                                         | 2019/20<br>approved<br>saving | Saving RAG assessment |              |              |
|-----------------------------------------------------------------------------------|-------------------------------|-----------------------|--------------|--------------|
|                                                                                   |                               | £m                    | Green        | Amber        |
| <b>CHILDREN'S SERVICES</b>                                                        |                               |                       |              |              |
| 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                 |              |              |
|                                                                                   | <b>0.985</b>                  | <b>0.880</b>          | <b>0.105</b> | <b>0.000</b> |
| <b>SCHOOLS &amp; LIFELONG LEARNING</b>                                            |                               |                       |              |              |
| 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                 |              |              |
|                                                                                   | <b>0.842</b>                  | <b>0.842</b>          | <b>0.000</b> | <b>0.000</b> |
| <b>SAFER &amp; STRONGER COMMUNITIES</b>                                           |                               |                       |              |              |
| 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        |              |
|                                                                                   | <b>0.817</b>                  | <b>0.697</b>          | <b>0.120</b> | <b>0.000</b> |
| <b>Total approved savings 2019/20</b>                                             | <b>2.644</b>                  | <b>2.419</b>          | <b>0.225</b> | <b>0.000</b> |
|                                                                                   |                               |                       |              |              |
| <b>Efficiencies Workstream 2019/20</b>                                            |                               |                       |              |              |
| Management savings - Dept-wide                                                    | 0.640                         | 0.406                 | 0.234        |              |
| Workforce control - C&F                                                           | 0.700                         |                       | 0.700        |              |
| Workforce control - SSC                                                           | 0.350                         | 0.350                 |              |              |
|                                                                                   | <b>1.690</b>                  | <b>0.756</b>          | <b>0.934</b> | <b>0.000</b> |
| <b>Total approved savings and operational efficiencies</b>                        | <b>4.334</b>                  | <b>3.175</b>          | <b>1.159</b> | <b>0.000</b> |

# Education, Children and Families Committee

10am, Friday 16 August 2019

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

Executive/routine  
Wards  
Council Commitments

### 1. For Decision/Action

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The Finance and Resources Committee has referred a report on the Changes to the Operational Property Estate Lifecycle Costs Forecast to the Education, Children and Families Committee for its information given the scale of the implications generated by this sector of the estate.

**Laurence Rockey**

Head of Strategy and Communications

Contact: Stuart Johnston, Committee Services

Email: [stuart.johnston@edinburgh.gov.uk](mailto:stuart.johnston@edinburgh.gov.uk) | Tel: 0131 529 7035

# Referral Report

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

### 2. Terms of Referral

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- 2.1 The Finance and Resources Committee on 23 May 2019 considered a report by the Executive Director of Resources which highlighted that every change to the Council's operational property portfolio had implications for the construction and running costs for that property over its lifetime. The size of the Council's operational estate was increasing significantly, and this was putting pressure on revenue budgets to accommodate these lifecycle costs.
- 2.2 The report provided a summary of the overall change since the Council approved its Asset Management Strategy in 2015 and forecasted the ongoing anticipated change to 2022 and noted the funding currently included within the Council's budget framework to recognise these pressures.
- 2.3 The Finance and Resources Committee agreed:
  - 2.3.1 To note the current and forecast revenue cost increases associated with new buildings identified in the report;
  - 2.3.2 To note that provision had been included within the Council's financial framework in respect of additional early years, rising pupil rolls, Wave 4 schools and Local Development Plan-related premises running cost expenditure.
  - 2.3.3 To note that the additional revenue cost implications of new, modified or replacement Council properties would continue to be considered as part of all material changes to the corporate estate.
  - 2.3.4 To refer the report to the Education, Children and Families Committee for its information given the scale of the implications generated by this sector of the estate.

### 3. Background Reading/ External References

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Minute of the Finance and Resources Committee of 23 May 2019



**4. Appendices**

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Appendix 1 – report by the Executive Director of Resources

# Finance and Resources Committee

10.00am, Thursday, 23 May 2019

## Changes to the Operational Property Estate: Lifecycle Costs Forecast

|                     |     |
|---------------------|-----|
| Item number         |     |
| Executive/routine   |     |
| Wards               | All |
| Council Commitments |     |

### 1. Recommendations

1.1 That Committee:

- 1.1.1 Notes the current and forecast revenue cost increases associated with new buildings identified in this report;
- 1.1.2 Notes that provision has been included within the Council's financial framework in respect of additional early years, rising pupil rolls, Wave 4 schools and Local Development Plan-related premises running cost expenditure;
- 1.1.3 Notes that the additional revenue cost implications of new, modified or replacement Council properties will continue to be considered as part of all material changes to the corporate estate; and
- 1.1.4 Refers this report to the Education, Children and Families Committee for its information given the scale of the implications generated by this sector of the estate.

**Stephen S. Moir**

Executive Director of Resources

Contact: Lindsay Glasgow, Strategic Asset Management Senior Manager,

Property and Facilities Management Division, Resources

E-mail: [Lindsay.glasgow@edinburgh.gov.uk](mailto:Lindsay.glasgow@edinburgh.gov.uk) | Tel: 0131 469 3312

## Changes to the Operational Property Estate: Lifecycle Costs Forecast

### 2. Executive Summary

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- 2.1 Every change to the Council's operational property portfolio has implications for the construction and running costs for that property over its lifetime. The size of the Council's operational estate is increasing significantly and this is putting pressure on revenue budgets to accommodate these lifecycle costs. This report summarises the overall change since the Council approved its Asset Management Strategy in 2015 and forecasts the ongoing anticipated change to 2022 and notes the funding currently included within the Council's budget framework to recognise these pressures.

### 3. Background

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- 3.1 The Council's Asset Management Strategy (AMS), approved in 2015, was predicated on a decreasing estate size, as the current size is unsustainable within current budgets. However, since that time the estate has continued to increase in size to reflect the city's increasing demographics, and also to update the estate with modern, fit for purpose buildings. This increase is forecast to continue, particularly with the Local Development Plan generating significant pressure on assets, necessitating additional infrastructure to serve it. Conversely, there are very few building closures being pursued.
- 3.2 Traditionally, the Council has focussed more on the capital cost of new build, rather than fully understanding the revenue costs of running the building once complete. Lifecycle analysis shows that the property cost of running a building over its lifetime can be around five times the cost of building it, so it is crucial that this is considered and budgeted for at the outset of every project. This more holistic approach was utilised fully for the first time as part of the Finance and Resources Committee's consideration (and subsequent approval) of the capital and revenue implications arising from the replacement Queensferry High School on 27 March 2018.

### 4. Main report

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- 4.1 Property lifecycle costs refer to the costs of running a building; cleaning, utilities, maintenance, non-domestic rates, janitorial and catering costs (if appropriate). In

addition to property costs, there will also be costs associated with service delivery from that building, for example teachers, management and administration costs for a school. This report is limited to considering property costs.

- 4.2 Some buildings are entirely new to the estate, such as new schools and rising school rolls projects to support the LDP. Other buildings are replacements for older buildings, and the net effect of their replacement is also considered. Replacement buildings should be more thermally efficient, which should have a positive impact on utilities costs. However, they often have far more complex mechanical and ventilation systems, which improves user comfort, but increases utilities and maintenance costs. Even the building's orientation can have implications. The impact of the solutions chosen during the design development needs to be tested to understand the implications for lifecycle costs. It may be that a more adventurous life cycle solution will increase capital costs upfront. The principles of Passivhaus, for example, should see a significant reduction in running costs, but may increase capital costs. There may also be conflict between the principles of sustainability and running costs; options which reduce the carbon footprint may increase running costs. Both of these issues are currently being explored moving forward.
- 4.3 Non-domestic rates (NDR) also have a big impact on running costs. Typically, NDR levels in Council buildings reflect obsolescence, i.e., building age. This means that where an older, life expired building is replaced with a new one, it inevitably creates a disproportionate increase in costs. Following implementation of the majority of recommendations made by the Barclay Review on Non-Domestic Rates, standalone nurseries are exempt from NDR for an initial three-year period. Properties managed by charities, such as community centres managed by management committees, are also exempt. Going forward, however, the monetary value of this arm's length body relief will be maintained at November 2017 levels, subject to inflationary and other changes in the business rates poundage.
- 4.4 Appendix 1 illustrates the extent of the new floorspace delivered since November 2015, when AMS was introduced. This shows nearly 72,000m<sup>2</sup> of new unfunded floorspace delivered over a three-year period. A number of these buildings were replacements, and the total net budget effect of this new floorspace has been estimated at £1.53m per annum.
- 4.5 Appendix 2 illustrates there is significant new floorspace proposed between now and 2022, amounting to nearly 82,000m<sup>2</sup>. This comprises future school extensions to accommodate rising rolls, Local Development Plan primary school requirements, replacement schools from the end of the Wave 3 programme and the start of the Wave 4 programme, replacement of Queensferry High School, a potential new care home and the small net effect of the review of the depots estate. In addition, there are new early years facilities proposed throughout the city, but it is assumed that these will be funded by Scottish Government funding for the expansion of places to 1140 hours. The net effect of this future programme of build is anticipated to be an additional £3.54m per annum in property lifecycle costs, at 2018 prices.

## 5. Next Steps

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- 5.1 Finance and Resources Committee approved, in March 2018, that all new projects must report their revenue implications to the Committee in advance of project approval. Each new project will therefore continue to require a report to be brought before this committee at the appropriate time.

## 6. Financial impact

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- 6.1 The estimated net financial impact of the new floorspace is set out in the table below. The pre-2020 figure comprises pressures covering cleaning, repairs and maintenance, catering and janitorial costs between November 2015 and 2018, amounting to £910,000, plus the full forecast pressures in 2019/20 of £237,000. It assumes that uplifts in NDR poundage levels and utilities costs were recognised in the budget for those years, which reflects the reduction from the £1.53m in paragraph 4.4. These pressures have thus far been managed within the context of the Resources Directorate overall budget allocation, but given the extent of the anticipated forward increases, this position is not financially sustainable, given other pressures to reduce revenue expenditure.
- 6.2 The figures in the table below represent full year operating costs and will be further refined for each financial year once establishment opening dates and partial year effects are known. The figures reflect inflation and the anticipated increase in NDR poundage levels and rising utilities costs. These figures reflect new floorspace and are in addition to the increases in the budget required to reflect the increase in poundage and increasing utilities costs for the existing estate. The additional revenue required for the replacement Queensferry High School has already been factored into future revenue budgets, as set in the report to Committee in March 2018 and is therefore excluded from the figures below.

| Year                               | Pre 2020 | 2020<br>£000s | 2021<br>£000s | 2022<br>£000s | TOTAL<br>£000s |
|------------------------------------|----------|---------------|---------------|---------------|----------------|
| Additional net revenue requirement | £1,147   | £446          | £1,195        | £1,713        | £4,501         |

- 6.3 Opportunities to rationalise and consolidate the estate as a whole will, wherever appropriate and practicable, continue to be actively explored. In acknowledging the need to provide for the additional revenue cost implications of certain demand- and condition-led replacements and new-builds such as those listed in Appendix 2, however, further property running cost funding has been included within the budget framework to reflect:

- (i) rising school rolls;
- (ii) the Wave Four schools programme; and

(iii) additional, or expanded, facilities linked to the Local Development Plan.

6.4 At this stage, based on the appended cost projections and other non-premises cost-related expenditure estimates linked to the above factors, this level of provision made is sufficient to meet, in full, these additional costs. Given wider budgetary challenges facing the Council in the coming years, however, each case for funding will continue to be considered on its merits in order to strike an appropriate and sustainable balance between capital and revenue expenditure over the building's lifetime.

## **7. Stakeholder/Community Impact**

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7.1 This report has been developed with the input of the Communities and Families Directorate, the main source of the additional floorspace within the operational estate of the Council.

7.2 This report has no direct impact on the Equality Act 2010 or the Climate Change (Scotland) Act 2009; each of the projects listed will assess their impact individually as part of their approval process.

## **8. Background reading/external references**

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8.1 A previous report to this committee in March 2018 [Property condition project](#) instructed that all new capital projects should report their lifecycle implications to this committee for approval.

## **9. Appendices**

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Appendix 1: New Floorspace 2015 – 2019

Appendix 2: Forecast New Floorspace 2019 - 2022

## APPENDIX 1

### NEW BUILDING FLOORSPACE: NOVEMBER 2015 - DECEMBER 2018

| Project                                          | Completion | Gross Internal Floor Area M2 | Total    |
|--------------------------------------------------|------------|------------------------------|----------|
| Blackhall PS New Gym Hall                        |            | 289                          | £19,768  |
| Duddingston PS New Nursery                       | 13-Aug-15  | 331                          | £22,640  |
| Fox Covert PS New Nursery                        | 13-Aug-15  | 508                          | £34,747  |
| Wardie PS New Nursery                            | 12-Aug-15  | 261                          | £17,852  |
| Clermiston PS New classroom                      | 14-Aug-15  | 404                          | £27,634  |
| Flora Stevenson PS New classroom                 | 12-Aug-15  | 281                          | £19,220  |
| James Gillespie's PS New classroom               | 13-Aug-15  | 404                          | £27,634  |
| Pentland PS New classroom                        | 12-Aug-15  | 271                          | £18,536  |
| Ratho PS New classroom                           | 14-Aug-15  | 404                          | £27,634  |
| Kirkliston PS Gym/Dining Hall                    | 20-Oct-15  | 1685                         | £115,254 |
| Wardie PS New classroom                          | 12-Aug-15  | 271                          | £18,536  |
| Gilmerton PS New classroom                       | 14-Aug-15  | 436                          | £29,822  |
| Deanbank Annex Refurbishment                     | 14-Aug-15  | No change                    |          |
| Wester Hailes Underpass                          | 20-Nov-15  |                              |          |
| James Gillespie's Campus (new High School works) | 20-Oct-15  | 14,757                       | £924,934 |
| Liberton HS Gym extension (replacement)          | 24-Oct-16  | 835                          | £53,050  |
| Cramond PS (GYM)                                 | 21-Oct-16  | 308                          | £21,067  |
| East Craigs PS (GYM)                             | 14-Oct-16  | 282                          | £19,289  |
| Sciennes PS (Dining Hall)                        | 19-Sep-16  | 150                          | £10,260  |
| Towerbank PS (Dining hall)                       | 14-Oct-16  | 128                          | £8,755   |

|                                                                                  |           |                                              |            |
|----------------------------------------------------------------------------------|-----------|----------------------------------------------|------------|
| Heathervale YPC (New Build)                                                      | 05-Aug-16 | 530                                          | £33,500    |
| Seafield Depot Phase 1                                                           | 13-Feb-17 | 1535                                         | £104,994   |
|                                                                                  |           |                                              | £-00       |
| RSR 4 East Craigs PS<br>New build 3 classroom                                    | Aug-16    | 271                                          | £18,536    |
| RSR4 Fox Covert PS<br>New build 4 classroom                                      | Aug-16    | 456                                          | £31,190    |
| RSR 4 St Mary's PS Leith<br>New build 2 classroom                                | Nov-16    | 186                                          | £12,722    |
| Royston Care Home                                                                | Sep-16    | 4948                                         | £287,576   |
| Portobello HS                                                                    | Oct-16    | 17317                                        | £1,086,454 |
| Corstorphine PS new nursery                                                      | 15-Aug-17 | 310                                          | £20,052    |
| Davidson Mains new nursery                                                       | 15-Aug-17 | 435                                          | £28,570    |
| Ferryhill new nursery                                                            | 15-Aug-17 | 435                                          | £29,754    |
| Granton new nursery                                                              | 11-Sep-17 | 620                                          | £41,000    |
| Longstone PS new nursery                                                         | 15-Aug-17 | 360                                          | £23,472    |
| Bruntsfield PS                                                                   | 15-Aug-17 | No change to GIFA, existing area refurbished |            |
| Ferryhill PS                                                                     | 07-Aug-17 | No change to GIFA, existing area refurbished |            |
| RSR5 Corstorphine PS<br>new store and GP rooms above dining hall<br>Mezzanine    | 11-Aug-17 | 100                                          | £6,840     |
| RSR5 Liberton PS<br>new build – 4 classrooms                                     | 11-Aug-17 | 456                                          | £31,190    |
| RSR5 St Margaret's RC PS<br>Gym Hall, storage, changing rooms and<br>circulation | 15-Aug-17 | 302                                          | £20,657    |
| Buckstone PS<br>Assembly Hall and storage                                        | Jan-18    | 200                                          | £13,680    |
| New Boroughmuir High School                                                      | Feb-18    | 13,506                                       | £866,572   |
| Leith PS gym hall and nursery                                                    | Mar-18    | 848                                          | £55,136    |
| Davidson's Mains PS 8 classrooms                                                 | Aug-18    | 761                                          | £52,052    |
| Granton PS 2 classrooms                                                          | Aug-18    | 185                                          | £12,654    |
| Stockbridge PS s classrooms                                                      | Aug-18    | 151                                          | £10,328    |



|                                                    |        |              |                   |
|----------------------------------------------------|--------|--------------|-------------------|
| Trinity PS 2 classrooms                            | Aug-18 | 192          | £13,133           |
| Currie PS 4 classrooms                             | Aug-18 | 333          | £22,777           |
| Clermiston PS 2 classrooms modular unit            | Aug-18 | 179          | £12,244           |
| Cramond PS 2 classrooms modular unit               | Aug-18 | 149          | £10,192           |
| James Gillespie's PS 4 classrooms                  | Aug-18 | 358          | £23,348           |
| Newcraighall PS 3 classrooms                       | Aug-18 | 238          | £15,140           |
| Victoria PS 2 classrooms - modular unit            | Aug-18 | 179          | £12,244           |
| St Johns PS                                        | Aug-18 | 3794         | £244,828          |
| Tynecastle Nursery (by Hearts FC)                  | Oct-18 | 471          | £19,027           |
| <b>TOTAL</b>                                       |        | <b>71810</b> | <b>£4,557,469</b> |
| EXISTING REVENUE FUNDING FOR REPLACEMENT BUILDINGS |        |              | -<br>£3,025,000   |
| <b>NET INCREASE</b>                                |        |              | <b>£1,532,469</b> |

#### NOTES

1. Shaded entries indicate replacement buildings; note that most of these new buildings are larger than the ones they replaced, and their systems are far more sophisticated which improves environmental comfort, but are more expensive to run.
2. Forecast running costs are based on industry standard lifecycle costs and include utilities, soft FM (such as cleaning and waste management), repairs and maintenance, redecoration, life cycle replacement, grounds maintenance and non-domestic rates.
3. Estimate of existing budgets as some replacements only replace part of an existing building.
4. Assumes pro rata change to janitorial costs for additional floorspace, based on 1 FTE additional resource will be required for new primary schools

## APPENDIX 2

| FORECAST NEW FLOORSPACE JAN 2019 - AUG 2022 |                 |               |                       |                   |                    |                  |                          |                        |                    |
|---------------------------------------------|-----------------|---------------|-----------------------|-------------------|--------------------|------------------|--------------------------|------------------------|--------------------|
| PROJECT                                     | Completion Year | Floorspace    | Utilities<br>£13.7/m2 | Rates<br>£25/m2   | Cleaning<br>£17/m2 | R&M<br>£6.3/m2   | Janitorial net<br>change | Catering net<br>change | Total              |
| Rising rolls                                | 2019- 2021      | 8,689         | £119,039              | £217,225          | £147,713           | £54,741          | £55,610                  | £51,452                | £645,780           |
| Queensferry PS 4 classroom extension        | 2019            | 420           | £5,754                | £10,500           | £7,140             | £2,646           | £2,688                   | £34,200                | £62,928            |
| Kirkliston PS 4 classroom modular           | 2019            | 358           | £4,905                | £8,950            | £6,086             | £2,255           | £2,291                   | £15,200                | £39,687            |
| Sighthill PS - nursery TU relocation        | 2019            | 276           | £3,781                | £-00              | £4,692             | £1,739           | £1,766                   | £15,200                | £27,178            |
| St Cuthberts PS - nursery TU relocation     | 2019            | 180           | £2,466                | £-00              | £3,060             | £1,134           | £1,152                   | £15,200                | £23,012            |
| Queensferry High School                     | 2020            | 14,185        | £194,335              | £354,625          | £241,145           | £89,366          | £25,600                  | £10,000                | £915,070           |
| St Crispin's Special School                 | 2020            | 3,732         | £51,128               | £93,300           | £63,444            | £23,512          | £10,880                  | £10,000                | £252,264           |
| Oxgangs YPC                                 | 2020            | 530           | £7,261                | £13,250           | £9,010             | £3,339           | £640                     | -                      | £33,500            |
| Craigmillar HS                              | 2021            | 8,400         | £115,080              | £210,000          | £142,800           | £52,920          | -£25,600                 | £10,000                | £505,200           |
| Trinity HS                                  | 2022            | 14,000        | £191,800              | £350,000          | £238,000           | £88,200          | £25,600                  | £10,000                | £903,600           |
| Broomhills                                  | 2021            | 3,829         | £52,457               | £95,725           | £65,093            | £24,123          | £25,000                  | £73,000                | £335,398           |
| Canaan Lane                                 | 2021            | 3,829         | £52,457               | £95,725           | £65,093            | £24,123          | £25,000                  | £73,000                | £335,398           |
| Leith Western Harbour                       | 2021            | 3,829         | £52,457               | £95,725           | £65,093            | £24,123          | £12,800                  | £73,000                | £323,198           |
| Brunstane                                   | 2022            | 3,001         | £41,114               | £75,025           | £51,017            | £18,906          | £9,600                   | £73,000                | £268,662           |
| Maybury                                     | 2022            | 3,829         | £52,457               | £95,725           | £65,093            | £24,123          | £25,000                  | £73,000                | £335,398           |
| Builyeon Road SQ                            | 2022            | 3,829         | £52,457               | £95,725           | £65,093            | £24,123          | £25,000                  | £73,000                | £335,398           |
| St Catherine's                              | 2022            | 3,554         | £48,690               | £88,850           | £60,418            | £22,390          | £22,746                  | £15,200                | £258,294           |
| Care Home                                   | 2022            | 4,207         | £57,636               | £105,175          | £71,519            | £26,504          | £26,925                  | -                      | £287,759           |
| Depots Estate                               | 2020            | 940           | £12,878               | £23,500           | £15,980            | £5,922           | £6,016                   | -                      | £64,296            |
| <b>TOTAL</b>                                |                 | <b>81,617</b> | <b>£1,118,153</b>     | <b>£2,029,025</b> | <b>£1,387,489</b>  | <b>£514,187</b>  | <b>£278,714</b>          | <b>-</b>               | <b>£5,952,020</b>  |
| <b>Existing budget</b>                      |                 |               | <b>-£471,000</b>      | <b>-£633,000</b>  | <b>-£702,000</b>   | <b>-£611,000</b> | <b>£-00</b>              | <b>£-00</b>            | <b>-£2,417,000</b> |
| <b>Net change</b>                           |                 |               | <b>£647,153</b>       | <b>£1,396,025</b> | <b>£685,489</b>    | <b>-£96,813</b>  | <b>£278,714</b>          | <b>£624,452</b>        | <b>£3,535,020</b>  |