

Notice of meeting and agenda

Education, Children and Families Committee

10.00 am Tuesday, 15th December, 2020

Virtual Meeting - via Microsoft Teams

This is a public meeting and members of the public are welcome to watch the live webcast on the Council's website.

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 Any items under "Private Business" will not be published, although the decisions will be recorded in the minute of this meeting.

Contacts

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1. Order of Business

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

2. Declaration of Interests

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

3. Deputations

- 3.1 If any

4. Minutes

- 4.1 Minute of Education, Children and Families of 13 October 2020 – 9 - 20
submitted for approval as a correct record

5. Forward Planning

- 5.1 Work Programme 21 - 24
- 5.2 Rolling Actions Log 25 - 42

6. Business Bulletin

6.1	Business Bulletin	43 - 70
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7. Executive Decisions

7.1	Energy in Schools Annual Report – Report by the Executive Director of Resources	71 - 80
7.2	Teaching, Learning & Assessment in the Broad General Education - Covid Context – Report by the Chief Executive	81 - 138
7.3	Promoting Equality – Report by the Chief Executive	Verbal Report
7.4	Edinburgh Learns For Life: Inclusion Annual Report – Report by the Chief Executive	139 - 190
7.5	Edinburgh Learns: Equity – Report by the Chief Executive	191 - 208
7.6	Child Poverty Update – Report by the Chief Executive	209 - 302
7.7	Early Learning and Childcare Partner Provider Funding – Report by the Chief Executive	303 - 308
7.8	Corporate Parenting Action Plan – Report by the Chief Executive	309 - 314
7.9	Edinburgh Child Protection Committee Annual Report 2019-20 – Report by the Chief Executive	315 - 340
7.10	Rising School Rolls Update – Report by the Chief Executive	341 - 354
7.11	School Admissions and Appeals Policy – Report by the Chief Executive	355 - 372
7.12	Revenue Monitoring 2020-21 - Month Six Position – Report by the Chief Executive	373 - 380

8. Motions

8.1 Motion by Councillor Mary Campbell – Appointment to Corporate Parenting Member/Officer Working Group

“Committee:

Agrees to replace Councillor Mary Campbell with Councillor Gavin Corbett on the Corporate Parenting Member Officer Working Group.”

8.2 Motion by Councillor Laidlaw – Delivery of School Sports

“Committee:

Acknowledges the value that outdoor sport activity brings to the pupils in City of Edinburgh Council schools and the measures that have been implemented both by the department, schools and national sporting bodies to allow for safe sport to continue despite the COVID-19 pandemic.

Recognises that City of Edinburgh Council schools have had limited success in restarting sport after the October break (as agreed by Committee) due to the reduced teacher resource available and crucially a prohibition against parental and external coaching through the Active Schools programme.

Notes that this ongoing restriction puts pupils at City of Edinburgh Council Schools at a notable disadvantage compared to their peers in the independent sector and may jeopardise their sporting ambitions and career paths.

Agrees the following:

- 1) To reinstate the Active Schools infrastructure - to allow online bookings and relieve burdens on schools regarding admin, timetabling, risk assessment, payment, registration, PVG checks, insurance and track and trace.
- 2) To allow approved parent volunteers and external coaching to delivery of all outdoor sports clubs while Edinburgh is under Level 3 restrictions.

- 3) To put in place risk assessments for delivery of indoor sports clubs for any reduction to Level 2 restrictions, in line with Scottish Government Sport Scotland guidance - and Education Scotland guidance for indoor PE.
- 4) For Sports Academies to return for netball, football, badminton and hockey in January 2021 and for solutions to be found for these 'identified' young athletes to train on Friday afternoons or Saturdays in Community Sports Hubs with external and specialist coaches.
- 5) Direct and regular communication to the school sports community (including staff, pupils and parents) on how the above will be implemented and indicative timelines”

9. Resolution to Consider in Private

- 9.1** The Committee, is requested under Section 50(A)(4) of the Local Government (Scotland) Act 1973, to exclude the public from the meeting for the following item of business on the grounds that it would involve the disclosure of exempt information as defined in Paragraph 6 and 9 of Part 1 of Schedule 7A of the Act.

10. Private Business

- 10.1** Boroughmuir High School - Post Project Review Update – Report 487 - 492
by the Chief Executive

Andrew Kerr

Chief Executive

Committee Members

Councillors Councillor Ian Perry (Convener), Councillor Alison Dickie (Vice-Convener), Councillor Eleanor Bird, Councillor Steve Burgess, Councillor Mary Campbell, Councillor Scott Douglas, Councillor Joan Griffiths, Councillor David Key, Councillor Callum Laidlaw, Councillor Jason Rust and Councillor Louise Young.

Added Members for Education Items

Religious Representatives

Fiona Beveridge, Therese Laing and Rabbi David Rose.

Parent Representative (Non-Voting)

Alexander Ramage

Information about the Education, Children and Families Committee

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

Further information

If you have any questions about the agenda or meeting arrangements, please contact , Committee Services, City of Edinburgh Council, Business Centre 2.1, Waverley Court, 4 East Market Street, Edinburgh EH8 8BG, email lesley.birrell@edinburgh.gov.uk or matthew.brass@edinburgh.gov.uk.

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Minutes

Education, Children and Families Committee

10.00am, Tuesday 13 October 2020

Present:

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

Religious Representatives

Fiona Beveridge, Therese Laing and Rabbi David Rose.

Parent Representative

Alexander Ramage

1. Work Programme

The Committee's Work Programme updated to October 2020 was presented

Decision

To note the Work Programme.

(Reference – Work Programme 13 October 2020, submitted)

2. Rolling Actions Log

The Rolling Actions Log for October 2020 was presented.

Decision

- 1) To close the following actions:
 - Action 1 – Edinburgh Leisure - Free and Affordable Activities.
 - Action 2 – Wester Hailes Working Group
 - Action 4 – Edinburgh Community Learning and Development Partnership Plan 2018-2021.
 - Action 5 – Towerbank Primary School - On-site Cooking of School Meals.
 - Action 11 – Community Access to Secondary School Sport Facilities - Impact of Introduction of Non-Core Hour Charges.
 - Action 13 and 25 – Early Years 1140 Expansion - Progress and Risk Update.
 - Action 15 – Improving Attainment - Care Experienced Children and Young People Fund.

- Action 16 – Choose Youth Work.
 - Action 22 – 2020-2023 Communities and Families Grants to Third Parties Programme.
 - Action 23 – Promoting Equality.
 - Action 23 – Children and Young People’s Participation.
 - Action 29 – School Roll Projections and Rising School Rolls.
 - Action 31 – Update on the Wester Hailes Education Centre Working Group.
 - Action 34 – Revenue Monitoring 2019-20 - Month Nine Position.
- 2) To add a new action to indicate that a further update would be provided at the next meeting on the Wester Hailes Working Group.
 - 3) To circulate a briefing note to committee members providing an update on Action 9 - Delivery of the New Boroughmuir High School - Post Project Review.
 - 4) To otherwise note the remaining outstanding actions.

(Reference - Rolling Actions Log – 13 October 2020, submitted)

3. Business Bulletin

The Business Bulletin for October 2020 was presented

Decision

To note the Business Bulletin.

(Reference – Business Bulletin, submitted).

4. Edinburgh Children’s Partnership Children’s Service Plan 2020-2023

The Edinburgh Children’s Partnership 3-year strategic plan was presented. The Plan had been produced in consultation with Edinburgh’s children, young people, parents, carers and staff

It was noted that the Plan, it’s content and its progress was to be reviewed annually by the Scottish Government as well as the Edinburgh Children’s Partnership, with the first year review due in April 2021.

Decision

- 1) To approve and ratify the report before it is put before the NHS Lothian Board for agreement.
- 2) To record the Committee’s thanks to all officers, partners and stakeholders for their work in taking forward the Plan.

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

5. Schools Reopening Update

An update was provided on the progress on the safe return of schools since the initial reopening on 11 August 2020. The Council's Delivery Phasing Plan still remained the basis and route-map for the safe return to schools.

Detailed information was also provided on the following areas of the safe return to school roadmap:

- Learning and teaching
- Support for learners who are self-isolating
- Line-teaching
- Digital provision
- Learning grids
- Resources for secondary schools
- Clickview
- Communications
- Facilities management
- Transport
- Buildings
- Risk
- Outdoor learning/extra-curricular.

It was noted that further areas had been made available from Scottish Government to aid in the provision of these factors noted above throughout the 2020/21 academic year.

Written deputations were accepted by Committee from five parent/volunteer coaches regarding reinstatement of extra-curricular activity and from the Jack Kane Centre Community Wing in relation to the resumption of youth work.

Decision

- 1) To note the contents of the report.
- 2) To note the actions taken to respond to Covid-19 and the return to schools.
- 3) To approve the incremental reintroduction of extra-curricular activities.
- 4) To note that Officer's intended to circulate a briefing note on 16 October 2020 to all elected members on proposals for the reintroduction on a phased basis of extra-curricular activities and outdoor learning and that elected members on this Committee would be sighted on the content of the briefing note in advance of its wider circulation.
- 5) To request that the following information to be included in the briefing:
 - a. Clarification on plans for indoor physical education

- b. Greater clarity around the reintroduction of outdoor sports
 - c. Informing schools and parents on what measures they could take to organise activities, within the guidelines.
 - d. Information on how organisations could operate independently within council owned facilities and deliver a service safely and within the guidelines.
 - e. Information on the process for organisations who may wish to submit applications to use community centres for indoor activities.
 - f. Information on the Scottish Government and YouthLink Scotland guidance on indoor youth work.
- 6) To note the briefing note would cover other Council services in addition to schools and lifelong learning.
 - 7) To note that Officers intended to provide a response to the three questions raised in the written deputation from the Jack Kane Community Wing in relation to the resumption of indoor youth work and that elected members would also be sighted on that response.
 - 8) To recognise the vital role of youthwork in holistic education, the wellbeing of children and young people, and the school recovery process, and note the ongoing work to scale back up provision post October recess. Furthermore, to note that new arrangements to support youth work in schools and across the Council estate would need to identify solutions to meet the additional COVID safety requirements and delegates to the Executive Director for Communities and Families to work with relevant groups in the City to work through these barriers as far as possible.
 - 9) To request a report back to the Education Children and Families Committee in December 2020 outlining the progress in the reintroduction of extracurricular activities into schools.
 - 10) To ensure that officers communicated to parents, families and carers the extra-curricular activities planned to be reintroduced after the October break.
 - 11) To request that a briefing be circulated to members on progress with the plans and associated timescales for young people's access to digital learning across the school estate.

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

Declaration of Interests

Councillor Key declared a non-financial interest in the above item as a parent of a child attending a school in the city.

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

6. Standards and Quality Report

An update was given on the standards and quality currently being achieved throughout the city as well as the key inputs responsible for achieving these standards.

There had been an improvement across the board in attainment and literacy, with the school's commitment to improving teaching and learning skills of staff - through the Edinburgh Learns Teaching programme - a key mechanism in this improvement. This alongside the increased flexibility and responsiveness of staff had been pivotal in improving standards and quality.

It was further noted that there had been a clear improvement in employer engagement, with 92.4% increase of young people in employment, education or training, which represented an increase of 0.2% since August 2019 and was above the national average of 92.1%.

Decision

- 1) To note the improvements in progress towards actions across every Edinburgh Learns themed Board.
- 2) To commend the flexibility and responsiveness of all staff in delivering services within the context of risk management
- 3) To provide an update to Committee once full information on predicted pupil subject grades were available.

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

7. Promoting Equality

A summary was provided on progress of the Equality, Diversity and Inclusion Action Plan approved at the July 2020 Policy and Sustainability Committee. The work involved within the framework of the Plan aimed at raising awareness of discrimination and inequality most notably the deep-rooted issue of systematic and interpersonal racism.

The report noted the main pathways utilised to raise awareness of discrimination and inequality including:

- Communication and Engagement
- Adaption and Renewal
- Representation, Retention and Renewal
- Teaching and Learning
- Health and Wellbeing
- Professional Learning

It was recognised that the next steps for promoting equality were outlined in the Equality, Diversity and Inclusion Action Plan and that progress must be in alignment with Children's Partnership members.

Decision

- 1) To note the progress and work underway to promote equality, diversity and inclusion across City of Edinburgh schools and youth work, in all aspects of education and Lifelong Learning systems, procedures and practices
- 2) To progress work as outlined in the Equality, Diversity and Inclusion Action Plan set out in Appendix 2 of the report ensuring alignment with Children's Partnership members.
- 3) To agree to written and verbal updates at every cycle of meetings by rotation.

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

8. Outcome of the Consultation Process for the Naming of the New Castlebrae Community High School Building

A replacement building for the existing Castlebrae Community High School was under construction. The original scheduled completion date was August 2021 although this had now been delayed by approximately six months due to the Covid-19 pandemic.

As part of the design process, consultation took place with the school and wider community and key partners, to establish the preferred option for the name of the new building. The outcome of this consultation was majority support for retaining the name "Castlebrae".

During discussion, members felt it would be appropriate that further consultation should be undertaken with the school, wider community and key partners in order to clarify the proposed options for the new school's name as this had not been made expressly clear during the initial consultation process.

Decision

- 1) To note the outcome of the consultation.
- 2) To request the Executive Director for Communities and Families to undertake further consultation and engagement with the school, wider community and key partners to clarify the preferred option for the name of the new building.
- 3) Thereafter, the Executive Director for Communities and Families would advise all committee members by email of the outcome of the further consultation in order that a final decision could be reached timeously.

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

9. New Primary School Name Confirmation – Frogston Primary School

Information was provided on the consultation process which had been undertaken between the Council, local elected members, local community councillors and the wider

school community on the proposed name for the new primary school in South East Edinburgh.

The outcome of the consultation process was presented and the preferred name for the new school which Committee was asked to approve was Frogston Primary School.

Decision

To approve the name for the new primary school in South East Edinburgh as Frogston Primary School.

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

10. Early Years Expansion to 1140 Funded Hours – Progress Update

An update was provided on the impact of Covid-19 on the delivery of 1140 hours from August 2020. The Scottish Government had informed local authorities that the statutory requirement to deliver 1140 hours from August 2020 had been suspended and that this remained at 600 hours for 2020/21. Further guidance was awaited from the Scottish Government on when the statutory requirement for 1140 hours would be re-introduced.

The Scottish Government had further advised that local authorities could use the 1140 funding for 2020/21 to provide critical childcare for the period 1 April to 7 August 2020.

Uncommitted funding could also be used to address the costs of education recovery. A report presented to the Council's Policy & Sustainability Committee on 6 August 2020 had indicated that up to £10.4m of 1140 funding was estimated to be required to address these costs.

Decision

- 1) To note the progress update on the Early Years 1140 Expansion in Edinburgh and the Scottish Government delay for this to be fully implemented by August 2020.
- 2) To agree to the continued phasing in of 1140 hours of funded early learning and childcare in local authority and partner provider settings where this was already in place and where there was capacity to deliver the increased hours.
- 3) To acknowledge the potential financial saving of not continuing to proceed with the implementation of 1140 hours where there was capacity to delivery this prior to the revised statutory due date to be confirmed by the Scottish Government.
- 4) To agree to work with Partner Providers to establish how many extra 1140 hours places they could provide from January 2021 and to consider how these extra places could be prioritised in the first instance to families experiencing poverty because of COVID.

- 5) To ensure that families/carers were provided with full information about how their funded hours could be used between local authority and partner providers should they be required to split nursery care between the two sectors.

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

11. Revenue Monitoring 2020/21 – Month Three Position

The Revenue Monitoring 2020/21 - Month Three Position was presented to Committee. The report projected the month three revenue monitoring position for the Communities and Families service, based on analysis of actual expenditure and income to the end of June 2020, as well as expenditure and income projections for the remainder of the financial year.

It was noted that the total projected (full year) gross budget pressure was currently £12.4m, partially offset by one-off mitigations totalling £4.1m, resulting in a net residual budget pressure of £8.3m.

It was noted that the Executive Director for Communities and Families was committed to taking all measures necessary to reduce budget pressure, however, the magnitude of these pressures alongside the pandemic pressures had the potential to generate significant overspend.

Decision

- 1) To note the net residual budget pressure of £8.3m which remained at month three, of which £8.2m related to the impact of the Covid-19 pandemic.
- 2) To note that approved savings and operational efficiencies in 2020/21 totalled £4.547m, with £4.141m on track to be delivered in full; £0.306m assessed as amber, pending further detailed implementation plans and £0.100m assessed as being at risk of not being delivered.
- 3) To note that the Executive Director for Communities and Families was taking measures to reduce budget pressures.

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

12. Appointment to the Sub-Committee on Standards for Children and Family, Consultative Committee with Parents and Working Groups 2020/21

Committee were asked to consider the appointment of members to the Sub-Committee on Standards for Children and Families, Consultative Committee with Parents and other Working Groups for 2020/21.

Decision

- 1) To appoint the membership of the Sub-Committee on Standards for Children and Families for 2020/21 as set out in appendix 1 of the report subject to Councillor Burgess replacing Councillor Mary Campbell.
- 2) To appoint Councillor Perry as Convener of the Sub-Committee on Standards for Children and Families for 2020/21.
- 3) To appoint the membership of the Consultative Committee with Parents for 2020/21 as set out in Appendix 2 of the report subject to Councillor Burgess replacing Councillor Mary Campbell and Councillor Douglas replacing Councillor Smith.
- 4) To appoint Councillor Perry as the Convener of the Consultative Committee with Parents for 2020/21.
- 5) To appoint membership of the Working Groups for 2020/21 as set out in Appendices 3, 4 and 5 of the report subject to Councillor Corbett replacing Councillor Mary Campbell on the Wester Hailes Working Group.

(Reference – report by the Chief Executive, submitted.)

13. Motion by Councillor Laidlaw – Urgent Need to Reconsider ECC Stance on Extra-Curricular Sport

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

“Committee:

Notes City of Edinburgh schools have yet to return to scheduled after-school sports, including those that are played outside.

Recognises the importance of sports for physical and mental health and the very low level of coronavirus risk for sports played outside.

Notes that Edinburgh’s independent schools have resumed after- schools sports, with many taken advantage of additional slots at City of Edinburgh facilities, and that such activities have prevented spectators attending to reduce any coronavirus contagion risk.

Notes that Council Sports Academies - which provide extra training for S1 and S2 pupils – allowing an advantage to independent school children in the chance to successfully trial for developmental pathways to district and national team selections.

Agrees to an immediate return to activity on a sport-by-sport basis for all schools, where the national governing body for that sport has guidelines for safe return to play.

- moved by Councillor Laidlaw, seconded by Councillor Rust

Decision

To approve the motion by Councillor Laidlaw.

14. Motion by Councillor Burgess – School Extra-Curricular Activity

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

- “1. Notes the current Council practice to suspend all school extracurricular activities, including primary school football on public parks;
2. Understands the decision is because of the concern about spreading covid19 virus and is intended to minimise contact between children or young people, and adults who are not teachers, and also to minimise the possible mixing of pupil year-group ‘bubbles’ during activities;
3. However, notes the positive benefits of extracurricular activity on the overall health and well-being of children and young people and that many extracurricular activities take place outdoors, some conducted in public parks and that in many cases children take part in their established school bubble;
4. Notes the relatively low risk of contagion during outdoor activity as reflected by Scottish Government guidance. Further notes that private sports have been permitted under Scottish Government regulations since August and that children who attend private schools or who are members of private clubs have been taking part in extracurricular sports while children attending council schools have not be able to do so;
5. Believes that it would be possible to put in place guidance for groups undertaking at least certain extracurricular activities such as primary school football in public parks, in order to minimise the risk of contagion and allow activities to go ahead;
6. Therefore, requests that the current position on school extracurricular activity be reviewed in time for the return to school after the October holiday, with appropriate guidance issued to schools and school sports clubs about which extracurricular activities may be carried out and in what way, with a briefing note on this review circulated to committee members.”

- moved by Councillor Burgess, seconded by Councillor Mary Campbell

Decision

To approve the motion by Councillor Burgess. .

15. Motion by Councillor Burgess – Outdoor Learning

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

“This Committee:

1. Welcomes that the Council’s Local Delivery Phasing Plan for the return to school emphasises the importance Outdoor Learning in response to the Covid19 pandemic and states that for both secondary and primary schools that ‘*outdoor learning will be maximised*’;
2. Regrets that outdoor centres and outdoor learning projects across Scotland face a bleak future with greatly reduced income and that the Council’s own outdoor centres face a shortfall of nearly £1.4m this year;
3. Recognises that there is some outdoor learning being provided by school staff. However, understands that third- sector outdoor learning providers in the City are ready to provide additional outdoor learning for schools and that many schools would be glad to have that extra teaching capacity. Yet, the engagement of outdoor learning partners is currently suspended by the council;
4. Acknowledges that the well-being of pupils and staff during the covid19 pandemic is paramount but that by its nature outdoor learning is relatively a low-risk activity in terms of contagion, that pupils tend to take part in class or year- group ‘bubbles’ and that risks could be mitigated through the application of a risk assessment and appropriate guidance;
5. Notes that Scottish government guidance issued on 2 September states that ‘*In the autumn term, if they wish to, schools can resume non-overnight domestic educational visits*’
6. Therefore, calls for an immediate review of the current suspension of outdoor learning provided by third-sector partners, with a view to maximising outdoor learning opportunities for council school pupils following the October holiday and a briefing note on this review circulated to committee members.”

- moved by Councillor Burgess, seconded by Councillor Mary Campbell

Decision

- 1) To approve the motion by Councillor Burgess.
- 2) To note that officers had committed to providing an update on outdoor learning in the briefing note called for under item 5 above (Schools Reopening Update).

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Work Programme

Education, Children and Families Committee

15 December 2020

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

Agenda Item 5.1

	Title / description	Purpose/Reason	Lead officer	Directorate	Progress updates	Expected date
6	Promoting Equality	Every cycle (verbal and written updates by rotation)	Lorna French	Communities and Families	Every cycle	March 2021(written) June 2021 (verbal) August 2021 (written) October 2021 (verbal) December 2021(written)
7	Senior Phase Attainment 2017-18	Annual Report	Lorna French	Communities and Families	Annual	May 2021
8	Appointments to Sub-Committee on Standards for Children and Families, Consultative Committee with Parents and Working Groups 2019/2020	Annual Report	Lesley Birrell	Chief Executive	Annual	May 2021
9	Senior Phase Attainment	Annual Report	Lorna French	Communities and Families	Annual	May 2021
10	Edinburgh Learns Health and Wellbeing	Annual Report	Lorna French	Communities and Families	Annual	May 2021
11	Edinburgh Learns Equity	Annual Report	Lorna French	Communities and Families	Six Monthly & Annual	May 2021 December 2021

	Title / description	Purpose/Reason	Lead officer	Directorate	Progress updates	Expected date
12	Edinburgh Learns Learning Together Framework for Parental Engagement and Involvement	Annual Report	Lorna French	Communities and Families	Annual	August 2021
13	Edinburgh Child Protection Committee Annual Report	Annual Report	Euan Currie	Communities and Families	Annual	October 2021
14	Raising Attainment – Frameworks for Learning – Teaching and Learning	Annual Report	Lorna French	Communities and Families	Annual	October 2021
15	Educational Attainment in Broad General Education	Annual Report	Lorna French	Communities and Families	Annual	October 2021
16	Edinburgh Learns Inclusion Annual Report	Annual Report	Lorna French	Communities and Families	Annual	October 2021
17	Lifelong Learning Plan	Annual Report	Lorna French	Communities and Families	Annual	October 2021

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Rolling Actions Log

Education, Children and Families Committee

15 December 2020

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
1	14-08-18	Sport and Outdoor Learning	To agree a further and more detailed report on Community Asset Transfer of sports facilities shall be presented to this Committee in 2018/19.	Executive Director for Communities and Families	March 2021		Committee requested in December 2019 for a report in two cycles on how schools can ensure that young people from low income families are not excluded from experiencing residential outdoor learning, the percentage of young people who were not attending outdoor learning and the

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							<p>reasons why and investment required to allow appropriate financial support to be available to address the reducing poverty and inequality agenda: the report to also include data on numbers of children attending and details of funding in place to allow them to attend.</p> <p>Outdoor Centres are currently closed due to the pandemic, report is scheduled for March 2021 in</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							line with the re-opening.
2	09-10-18	Lifelong Learning Plan	To agree to receive an annual progress update report.	Executive Director for Communities and Families	March 2021		<u>October 2019</u> An update was provided to Committee on 8 October 2019 as part of the report on Lifelong Service Plan/Arts and Creative Learning Update.
3	09-10-18	Raising Attainment: Frameworks for Learning: Teaching and Learning	To ensure impact of this framework by requesting an annual update on the quality of Teaching and Learning.	Executive Director for Communities and Families	December 2020		Report on agenda for this meeting. <u>October 2019</u> An update was provided to Committee in the report on Educational Attainment in the BGE, 2018-19 on 8 October 2019.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
4	09-10-18	Educational Attainment in the Broad General Education for Primary and Secondary Schools 2018	To agree to receive further annual reports on attainment/improvements in performance.	Executive Director for Communities and Families	March 2021		<u>October 2019</u> An update was provided to Committee in the report on Educational Attainment in the BGE, 2018-19 on 8 October 2019.
5	Private Item 09-10-18	Delivery of the New Boroughmuir High School – Post Project Review	To request that a follow-up report is submitted to the Education, Children and Families Committee in May 2019 so that progress on implementing all the recommendations included in the Post Project Review can be considered.	Executive Director for Communities and Families	December 2020		Report on private agenda for this meeting.
	13-10-20		To circulate a briefing note to Committee members providing an update on the post project review.	Executive Director for Communities and Families	December 2020		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
6	11-12-18	Energy in Schools Annual Report	<p>1) To note that an annual progress report will be submitted to Committee in 2019 on Energy in Schools.</p> <p>2) To note the urgency of meeting statutory 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 2020		<p>Report on agenda for this meeting.</p> <p><u>December 2019</u></p> <p>Committee called for a further report that provides a route map for achieving net-zero carbon by 2030 in the school estate and refers this to the Policy and Sustainability Committee to decide the appropriate timeline.</p>
7	03-03-20	Community Access to Secondary School Sport	To request a report back to the Committee in August providing information on the proposals agreed with the	Executive Director for Communities and Families	March 2021		Deferred as per Scottish Government Guidance there is

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		<u>Facilities – Impact of Introduction of Non-Core Hour Charges</u>	Edinburgh Leisure Board on the transfer of additional community access functions prior to their implementation; the report to also include information on access arrangements to schools for parent councils.				currently no community access to school at this time.
8	11-12-18	<u>Edinburgh Learns: Learning Together Framework for Parental Engagement and Involvement</u>	Ensure impact of Edinburgh Learns Framework: Learning Together by requesting an annual update report from the Edinburgh Learns Strategic Group for 'Learning Together'.	Executive Director for Communities and Families	March 2021		
9	21-05-19	<u>Future Statutory Consultation Requirements</u>	To approve that draft statutory consultation papers are brought forward to future Committee meetings for consideration before publication after	Executive Director for Communities and Families	Ongoing		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			informal consultation with affected communities.				
10	21-05-19	Senior Phase Attainment 2018/19	To agree to receive further annual reports on attainment/improvements in performance in the Senior Phase.	Executive Director for Communities and Families	March 2021		
11	21-05-19	Response to Incident Survey	<p>Ensure that any future report includes details on:</p> <ul style="list-style-type: none"> • Quality assurance to ensure that incidents are reported correctly and consistently. • Actions that are taken when incidents are being reported. • Work with the Unions to ensure there are no gaps in the reporting data. • Actions that are being taken to support teachers 	Executive Director for Communities and Families	March 2021		<u>December 2020</u> The working group has recently restarted and a report will come to Committee March 2021.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			and PSAs who experience a violent incident.				
12	21-05-19	Edinburgh Learns: Framework for Digital Learning	To request a report in December 2019 which details the progress made on the implementation of the digital strategy. This should focus on any technical difficulties encountered with the infrastructure and any technical support required as identified by the officer working group including cluster technicians, school budgets and the affordability of hardware, and Wi-Fi access at home.	Executive Director for Communities and Families	December 2020		Report on agenda for this meeting. <u>October 2020</u> An update was included in the Return to Schools Report on 13 October 2020.
13	21-05-19	Edinburgh Learns: Health and Wellbeing	To agree to receive further annual reports on Health and Wellbeing in Edinburgh schools.	Executive Director for Communities and Families	March 2021		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
14	16-08-19	Reducing Child Poverty	To agree to receive six monthly report to Committee from the Child Poverty Action Unit to effectively scrutinise progress and actions to mitigate/reduce child poverty.	Executive Director for Communities and Families	December 2020		Report on agenda for this meeting.
15	03-03-20	Children and Young People's Participation	Request a further report in March 2021.	Executive Director for Communities and Families	March 2021		
16	08-10-19	Edinburgh Learns Inclusion Annual Report	To agree to receive further annual reports on inclusion. To agree that the board will identify strategic tasks in relation to inclusion and liaise with senior managers to request the establishment of working groups to progress them.	Executive Director for Communities and Families	December 2020		Report on agenda for this meeting. <u>October 2020</u> An update was included in the Return to Schools report on 13 October 2020.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
17	08-10-19	Motion by Councillor Arthur – Reducing Child Poverty and Hunger (see agenda)	<p>1) To note the next Reducing Child Poverty report will come to the Education, Children and Families Committee in March 2020 which will include an update on the work ongoing to reduce child poverty and holiday hunger.</p> <p>2) To request that this report also includes information on the feasibility of the Council doing more to tackle holiday hunger either alone or via increased partnership working in this area.</p>	Executive Director for Communities and Families	December 2020		<p>Report on agenda for this meeting.</p> <p><u>October 2020</u></p> <p>Noted that the report was scheduled for December 2020 to take into account the new Child Protection Plan.</p> <p><u>March 2020</u></p> <p>This will be included in the report on the child poverty action plan in May 2020.</p>
18	10-12-19	Deputation – Edinburgh Local Association of the EIS –	To ask the Executive Director for Communities and Families to provide an update report back to	Executive Director for Communities and Families	December 2020		Update included in Business Bulletin for this meeting.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		Results of Violence at Work Survey	Committee on violence against teachers in two cycles.				
19	10-12-19	Update on Trinity Academy Wave 4 Project	To note that an update report would be submitted at the end of the feasibility stage.	Executive Director for Communities and Families	Ongoing		
20	10-12-19	Outdoor Learning	To request a report back in two cycles on how schools can ensure that young people from low income families are not excluded from experiencing residential outdoor learning, the percentage of young people who were not attending outdoor learning and the reasons why and investment required to allow appropriate financial support to be available to address the reducing poverty and inequality agenda; the report to also include data on	Executive Director for Communities and Families	March 2021		Outdoor Centres are currently closed due to the pandemic, report is scheduled for March 2021 in line with the re-opening.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			numbers of children attending and details of funding in place to allow them to attend.				
21	10-12-19	<u>South East Improvement Collaborative</u>	To request further updates.	Executive Director for Communities and Families	March 2021		
22	06-02-20 (Council)	Motion by Councillor Laidlaw – Curriculum Concerns	Coalition Amendment approved as follows: Council is asked: 1) To note that the Scottish Parliament passed a motion on 16 January 2020 agreeing to an independent review of how the Curriculum of Excellence implemented in the senior phase following concerns about narrowing the breadth of subject choices available	Executive Director for Communities and Families	December 2021		<u>December 2020</u> The Scottish Government have paused the independent review.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>and the appropriateness of multi-level teaching.</p> <p>2) To recognise that a motion was passed by full Council in September 2019 asking for information on the breadth of subject choice and information was provided to the Education, Children and Families Committee in the report - 'Edinburgh Learns: Pathways to Develop Our Young Workforce'</p> <p>3) To acknowledge the Scottish Government has commissioned an independent review of the Senior Phase focused on the breadth of the curriculum offer, number of subjects and qualitative analysis of the</p>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>experiences of pupils, parents and carers, and teachers. An interim report is due in June 2020.</p> <p>To therefore request the Council response will be reported to the Education, Children and Families Committee for members consideration before submission to the Scottish Government.</p>				
23	03-03-20	<u>Response to Petition: Review Changes to English as an Additionally Language for Dalry Primary School</u>	To agree that a report is presented in March 2021 to allow sufficient time for the impact of the proposed actions at section 5 to be evaluated.	Executive Director for Communities and Families	March 2021		
24	03-03-20	Motion by Councillor Laidlaw – Thistle	Officers to review the results of the projects to date and assess how these principles	Executive Director for	TBC		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		Foundation Children's Wellbeing Project	and partnership working could be applied in other schools across the North East and beyond.	Communities and Families			
25	13-10-20	<u>Schools Re-Opening Update</u>	<p>1) To request a report back to the Education Children and Families Committee in December 2020 which outlines the progress in the reintroduction of extracurricular activities into schools.</p> <p>2) To note that officers intended to provide a response to the three questions raised in the written deputation from the Jack Kane Community Wing in relation to the resumption of indoor youth work and that elected members would also be sighted on that response</p>	<p>Executive Director for Communities and Families</p> <p>Executive Director for Communities and Families</p>	<p>December 2020</p> <p>10 November 2020</p>	<p>10 November 2020</p>	<p>Update in business bulletin for this meeting.</p> <p>Email sent to deputation on 10 November 2020 responding to issues raised in their written deputation to this committee and also to the Policy and Sustainability</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							Committee on 6 October 2020.
26	13-10-20	Wester Hailes Working Group	To request a further update on the Working Group to the December meeting of the Committee.		March 2021		December 2020 A meeting of the Wester Hailes Working Group has been arranged for 14 January 2021.
27	13-10-20	<u>Standards and Quality Report</u>	<ol style="list-style-type: none"> 1. To note the improvements in progress towards actions across every Edinburgh Learns themed Board. 2. To commend the flexibility and responsiveness of all staff in delivering services within the context of risk management 3. To provide an update to committee once full information on predicted 	Executive Director for Communities and Families	March 2021		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			pupil subject grades were available				
28	13-10-20	Promoting Equality	To agree to written and verbal updates at every cycle by rotation	Executive Director for Communities and Families	Ongoing		Verbal update on the agenda for this meeting.
29	13-10-20	Outcome of the consultation process for the naming of the new Castlebrae Community High School building	To request the Executive Director for Communities and Families to undertake further consultation and engagement with the school, wider community and key partners to clarify the preferred option for the name of the new building. Thereafter, the Executive Director for Communities and Families to advise all Committee members by email of the outcome of the further consultation in order that a final decision could be reached timeously.	Executive Director for Communities and Families	December 2020	November 2020	Recommended for closure. Briefing on outcome of further consultations emailed to Committee members on 18 November 2020.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
30	13-10-20	Motion by Councillor Burgess – Outdoor Learning	To note that officers had committed to providing an update on outdoor learning in the briefing note called for under item 7.2 on the agenda (Schools Re-opening Update)	Executive Director for Communities and Families	December 2020		Briefing is included with the Business Bulletin for this meeting.



Business Bulletin

Education, Children and Families Committee

10.00am, Tuesday, 15 December 2020

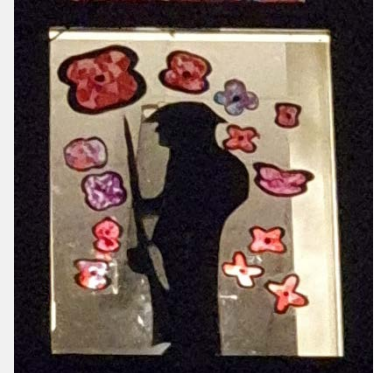
Via MS Teams

Education, Children and Families Committee

Convener:	Members:	Contact:
<p>Councillor Ian Perry</p>  <p>Vice Convener: Councillor Alison Dickie</p> 	<p>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 Scott Douglas Councillor Louise Young</p> <p>Added Members for Education Matters</p> <p>Religious Representatives Margaret Therese Laing</p> <p>Mrs Fiona Beveridge</p> <p>Rabbi David Rose</p> <p>Parent Representative Alexander Ramage</p>	<p>Lesley Birrell Committee Services 0131 529 4240</p> <p>Laura Millar Service and Policy Adviser to the Convener and Vice-Convener Tel: 0131 529 4319</p>

Window Wanderland at Willowbrae

Part of the 'To Absent Friends' Festival, a community event was held over Remembrance weekend of 7/8th November to honour, remember and celebrate the memory of a loved one. People in the community were invited to participate in decorating Windows or Wandering, or both.



P7 classes at Parsons Green took part by decorating their classroom windows with silhouettes of soldiers from WW1 and surrounding them with poppies.

The striking display was lit up on the evening of Remembrance Sunday to tie in with remembrance commemorations around the country and were a feature of the Window Wanderland community event around Willowbrae. The stunning results can be seen in these pictures.

Further information about the event can be found on the facebook page.

<https://www.windowwanderland.com/event/willowbrae-2020/>

'Good Life, Good Death, Good Grief' made this community event possible as part of the 'To



Absent Friends Festival' held across Scotland from 1st – 7th November each year – a people's festival of storytelling and remembrance. *"Because dead ordinary people live on in the memories and stories we share"*. For more information please visit: www.toabsentfriends.org.uk

A particular thanks to Mrs Quinn, Mrs Murphy, Mr Smyth and all the pupils in P7 at Parsons Green who came up with this poignant contribution to the community event and to Sam Rutherford, the chair of the Parent Council and Lara Celini, a former parent and organiser of the event, who encouraged us to participate.

Susan Cochrane

Headteacher

Parsons Green

Gaelic Medium Education Informal Consultations

The City of Edinburgh Council is committed to the expansion of high-quality secondary Gaelic Medium Education (GME) in an immersive environment. As Scotland's capital city, we have a special responsibility to nurture and help cultivate the Gaelic language as an integral part of our shared heritage and national identity. The City of Edinburgh Council is committed to promoting the growth of Gaelic language and culture across the city, and sees the expansion of GME, from the earliest years through to the senior phase, as lying at the heart of future development

In order to secure a sustainable future for Gaelic, the Council has recently held an informal consultation with the GME school communities about the options for GME secondary provision in the city. Consultation documents were prepared and two virtual public meetings were held on the 25 and 30 November to discuss the options further. Comments were also able to be made by email. The informal consultation closed on 11 December.

An informal consultation outcome report will be prepared to reflect the discussions, address all comments and questions received, and conclude which option(s) will be progressed to statutory consultation.

Care Review Implementation

There has been a great deal of activity in relation to the implementation of the findings of the Independent Care Review (ICR) and a plan will be created by the end of 2020. It is expected the plan will gain approval from a newly appointed oversight board, known as the Promise, in late January 2021.

The ICR released 6 reports with a total of 80 key points for change to transform services for children and their families. They have hosted a series of webinars throughout October which are still available on line highlighting the next steps. The Promise will be working with local authorities and key corporate parents to develop their responses to the ICR. Recruitment is underway for the oversight board and expressions of interest will be considered until the 20 November. The ambitious plan will be taken forward in 4 stages over a 10 year period. The City of Edinburgh Council is committed to making the goals of the Promise a reality.

Creative Conversations: Mental Health, Black Lives Matter, Sir Ken Robinson Tribute and the Independent Care Review

Creative Conversations are led and organised by the Arts and Creative Learning team with funding from Education Scotland. They are part of the team's response to Scotland's Creative Learning Plan and consistently attract large participation numbers among teachers, school leaders and myriad partners. Each Creative Conversation features at least one inspiring, often high profile speaker acting as a catalyst for creative thinking about education and linked issues. Each Creative Conversation is facilitated by David Cameron, former Director of Children's Services with Stirling Council and now an independent consultant, and champion of all things creative and equity related.

The 50th Creative Conversation took place at the Centre for Carbon Innovation in December 2019 and featured the National Theatre for Scotland, SAMH and pupils from Craigmount High school. The conversation was about inclusion, skills and confidence developed through engaging in an exciting, challenging project which culminated in a performance for the school community and public.

The first scheduled Creative Conversation of 2020 was cancelled due to Covid-19 and lockdown. The 51st Creative Conversation therefore took place online in October 2020 and was called ***Beyond Black Lives Matter***, attracting over 100 people, discussing what schools and others can and should do in response to Black Lives Matter. Jaz Ampaw-Farr, Amjad Ali and Penny Rabiger stimulated and provoked animated discussion – online!

The next Creative Conversation in November was a tribute to the late Sir Ken Robinson, again attended by over 100 participants. Participation was encouraged by a discussion between and in conversation with Richard Gerver and David Price OBE, both former colleagues and personal friends of Ken Robinson. Again, online and in the chat was a great deal of discussion about Ken Robinson's vision of a changing paradigm in education, why it has not yet happened and what needs to be done.

The final Creative Conversation for 2020 is called Wonderful, Marvellous and poses the question – wouldn't it be wonderful, marvellous if we really did care for all our children and young people. It is scheduled for 17th December and will be a conversation initiated by Fiona Duncan who chaired the **Independent Care Review** published in February 2020, and Laura Beveridge, who was a key member of the team, and is also care experienced. We want to look at the role creativity could play in turning The Promise into a reality.

More Creative Conversations are planned for 2021 looking at creative thinking, play, exams and assessment.

The picture below is of the last Creative Conversation of 2018, featuring Shonette Bason-Wood and an Injection of Happiness! Teachers loved it!



New Education Support Officer for Creative Learning for the SEIC authorities

The Arts and Creative Learning Team has been working with the South East Improvement Collaborative (SEIC) authorities to develop Creative learning and Teaching. The Arts and Creative Learning Team secured funding from Education Scotland for an Education Support officer (Creative Learning) for a year to work across the SEIC. Charlotte Bennett (previously at Clovenstone primary School) took up the post after the October holiday and is already working

closely with colleagues to identify good practice, gaps and at ways to develop creativity skills and learning across the SEIC authorities.

With a background in primary education and Biomedical Science, as well as a range of experiences across multiple sectors both nationally and internationally, Charlotte brings an enthusiasm and drive to support raising the profile of Creative Learning, Creative Teaching and creative approaches.

The role will work closely with the SEIC Creative Learning Steering Group and Creative Learning Team to identify priorities and share practice. Resources will be created to support practitioners to deliver high-quality and meaningful teaching that nurtures and develops creative skills amongst learners. Evaluative feedback will be on-going to ensure longevity of its impact throughout this year-long seconded appointment, for future development of creativity.

In the New Year, several training opportunities introducing and developing creativity skills will be offered across the SEIC authorities and to a wide-range of staff including NQTs, support-staff, classroom teachers and QIOs. Training can be provided for SEIC teams and partners – for more information, contact Charlotte.Bennett@edinburgh.gov.uk or Creative.Learning@edinburgh.gov.uk

Paolozzi Prize for Art 2020

The 8th year of the annual Paolozzi Prize for Art was scheduled to take place in June 2020 in the National Galleries of Scotland. Covid-19 restrictions and lockdown mean that the Arts and Creative Learning Team had to quickly re-plan the event to run entirely online, while retaining as much of the usual exciting buzz of the live Award Ceremony. Despite restrictions the 2020 Paolozzi prize attracted the highest number of nominations from art & design teachers across High Schools, many saying they were pleased to have something positive and celebratory for their pupils to look forward to. Forty pupils in S4-S6 were nominated across the 4 categories, which are:

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

The artworks and accompanying descriptors from teachers were considered by the experienced and discerning eyes of the judging panel:

- Juan Cruz: Principal of Edinburgh College of Art
- Siobhan McConnachie: Head of Education, National Galleries of Scotland
- Duncan Robertson: artist and freelance educator who studied under Paolozzi in Munich

The 8th Paolozzi Prize for Art Ceremony was a first for City of Edinburgh Council, hosted via the Stream facility of Office365 for teachers, pupils and their families to join on Thursday 25th June. This involved the Arts & Creative Learning team learning fast while working with IT specialist Gary Sullivan and resulted in a wonderful celebration of high school pupils' achievements and art work enjoyed by dozens in their homes with family. Donald Macdonald, Head Teacher of James Gillespie's High School commented afterwards: "*You not just pulled it off you delivered with aplomb*".

The overall winner this year was Ishrat Rahim of Craigmount High School, who won a cash prize of £500. Enjoy a short video about the [Paolozzi Prize](#) for Art with pupils, head teachers and art teachers, and Ishrat Rahim's winning art work below.



1 in 5

1 in 5 has run a series of virtual seminars which began by looking at the scale, causes and impact of child poverty. The proceeding seminars explore particular aspects related to child poverty more deeply, including Family Homelessness in Edinburgh and Digital Exclusion. Both of these latter seminars are linked to other areas of work currently being developed by the Lifelong Learning Health and Wellbeing Team: a new project bridging the gap between homelessness services and education; and a successful bid to Connecting Scotland which is allowing us to distribute 75 chromebooks and MiFi devices to families that need them from Discover and homeless families. The Digital Inclusion work also includes inviting council staff from all departments to become Digital Champions to support families to set up their devices and become more confident in using the internet and digital technology to become more included.

The seminars have been well attended by staff from across sectors, with a lot of very positive feedback. More seminars are planned for the New Year including a seminar to explore Poverty in relation to Adverse Childhood Experiences.

Discover

In response to the pandemic Discover has moved online delivering a programme of activities and support via a private facebook group during the summer and October holidays. 259 families are now members of the group with daily active engagement of between 205 to 215 of these members during the October half term. The team has worked with Edinburgh Community Food to develop the Discover in a Box delivery scheme whereby families can order a free box containing fresh and store cupboard ingredients, arts and crafts materials, active schools resources and other printed colouring and worksheets and information on support services which is delivered to them by CEC fleet services. The contents allow families to take part in a range of Live and pre-recorded activities including cooking, baking, health talks and arts and

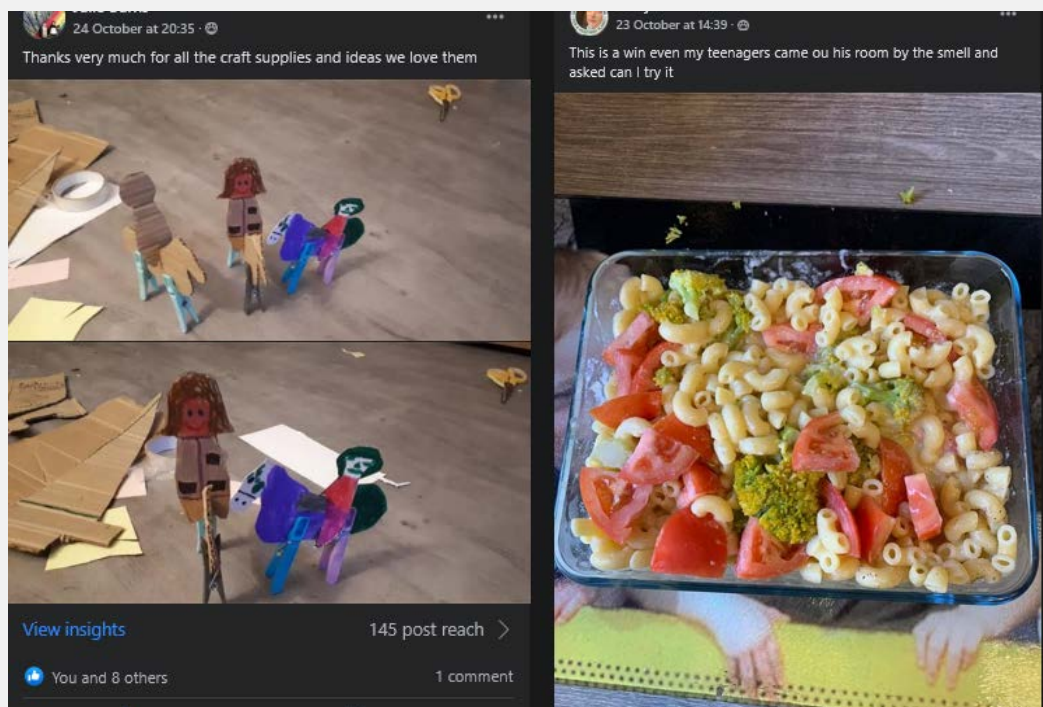
crafts sessions. There are also dance and music sessions, Live talks from Edinburgh Zoo from a selection of the animal enclosures and sessions on astronomy from the Royal Observatory.

Of 72 parents who responded to a questionnaire from the Summer programme:

- 96.7% stated that taking part in Discover had saved them money on food and activities
- 90.3% stated that Discover had helped with their relationships with their families
- 80.3% said that Discover had helped with their emotional health and wellbeing
- Over 60% said they felt more connected to their community and other families and that their children felt more prepared for returning to school after lockdown.

“This has been a godsend over the holidays. Our weeks have been more fun, especially after lockdown. It’s helped our budget too.”

“I know everyone has a story but honestly I couldn’t be more grateful. I’ve just become a single mummy about to transfer onto Universal Credit, the whole 5 week wait thing has been stressing me out monumentally, wondering how we are going to manage. So to get a huge food box delivered this morning has made me want to cry. It’s just one less week of worry and that, for me, is massive.”



Arts and Creative Learning: STEAM (Science, Technology, Engineering, Arts and Maths) Artist in Residence

The Arts & Creative Learning team is leading an exciting, fully funded creative project with partner city, Oulu in Finland. The project is fully funded by the city of Oulu as part of its bid towards European Capital of Culture 2026.

The Arts and Creative Learning Team is working with colleagues in Oulu, shaping the project, to develop creativity skills through a STEAM artist residency, one in each city. The Finnish Institute supported a call out for Artists in each city, while in Edinburgh, the Arts and Creative Learning Team invited applications from schools. Through a rigorous selection process, James Gillespie’s High School was selected to participate. The school identified a group of pupils who

are needing extra support to achieve and attain, and the staff wanted to re-engage them with learning in a creative way. Staff from the science department are leading the project in school and are keen to work with an artist to support learners and also to develop their own creative approaches. The schools and artists from both cities met online for the first time November 2020 and the project will run through the rest of academic year.

The STEAM residency was initially planned as a face to face residency with reciprocal visits to each city and school by the Edinburgh and Oulu artists and staff. This has been revised due to COVID restrictions, and is currently online. When Edinburgh moves into protection level 2, the Artist will be able to physically work in James Gillespie's High school, meanwhile creative solutions are being developed. Should travel restrictions allow over the course of the residency, reciprocal learning trips may be possible. The content and process of this project will be captured as one resource to exemplify creativity within pedagogy, creative learning and teaching and open ended opportunity empowering young people.

The City of Oulu has adopted the Arts and Creative Learning Team's Creativity Skills Progression Framework to support planning in the Oulu school and to enable artists and teachers plan and track progress. The Edinburgh and Oulu teams are working together to develop the Evaluation Framework for the residency and the entire project will capture and share learning from both cities as widely as possible.

Arts and Creative Learning: Heads of Creative Learning Forum

The Arts & Creative Learning Team regularly works with arts, culture, heritage, and Festivals partner organisations. The team advised on approaches and helps shape content for projects and associated teacher offered by organisations to schools.

To support the strategic development of Creative Learning as a sector which straddles both arts and education, the Arts and Creative Learning Team established the Heads of Creative Learning Forum in November 2019. Around 20 partner organisations attended the initial meeting, all agreeing that the proposal was beneficial and that CLPL the group would work together to explore creative learning partnerships between and across organisations, with schools and with the Arts and Creative Learning Team. The second meeting in January 2020, considered the possibility of developing a Creative Learning Strategy for the City. The third meeting was cancelled as it was scheduled for April 2020 in lockdown. With the disruption to schools and the unique disruption and uncertainty for Arts Organisations, the third meeting has not yet been re-scheduled. Time was needed to see what recovery for the arts and creative sector might look like. The next meeting will take place on-line in early 2021.



Heads of Creative Learning Forum discussion groups

CLPL to external organisations and colleagues

Arts and Creative Learning delivered CLPL to: teachers, Moray House PGDE and Dance Science Masters students, Screen Education Edinburgh Team and tutors, Early Years Foundation Apprentices and colleagues in Lifelong Learning, including : *Introduction to Creativity Skills, Developing Learners' Creativity Skills* and *Interdisciplinary Learning using an Online Resource*. Each session was planned to be delivered twice across the last academic year to teachers from all sectors. The follow up “*Developing Learners' Creativity Skills*” sessions were cancelled as scheduled for March 20 once lockdown in place.

1. Visual Elements

Art & Design CLPL for non-specialist teachers: delivered across 7 Friday afternoon sessions, to between 6 and 14 teachers per session. An artist practitioner led an inspiring and accessible hands on session each week, focussed on one of the 7 visual elements each time. Highly positive feedback from teachers comfortable to then use the skills and activities with their classes.

Scotland's Creative Learning Plan – shared with teachers at all our CLPL sessions.

2. Culture United – *Burns & Beyond* event with schools

Arts & creative Learning led on this project with 4 Edinburgh Primary Schools who were selected to take part: Abbeyhill, Corstorphine, Flora Stevenson's and St Joseph's RC. Part of a bigger project to develop creativity with teachers, pupils and artists working towards cultural events in 4 cities across Europe:

- Leeuwarden, Netherlands
- Oulu, Finland
- Dundalk, Ireland

The project was fully funded by **Erasmus+** so and allowed the classes across the 4 schools to be involved in different workshops:

- Scottish Country Dancing
- Design workshop with [Lochcarron](#) to create tartan designs
- Spoken word workshops with excerpts from Tam O' Shanter - [Macastory](#)
- Creative writing
- Song writing and Burns song workshop with [Rachel Sermanni](#)

[Burns & Beyond](#) run their festival in January and our **Culture United** project was part of that, but exclusive for the pupils in the 4 schools. The project culminated in a *Bairns Burns* event held in the Assembly Rooms on George Street. This event was run by and for the pupils, working with artists. [See a short film about it here.](#)



This was a great opportunity to develop creativity skills, gain confidence, learn about Scottish culture through a real event, make new friends across the city and celebrate community.

We are looking at how we might develop this for *Burns & Beyond 2021*, online, with some of the original school/s to further build relationships and shape content with them.

Feedback was very positive from teachers and pupils in all 4 schools including:

P6 Teacher - *what I learned*: I feel like I've strengthened my bond with them [the pupils].

P5 girl – *what I learned*: Me knowing that if I try I can do everything

P5 boy – *what I learned*: To be more confident to talk to other people and able to dance with other people

Colleague visiting from Learning Hub Friesland:

"It makes learning fun and multidisciplinary Kids can do way more when they like what they do I wasn't expecting that so many kids took part and that every single kid played his own part All schools should use this way of learning applying it to their own subjects/priorities"

Arts and Creative Learning Team: Instrumental Music Service

The Instrumental Music Service has prioritised SQA students since lockdown, with the restrictions on certain instruments and staff movement between schools making for some complicated challenges. Brass, Wind and Voice students cannot play or practice their instruments indoors. However, following Education Scotland Guidance, a Risk Assessment was recently agreed by Health and Safety and the Schools Risk Group to allow SQA students learning brass, wind and voice to practice alone outside. The IMS team is working closely with Curriculum Leaders and QIEOs to ensure music pupils are supported as much as possible. Because IMS instructors previously worked in numerous schools a week, sometime 2 in a day, many lessons have been online, with virtual live lessons now beginning where possible. The re-introduction of IMS to primary schools will focus on P7 transitions.

Despite the many challenges, IMS continues to offer quality instrumental tuition which is appreciated. A parent recently said:

'Music is far and away X's favourite subject at school and you definitely seem to bring out the best in him! We will encourage him to get the rest of his videos submitted ASAP. He's definitely planning to take Higher Music next year, it's the only subject he's certain of.'

Please pass on our thanks to [his instructors]. We really appreciate the fantastic quality of teaching x is getting from all of you.'

IMS and Edinburgh international Festival (EIF)

In partnership with the Edinburgh International Festival (EIF), the IMS team is working with The Wind Section, an Edinburgh based musical instrument supplier. EIF is funding instrument purchases for IMS and Youth Music Initiative (YMI) pupils who do not own or have access to an instrument. This fantastic investment from EIF is made possible with support from donations and EIF's own Creative Learning Budget. The project called Play On Music is designed to support the city's young musicians acknowledging that the cancellation of the Edinburgh

International Festival in August 2020, meant many professional musicians could not play in concert halls, theatres and venues. The project also supports pupils who previously needed to share instruments. Covid restrictions mean sharing instruments cannot happen and Play On Music ensures pupils will all have an instrument to play and practice on, whether their lessons are face to face or virtual.

Screen Education Edinburgh (SEE): Edinburgh City Film Education Programme

Funded by Screen Scotland and part of Arts & Creative Learning, SEE leads a partnership that includes Into Film Scotland and Centre for Moving Image. The programme develops skills for primary, secondary and special school teachers and pupils across the City, including filmmaking projects on the theme of GTCS standard of social justice, supported by bespoke filmmaking Career Long Professional Learning (CLPL). During the Covid-19 pandemic, the Film Education programme moved on-line offering virtual learning for pupils and CLPL for teachers, ensuring continuity.

The programme culminates in December with celebratory virtual screening events, online filmmaking workshops, and the launch of curriculum linked filmmaking teaching resources. 33 teachers, 447 pupils and 40 schools engaged in the programme, with 48 animation, drama or documentary short films produced.

A teacher at Trinity Primary commented ‘the main thing I saw was an increase in the pupils’ confidence. They had to be directors and have the confidence to lead the rest of the team. I wanted to give the kids the broadest experience possible and use the expertise of the tutors, and also learned a lot about how to use film effectively in my own practice.’

A parent commented on their son’s experience of learning during lockdown ‘It was a very positive experience for X, he got on with the course quite independently and compared to how he fared with virtual learning for school, which he found quite challenging and withdrew from, the filmmaking course gave him something to look forward to each week. It gave him an aim.’



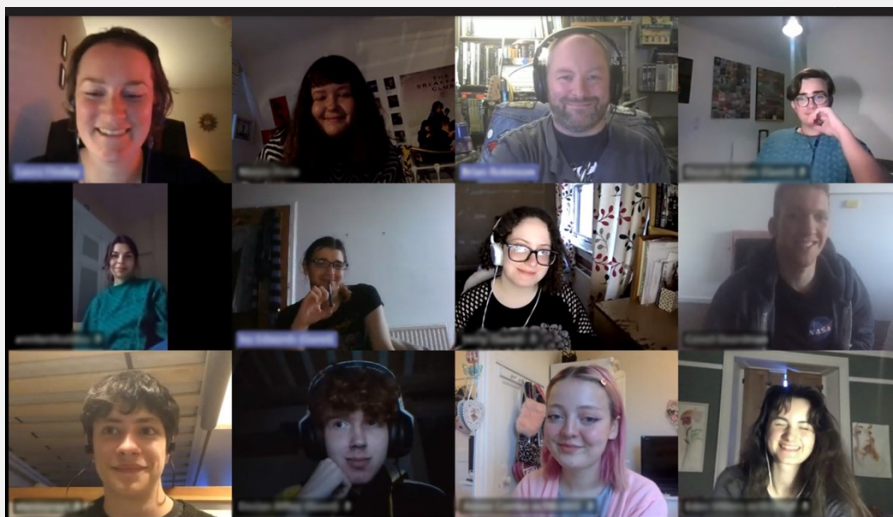
Screen Education Edinburgh: Moving Image Arts (MIA) A-Level qualification

With funding from Screen Scotland, SEE co-ordinates and delivers the MIA programme. Through study towards the MIA A Level qualification young people aged 16 – 21 gain skills and qualifications and important industry links. They access to film education, creative film skills, progression to further and higher education, and entry to the film, tv and wider creative industries. SEE also manages a national programme delivering the MIA A Level, with the course also taking place in Aberdeen, Glasgow and Inverness.

Developing a diverse and inclusive group of young people studying at higher level, or post school young people who would benefit from further development, the 2019-20 course was completed in lockdown via virtual learning, with 3 A, 4 B and 2 C passes awarded. The 2020-21 course is taking place virtually, with 14 learners currently progressing their film history, theory, critical analysis and filmmaking learning for a mock exam in January.

Learner X commented *'Although very different to what I am used to with online learning, the Moving Image Arts course has been a great source of enjoyment these last weeks and has taught me a lot about the hard work that goes into making a film.'*

'It has been brilliant to learn about the various techniques and styles and even more fun to be able to put them into practice. I look forward to continuing and would definitely recommend it to people in the future.'



Screen Education Edinburgh: BFI Film Academy

Funded by the British Film Institute (BFI), Screen Scotland and the National Lottery the Arts & Creative Learning SEE team delivers the BFI Film Academy for ambitious 16-to-19-year olds to learn more about film and how to make a career in the screen industries. It provides hands on filmmaking, industry engagement and progression support. The course meets diversity and inclusion targets for the UK, with young people also studying for the NCFE BFI/Screen Skills Preparing to Work in the Film Industry level 5 qualification.

20 young people on the 2019-20 course completed their qualification virtually during lockdown, with the 2020-21 course progressing via online learning until completion in early 2021. SEE is one of two organisations overseeing training and moderation of the NCFE qualification, supporting staff and learners at 13 film organisations across the UK.

Learner X commented 'I've enjoyed getting to know and work with other people my age who have the same interests and work through creating a film and being able to put lots of thought and effort into it. It's really helped me having something to do at the weekends and meet new people when we can't go out and spend time with friends.'



Creative Learning Team:

Creative ideas, events and activities for schools for Christmas and beyond

In recognition that Covid-19 restrictions compromise many usual school Christmas activities such as concerts, carol singing and pantos, the Arts and Creative Learning team was asked to put a list of safe, quality assured activities, ideas, events and organisations. Teachers reflected that after a difficult year, they and their pupils were keen for alternative ideas that would be fun to do and bring a bit of joy.

The list the Arts and Creative Learning Team produced was shared with all primary schools in Edinburgh and brought together a range of ideas and events across curriculum areas. The document also contains a list of publicly funded organisations that regularly offer creative workshops, learning events, CLPL and activities for schools, which are available throughout the academic year.


The festive offers help teachers allow children and young people to take part in high-quality activities remotely and safely, in-line with current guidance, from local and national organisations. This helps ensure there is still plenty of festive cheer despite the challenging circumstances and pressures both schools and organisations are currently facing. The list of quality-assured events will continually be updated so it remain relevant and accessible beyond Christmas and into the new year.

Comments from teachers have included:

“This is a great list that is really practical and accessible”

“I think that the fact that the list was compiled by teachers in education for teachers in class is invaluable. We all need to work together especially through this pandemic and the list has allowed me to engage with festive activities but spend less time researching and finding interesting resources”

Events and Activity Ideas for Christmas and beyond...




The Arts and Creative Learning Team has created a list of quality-assured organisations, festive offers and educational resources and events. This is not an exhaustive list but provides you with some ideas and contacts to get your pupils and staff creative and learning by having fun!

Below is a table of festive offers containing contact information, a descriptor of activities, curricular links and dates. Unless stated otherwise, the festive activities in the table are free, *Whole-class/school viewing costs may need to be checked*. Some organisations request that you book online to receive an online link/ticket.

CEC guidance must be followed, and you should complete a Risk Assessment.

You should also ask to see the Risk Assessment produced by the organisation, particularly if any activity is face to face and/or in school. Please be aware that some pantos and Christmas shows are interactive and you should ensure children will not be in groups of over 50. You should also satisfy yourself that they will not be encouraged to shout and sing whether in school or a venue.

Further down this document is a list of quality assured organisations, funded by Creative Scotland, and/or City of Edinburgh Council that offer activities and events for schools. You can contact these organisations at any time of the year. Check the websites to find up to date offers for schools. A direct link is provided taking you to the relevant education pages of the websites and contact details

If you need any assistance, please get in touch with the Creative Learning team: Creative.Learning@edinburgh.gov.uk

Name of organisation Contact information	Brief descriptor of activity	Curricular links/suitable Level (E,F,S)	Activity availability
Beat Box Productions Christmas Song writing! Laura Hodge the.beat.box@outlook.com	Create your very own Christmas song(s) and have a music video to accompany! Video will be shared via private YouTube link (no public access for data protection) and can be shared with parents for no additional cost https://www.beatboxproductions.co.uk/ One song and video - £375, up to five songs with one video - £700	Expressive Arts, Health and Wellbeing F, S	From now

YMI Business Bulletin Paragraph

The YMI Manager retired in August after 5 years helping Edinburgh’s YMI programmes grow in numbers and develop across all primary and most special schools. Fully funded by YMI, a new manager took up post on 8th December, seconded for a year from Leith Primary School

The YMI team has been working hard to prepare all its projects to begin delivery after the Christmas break. The Team is very much looking forward to bringing music and joy into all primary classrooms in the new year. To manage Covid restrictions, the YMI team is working closely with schools, tutors and partners to ensure programmes are delivered effectively and safely.



St Joseph's RC Primary School enjoying the YMI's Sounds Like Music programme prior to lockdown

YMI funds piping tuition for SQA students, and the bagpipes are among the instruments which are impacted by Covid restrictions. Recently, the YMI team spoke to Dylan Stewart, an S5 pupil at Craigroyston High School, to find out about how his piping has progressed. Dylan has been a member of the YMI's performance pipe band *Piping Hot!* for several years, performing all over the city, and receives YMI piping tuition in school. He has been working towards his Higher music exam this year and opened the annual Lord Provost Fanfare concert last year with a fantastic musical performance. Dylan said:

“Since I’ve been playing the bagpipes, I feel like my confidence has boosted as I have played in front of huge crowds on multiple occasions, whether it’s for a concert, or being hired or playing for the NHS workers, which I have been doing recently. Learning to play the bagpipes has gave me many opportunities to do thing that I never thought I would ever do, like playing for the Lord Provost, or playing at events like Burns suppers. Playing the bagpipes also gives me a sense of pride whenever people see me with them as it makes me remember how long it took me to get to the performance stage that I’m at and how rewarding it is. My piping lessons have encouraged me to take higher music as it improves my performance and it is very enjoyable. The thing I love most about playing the bagpipes is seeing people happy whenever I play them. There have been many occasions where I have played my bagpipes for people and seen people cheer up as soon as they hear me play.”



Logan McKinlay and Dylan Stewart, S5 pupils at Craigroyston High School

Sports Development Officers

With the return of schools in August, the Sports Development Officers have been supporting primary schools with curricular sport delivery, providing a mixture of tennis, football and rugby for P3 - P7 pupils. The main focus of the sessions has been fundamental movement, co-ordination and communication skills. See below for more details:

SPORT AND OUTDOOR LEARNING UNIT

SPORTS DEVELOPMENT

SCHOOLS DELIVERY

With the return of schools in August, the Sports Development Officers have been supporting primary schools with curricular sport delivery - providing a mixture of tennis, football and rugby for P3 - P7 pupils. August - October programme:

Metric	Value
Pupils who took part in the sports development sessions	915
Pupils who enjoyed the sessions	85%
Pupils who would like to continue playing out with school	50%
Tennis, football and rugby sessions delivered in the 6 week block	78

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SPORT AND OUTDOOR LEARNING UNIT

SPORTS DEVELOPMENT

SCHOOLS DELIVERY

FEEDBACK



"Great organisation and variety of games".

"I liked how active they all were - station rotations worked well to maintain participation for short bursts at different activities. It was well delivered and controlled".

Class Teacher - Balgreen Primary

"What parts of the sessions were your favourite...?"



"Practicing the skills".

"Playing together with my friends".



"I liked the game 'Hoop Flip' as it's testing your throwing skills".



"The pupils really enjoyed the sessions. It was pitched at their level, was delivered well and organised efficiently to run smoothly. The pupils had a quality PE session where they worked their bodies hard and were interested in the session".

"Delivery style - friendly and clear. Well paced".

Class Teacher - Stenhouse Primary



"We've hugely enjoyed being back out interacting and engaging with the kids. Although sport-specific activity has been involved, the main focus of the sessions have been fundamental and transferable movement skills and helping the kids fall back in love with, and remembering the importance of, group sport and physical activity.

Jack Beesley - Football Development Officer

SPORT AND OUTDOOR LEARNING UNIT

SPORTS DEVELOPMENT



THE SPORTS DEVELOPMENT OFFICERS WILL BE WORKING IN BROOMHOUSE, COLINTON, FOX COVERT RC AND MURRAYBURN PRIMARIES NEXT.

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Braidburn School

The Active Schools Coordinator Special School Cluster has been temporarily relocated within Braidburn Special School to support the transition of pupils back into school. They have been working across a number of class bubbles (no more than 2 per day) delivering disability specific sports, playground games, themed fun physical activity and has responded to requests for specific focused areas of work.

Quote from Braidburn class teacher

The Coordinators involvement with my class has meant children have been supported to further develop their movement range and flexibility as she has incorporated an exercise programme developed by our physiotherapist team into the Active Schools sessions. It has been great to have the Coordinator leading these sessions as it has allowed I and the class team to work on a 1-2-1 basis with children to support them during these especially beneficial sessions.

Targeted Outdoor Learning Support

As part of the targeted deployment of Sport and Outdoor Learning (SOLU) staff, additional staff have been placed with schools and other services to support onsite and local outdoor learning. This includes the SOLU's Outdoor Learning Schools and Communities Development Officer allocated to two schools between now and the winter break. Placements will then switch to different schools and operate until March 2021. Work will focus on building outdoor learning capacity in schools and will be showcased via the council's new digital outdoor learning map; <https://www.outdoorlearningmap.com/>. This new innovative map is a key driving force in the council's strategy to sharing good practice and developing outdoor learning.

A Lagganlia instructor has also been temporarily allocated to support pupils with additional support needs. This innovative pilot project between SOLU and the Additional Support for Learning Service involves the direct delivery of outdoor learning adventurous activity and coordination of other services and partners to provide effective support for young people. This includes the involvement of Bridge8 at Wester Hailes and the council's Bangholm Outdoor Centre staff.

Sport and Outdoor Learning Training Offer

The Sport and Outdoor Learning Unit (SOLU) is currently updating its training offer to Communities and Families staff. This is being adapted at regular intervals in support of adaptation and renewal. SOLU staff have recently delivered online mandatory primary probationer training to over 95 participants, providing an introduction to outdoor learning pedagogy and safety.

Edinburgh Outdoor Learning Network

The Edinburgh Outdoor Learning network, coordinated by the Sport and Outdoor Learning Unit, brings partners together to share advice, ideas and enthusiasm for Outdoor Learning. There are currently over 40 partners registered and over 25 participants regularly attending the meetings. This has allowed partners to be kept updated about council adaptation and renewal,

and more recently a working group has been set up to develop resources for partners and schools to support future reengagement with regard to general outdoor learning activity. The next network meeting is provisionally planned for late November 2020.

Active Schools Deliver Bikeability

As part of the council's 'Closing the Gap' strategy the Active Schools team have been placed in targeted primary schools across the city delivering activities to help pupils increase their health and wellbeing.

In some schools the Active Schools Co-ordinators have delivered level 1 and 2 Bikeability, supported by other CEC staff.

Canal View and St Francis RC have not been involved in cycle training for a number of years.

P6 Canal View pupil was very nervous at start of training but now cycles to school, "I loved it so much. It was the most fun thing in my life."

"A fun and productive first Bikeability session" St Francis teacher



At Castleview there have been a number of pupils who have never been on a bike before, who are now riding.

Castleview teacher “we were so focused during our final Bikeability session yesterday. Amazing! Huge thanks to Active Schools and hopefully we’ll all be a little more confident and safer on the roads now!”



Impact of Outdoor activity



Since Active Schools were redeployment into schools in August, a range of **outdoor activities**, including playground games, multi sports, hand-eye coordination skills/games, athletics, tennis, boccia, circus skills and Bikeability, has been delivered and several teachers noted the significant impact of outdoor learning and the benefits of getting classes outside: fresh air, room to move, exploring nature, playing on grass, (many of the children don't have gardens and the school has a concrete playground

throughout), and discovering local parks, not to mention the added bonus of exercise walking to the parks. Teachers were also able to lead outdoor education sessions with the support of the ASC's.

Classes from Dalry took part in an Autumn scavenger hunt at a nearby park. A P6 pupil squealed in delight "we are going on an actual school excursion! we don't normally do that!".

A teacher from St David's Primary School commented that children have improved their fitness, co-ordination and gross motor skills. The teacher also remarked "Being new to early level, I have really enjoyed shadowing the ASC, as she has a lot of great ideas and has adapted really well to support specific individuals. I think she will continue to have impact if she was to be kept on at the school".

Delivering Playground Leaders to teachers and PSA's

The '**Playground Leaders**' programme was delivered to many teachers and Primary Schools Assistant's who can now take more of a lead on the delivery of playground games until the pupil leaders can be trained (and allowed to deliver across bubbles).

A wide range of **resources** have been collated for schools to use, giving teachers ideas for different activities. Teachers have commented that they are feeling more comfortable about delivering physical activity and are gaining confidence by co-delivering with the ASCs.

Teachers have also said that they are thankful for the help in developing lots of new ideas for fun, sports delivery. A teacher from Niddriemill said "I picked up lots of new ideas, which are currently being used in our PE sessions".



Pupils have told teachers they enjoyed playing the games that were delivered to them during class, and now play the games at lunch times and out of school, teaching the games to their families and everyone at home. A teacher from Braidburn Special school commented "having the ASC running the groups meant I was able to give my pupils 1:1 attention to further develop their movement and communication skills while they were enjoying the sports sessions".



RAISING ASPIRATIONS

CREATING POSSIBILITIES

PROMOTING EQUITY

MAKING A DIFFERENCE

MOTIVATING & INSPIRING

Getting everyone involved

Inclusiveness is a key focus for Active Schools and a great example was highlighted at Hillwood Primary School. A pupil with Additional Support Needs (ASN), was struggling to engage with the rest of the class. From the first physical activity session, the ASC encouraged the pupil to join in. After only 2 weeks, the pupil started to enjoy playing catching games and tag games and was fascinated with the yoga session. The ASC commented that “one of the nicest aspects of working with the pupil was the involvement of the rest of the class and to hear the classmates chant the pupils name during a relay races session”.

Another great example was at a Primary School where a pupil with autism hadn't taken part in PE for 3 years. The pupil took part in all the physical activity sessions delivered by the ASC and the teacher commented that “this was a huge achievement”.

The ASC for special schools made specific progress with one child who previously refused to go onto the Astro Turf. Through determination and highly engaging sessions, the child is now no longer afraid of this area

and consistently spends the full hour of physical activity on the Astro Turf having lots of fun engaging in the session.



RAISING ASPIRATIONS

CREATING POSSIBILITIES

PROMOTING EQUITY

MAKING A DIFFERENCE

MOTIVATING & INSPIRING

Focus on Girls

Encouraging **girls** to take part in activity is another key focus for Active Schools. Girls as young as Primary 5 have started to drop out of sport and physical activity sessions. It had previously been S2/3 at secondary school before we saw this trend. A girl from Brunstane Primary School had been inactive and always opted out of PE, took part in the physical activity sessions delivered by the ASC from the start of term and is now not only taking part in the sessions but enjoying them too. A teacher from Niddriemill Primary School commented that “seeing the confidence grow, especially in some of the girls when playing playground games had been fantastic”.



Book Week Scotland 2020 16th – 21st November 2020
Funding of £750 and £500 was secured for these events.

Citywide - Prize-winning poet [Michael Pedersen](#) and, designer to the literary stars, [Jon Gray](#) are joining Edinburgh Libraries in Book Week Scotland to champion our virtual poetry jamboree. A prompt for one and all.

To start you off Michael has written verse one of the poem, 4 lines titled...The future... is...and we ask you, the public, for verse two.

Our future has never looked more different and poetry is a deep rooted, soul searching, joyous way to get our thoughts and feelings out into the open in words.

#DreamsWeDreamOfDreaming and we'll send your words out into the world. We aim to gather as many as we can and look at how we can collaborate them into forever memories. A "Future" e book list will be developed, and hard copy stock purchased to enable this theme to continue for the months ahead.

Sighthill Facebook Event – 18th Nov - Sara Sheridan will give an online talk on "Agatha Christie and about how the 1950s relates to today". This will be an online event, broadcast through Facebook Live in the evening. Sara has kindly agreed for the talk to be recorded and available for up to a week after the event.

Central x 2 Events – These two online events are part of Edinburgh Libraries Book Week Scotland programme, in partnership with [Birlinn](#) publishers and supported by [Scottish Book Trust](#).

18th Nov - An evening with Alastair McIntosh, one of Scotland's leading writers and an honorary professor of the University of Glasgow.

19th Nov - We were delighted to host author [Gillian Galbraith](#), the most loaned eBook author in the UK during the recent lockdown period to talk about her writing, Libraries and this fantastic achievement.

Kirkliston - This year's Book Week Scotland North West Edinburgh public and school libraries have come together for a unique project in partnership with Impact Arts. Impact Arts are Scotland's leading community arts charity, which primarily works with vulnerable communities. Their new group Creative Pathways is aimed at 16-26yr olds and is a creative employability programme for young people not involved in education, employment or training. The young people enjoyed the challenge of thinking about the future and the world around them. They created a survey to share their thoughts, which was shared on social media. As a result of their thoughts and collaboration they have created a comic book influence installation for BWS consisting of 4 pop up banners. The banners will be showcased initially in Forrester High School and will rotate around NW school and public libraries. They can be used by community branches and secondary schools to promote collections such as the citywide Escape, Connect, and the Relate bibliotherapy project.

HMP Edinburgh Library – Michael Pederson will produce an audio on BWS and the Poetry Jamboree for the prison radio. Fife College will base their next writing workshop on the jamboree. The prison have donated £3, £5 and £15 as prizes for 3 winners which will be read out on the prison radio.

Macmillan@Edinburgh Libraries - each day of the week will feature a "Cancer related" book on their FB account going with the theme of the dreaming/focusing on the future.

South West Libraries – teamed up with the Arts & Creative Learning (south west) and created an introduction to Visual Poetry and Photography, called Photo Poems. These Photo Poems will inspire those who like photography and the idea of combining images into poetic sequences. Marketing is in the form of a video of visual poems.

School Librarians – A host of activities across the city including - designing a literacy mask, COVID safe story sticks using online Wheel of Fortune generator, pupils drawing how they see their future, lunchtime story cafes based on what the future needs to be and how the young of today fit in.

Children and Young People - Edinburgh Libraries Children and Young People's (CYP) services created a dedicated facebook page for our library offering during lockdown making sure we covered all aspects of CYP's core offering ranging from Bookbug, Read Write Count to STEM and bookgroups. The page quickly increased user numbers and alongside it's weekly timetable, it has hosted events with our partners such as the Royal Observatory and the University of Edinburgh plus a successful Drag Queen Story Hour event during Pride.

Macmillan - **Macmillan @ Edinburgh Libraries** for **The Service Team of the Year Award** (for passionate and determined teams supporting people affected by cancer) was successful! The Awards Panel has selected the team as the **Scotland Regional Winner** of this award.



Jenny Smith, head teacher at Currie High School, pays tribute to former pupil Peter Sawkins who recently won the Great British Bake Off.

Peter came to us as a spritely S1 pupil, full of energy and enthusiasm for learning, badminton and baking. As an accomplished sportsman, Peter naturally grew a competitive spirit and Peter would give his all in every aspect of school life. Always with a smile on his face, his passion for being the best version of himself was infectious and as a result Peter achieved success in school every step of the way. This was not only academic achievement. We saw Peter grow from a bouncy 12 year old into a bouncier and blossoming adult who grew in confidence, demonstrated the ability to work superbly well in a team and very much became a responsible citizen. From a young age, Peter showed tenacity, resilience and self-belief in all his endeavours and this spirit has strongly influenced the type of person he is now. We could not be prouder! This is beautiful exemplification that dreams can come true. Peter, you are an

inspiration and we cannot wait to invite you into school, when we can so that you can share with us your wonderful story!

Education, Children and Families Committee

10.00am, Tuesday, 15 December 2020

Energy in Schools - Annual Report

Executive/routine	Routine
Wards	All
Council Commitments	18

1. Recommendations

1.1 That Committee:

- 1.1.1 Notes the content of the report and the detail on current and historic energy use across the Council's learning estate;
- 1.1.2 Notes that natural gas use across the learning estate is becoming the predominant source of carbon emissions;
- 1.1.3 Notes that in order to meet 2030 net zero carbon targets, significant improvements will be required to the learning estate to improve thermal efficiencies and decarbonise heat sources; and,
- 1.1.4 Notes that the decarbonisation of the learning estate cannot be achieved in isolation and that wider alignment with city-wide strategies are essential.

Stephen S. Moir

Executive Director of Resources

Contact: Paul Jones, Energy and Sustainability Manager

Property and Facilities Management Division, Resources Directorate

E-mail: paul.jones@edinburgh.gov.uk | Tel: 0131 469 3607

Energy in Schools - Annual Report

2. Executive Summary

- 2.1 This report follows on from the [Energy in Schools Report](#) in December 2019 and presents an overview of 2019/20 energy use, associated carbon emissions and energy expenditure across the Council's Learning Estate. The report provides detail on key initiatives to improve energy management and reduce energy and carbon emissions across the Learning estate.
- 2.2 The report also outlines how the current strategic focus for the decarbonisation of the Council's Learning estate lays the foundations for future delivery of net zero carbon schools and aligns the school estate with the Council's city-wide net zero target.

3. Background

- 3.1 The Council spent £9.7m energy across operational buildings in 2019/20, an increase of 7% on 2018/19 costs.
- 3.2 Electricity prices increased by just under 10% and gas prices increased by 15% between 2018/19 and 2019/20 placing further pressure on energy budgets and emphasising the continuing importance of appropriate energy management. Whilst there has been a reduction in wholesale energy costs as a result of falling demand for energy, wholesale costs only form a portion of end user costs and the overall pattern of rising cost is expected to continue.
- 3.3 The Council has set a city-wide net zero carbon target for 2030 with a Government net zero carbon target set for 2040. The Council is working with partners, including the independent Edinburgh Climate Commission which the Council co-sponsors, to develop a new 2030 Sustainability Strategy for Edinburgh. Further engagement is planned over the coming months as part of formal consultation on the sustainability strategy. Following agreement of a draft strategy by the Policy and Sustainability Committee in the new year, public consultation on a draft strategy will take place in spring/summer 2021 ahead of the final strategy being formally launched in autumn 2021 to coincide with [CoP26](#) being hosted in Scotland.

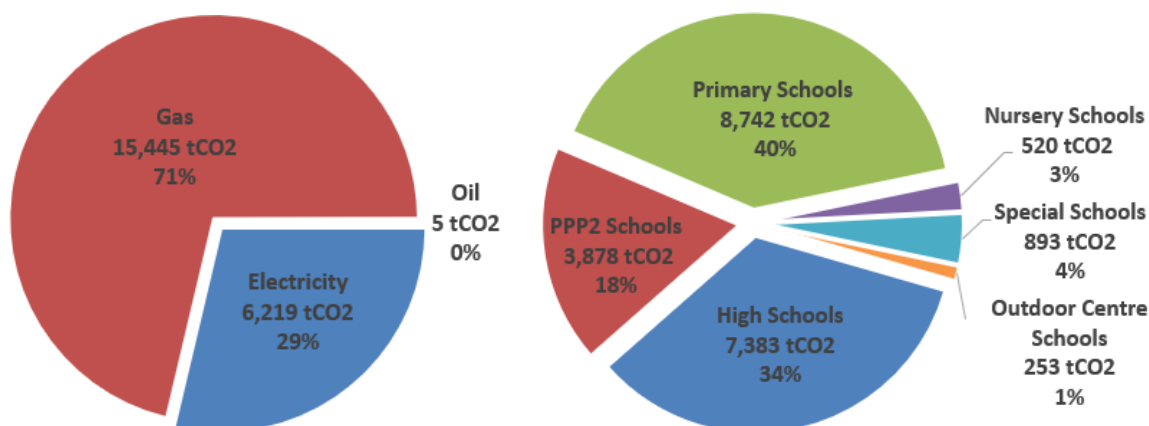
- 3.4 Property and Facilities Management (P&FM) are working with colleagues in Strategy and Communications to support the development of the 2030 Sustainability Strategy for Edinburgh. This includes leading on property related improvement priorities identified under the [Short Window Improvement Plan](#).
- 3.5 In July 2020, the [Council approved](#) the use of up to £0.295m from the former Central Energy Efficiency Fund (CEEF) to enable investment in key energy efficiency initiatives. This included an initial draw down of up to £0.200m to support a deep energy retrofit pilot and the installation of solar photovoltaic (PV) panels on Council buildings.

4. Main report

Consumption Monitoring

- 4.1 This section of the report gives an overview of energy consumption, and associated carbon emissions across the school estate in 2019/20. The data includes details on the Council's PPP2 estate, where the Council pays directly for energy consumed, but excludes detail from Edinburgh Partnership schools (PPP1), as energy costs are factored into the unitary charge.
- 4.2 Additional detail on energy consumption across the school estate can be found in Appendix 1.

Graph 1: 2019/20 Carbon Emissions by Fuel and Property Type

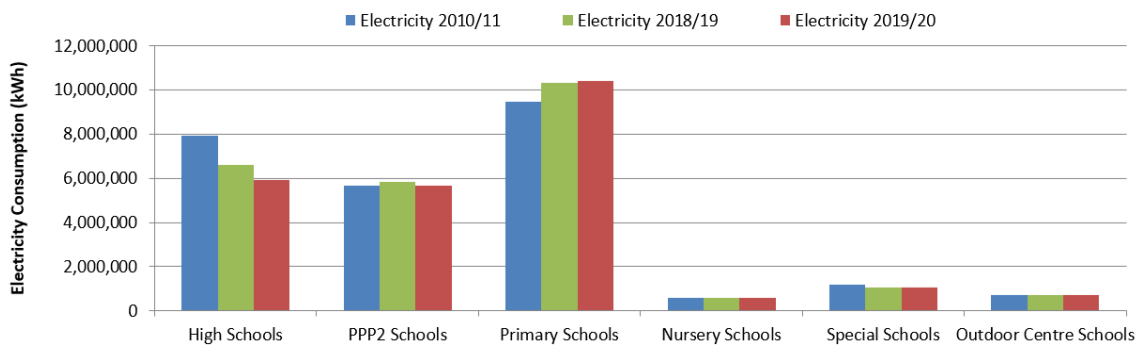


- 4.3 The charts above provide a breakdown of energy related carbon emissions across the Council's learning estate. In total, energy consumption in the learning estate accounts for 21,609 tonnes of CO2 equivalent (CO2e), This is a decrease of 1,034 tonnes or just under 5% on 2018/19 emissions and accounts for around 62% of total Council emissions from operational buildings.
- 4.4 The carbon emission factor for grid electricity has reduced by around 16%, further contributing to the emissions drop in electricity observed in recent years. Natural gas use will be the predominant component of carbon emissions in the learning estate in future years. Five years ago, in 2014/15, carbon emissions associated with

gas use in the school estate accounted for 54% of total school related carbon emissions compared with 71% of total carbon emissions in 2019/20.

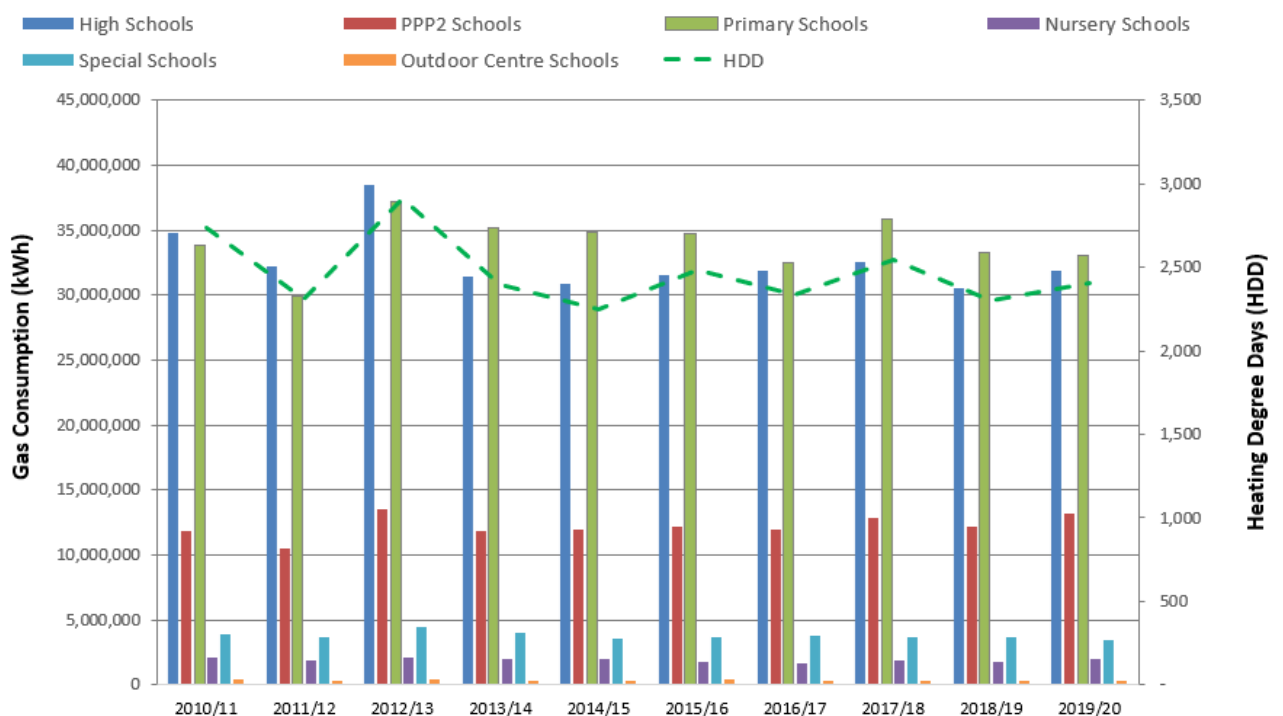
4.5 Just under £6m was spent on energy across the learning estate in 2019/20, an increase of around 13% on 2018/19. A significant portion of this increase relates to higher climate change levy charges which were increased in April 2019 as a result of the closure of the [Carbon Reduction Commitment Energy Efficiency Scheme](#).

Graph 2: 2019/20 Grid Electricity Consumption against 2018/19 & 2010/11 Baseline



4.6 The graph above compares 2019/20 grid electricity consumption against both the 2010/11 baseline and 2018/19 consumption. As with last year, there has been a continued reduction in grid electricity use across High School Properties in 2019/20 which can predominantly be attributed to on site generation through combined heat and power engines and targeted efficiency works. Primary school electricity use continues to increase largely due to the increased footprint of the school estate and corresponding electrification of heat.

Graph 3: 2010/11 to 2019/20 Gas Consumption correlated against Heating Degree Days



4.7 The graph above details 2019/20 gas use against recent years and the 2010/11 baseline year. Data has been correlated against heating degree days (HDD), which is a metric for quantifying the severity of weather conditions in relation to space heating requirements. Whilst there are annual variations in gas use due to weather, there has been no consistent trend of reduction over the last 10 years. There are incidences where improved efficiency of plant and controls have had a demonstrable impact at a building level but estate wide, the impact is marginal. The school estate remains heavily dependent on gas as a means of meeting thermal demand. With 2030 net zero ambitions less than 10 years away and with no clear pathway yet to the decarbonisation of the gas grid, the need to have clear strategies in place to reduce thermal demand and decarbonise heat is evident.

Aligning Council Schools with the 2030 Net Zero Carbon Target

4.8 As highlighted in 4.4 and 4.7, the Council's learning estate is heavily reliant on natural gas for space heating and domestic hot water. Whilst forecasts indicate that the electricity grid will not be carbon free by 2030, emission levels will be significantly lower than present levels reducing associated carbon emissions across the learning estate. The route for decarbonising natural gas is less clear, and therefore the Council needs to consider the strategies that will both reduce reliance on natural gas through demand reduction as well provide an environment that facilitates decarbonisation of heat. Over the long term, local routes to the decarbonisation of the gas network could include increased use of hydrogen or biomethane. Whilst both offer potential for contributing to the widescale decarbonisation of the grid, there are practical barriers that need to be overcome.

4.9 The decarbonisation of the Council's learning estate cannot be achieved in isolation and must be considered in the context of city-wide strategies. There are fundamental uncertainties, such as the scale of future availability of low carbon district heating in Edinburgh or decarbonisation of the gas grid. Clarity on such issues will not be immediate and therefore focus must be given to positive and complimentary actions which are detailed in 4.10, that can be taken now to ready the learning estate for alignment with wider 2030 strategies.

4.10 The current strategy to the decarbonisation of the learning estate splits into three key areas of action as defined in the Council's Energy Policy and captured in the Council's [Short Window Improvement Plan](#) which details the immediate improvement priorities for the Councils Sustainability Approach.

4.10.1 **Building better** – Ensuring that new build schools are delivered to the best possible standard is critical. The Council has committed to Passivhaus being the default standard for Council new build. This is captured under En13 of the Council's Short Window Improvement Plan. At present 4 Passivhaus schools are under development comprising 1 high school and 3 primary schools. Passivhaus is a proven standard that delivers high efficiency buildings that minimise thermal demand and address the performance gap between projected new building energy consumption and delivered performance.

4.10.2 Improving our estate – Whilst Passivhaus will deliver best practice energy efficiency for new build Council schools, only a small portion of the 2030 school estate will consist of new builds built to this standard. The ability of the Council to reduce demand and decarbonise their existing estate is central to reaching 2030 targets. Developing a strategy for the energy efficient retrofit of the Council's operational buildings is a priority focus for P&FM. This is captured under EN11 of the Council's Short Window Improvement Plan with funding of £100k secured to support this agenda. Proposals are underway to execute a pilot on a small sample of buildings, which will include school properties, utilising the Passivhaus [Enerphit](#) standard. This work will place the Council to the fore of current retrofit practice and inform future property lifecycle and refurbishment works. This work will also inform the best value balance between decarbonisation of heat (such as through electrification of heat) and demand reduction through fabric improvements.

4.10.3 Generating renewable power – P&FM's renewables strategy (captured under En10 of the Short Window Improvement Plan) focusses on targeting the best opportunities to increase the Council's renewable generation. Solar PV is the most suitable technology for the Council's operational estate due to its compatibility with the urban environment and relatively low maintenance requirements. P&FM is targeting increased solar generation on new build schools and aligning retrofit solar PV projects with roof works being carried out through the Asset Management Works Programme. The additional £100k of funding secured will support enabling/survey works and provide contingency to existing [SALIX](#) funds (which are based on payback). The Council has also supported the expansion of community renewables across the school estate through the installation of community owned panels on [Duddingston Primary School](#). The Council now has over 1.6MW of installed solar capacity across its operational estate, the majority of which are on schools, with capacity set to grow further during 2020/21.

4.11 Whilst para. 4.10 outlines the key actions currently being progressed, this is not a static approach, and consultation with both internal and external parties is an ongoing priority to ensure the Council remains well placed to deliver market leading solutions for the Council's operational estate, including schools.

4.12 Current strategies are orientated towards demand reduction. The electrification of heat offers a credible route to future decarbonisation of heat, but based on current utility costs, electric heat has higher running costs and is generally better suited to well insulated, efficient buildings. Therefore, prioritising demand reduction as a first step is justified. Similarly, whilst there is little certainty on the technical characteristics of any future district heating schemes, low carbon district heating will generally operate at lower temperatures and therefore will be best suited to efficient buildings.

5. Next Steps

- 5.1 With adoption of Passivhaus standard by the Council and subsequent progress with projects entering design, the main strategic objective is to develop an approach for demand reduction and decarbonisation across the Council's existing operational estate that reflects the ambition of the Council's 2030 target. As such, the pilot into Enerphit will be a key focus over the next year.
- 5.2 Work will continue on retaining ISO50001 certification of P&FM's Energy Management System. This system provides the framework through which objectives are set and performance reviewed.
- 5.3 Opportunities for external funding will continue to be pursued where they align with strategic objectives and complimentary benefits can be realised.

6. Financial impact

- 6.1 Financial efficiencies are a clear driver for energy management and energy efficiency projects. Whilst this will remain the case in future years, the net zero challenge will require investment in properties that may not offer a conventional payback and in some instances may lead to increased running costs.
- 6.2 Natural gas remains a cheap source of energy, and therefore offers a cost-effective means of providing space heating. This may not always be the case and costs could rise significantly, either through increased levies or as a result of actions to reduce associated carbon emissions.

7. Stakeholder/Community Impact

- 7.1 The Energy and Sustainability Team works closely with colleagues in both P&FM and across the wider Council on carbon reduction projects. In addition, the team works with a wide range of stakeholders, suppliers and organisations to ensure that the Council's practices are focussed towards delivering best practice.
- 7.2 By following best practice and delivering effective energy management, the Council can demonstrate carbon reduction and set a positive example for organisations within Edinburgh and more widely.

8. Background reading/external references

- 8.1 [Education, Children and Families Committee, 10 December 2019, Energy in Schools Annual Report](#)
- 8.2 [Policy and Sustainability Committee, Tuesday 6 August 2019, Energy Management Policy for Operational Buildings](#)

- 8.3 [City of Edinburgh Council, Tuesday 28 July 2020, Revenue Budget 2020/21 Update – referral from the Policy and Sustainability Committee](#)
- 8.4 [Finance and Resources Committee, Friday 6 December 2019, The Friends of Duddingston Primary School Solar PV Proposal](#)
- 8.5 [Policy and Sustainability Committee, Tuesday 10 November 2020, Short Window Improvement Plan Progress Update](#)

9. Appendices

- 9.1 Appendix 1. Energy Consumption and Baseline Data

Appendix 1 – Energy Consumption and Baseline Data

Property Type	2019/20						Heating Degree Days	
	Electricity		Gas		Oil			
	MWh	% Change (Baseline)	kWh	% Change (Baseline)	MWh	% Change (Baseline)		
High School	5,917	-25%	31,931	-8%	0	0%	2010/11	2735
PPP2	5,668	0%	13,211	12%	0	0%		
Primary Schools	10,385	10%	33,111	-2%	0	-100%	2019/20	2406
Nursery Schools	587	-3%	2,014	-3%	0	0%		
Special Schools	1,049	-11%	3,398	-13%	0	0%	% Change	-12%
Outdoor Centres	724	0%	342	-16%	20	-50%		
TOTAL	24,330	-5%	84,007	-3%	20	-99%		

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Education, Children and Families Committee

10am, Tuesday, 15 December 2020

Teaching, Learning & Assessment in the Broad General Education – Covid Context

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the content of this report.

Andrew Kerr

Chief Executive

Contact: Jackie Reid, Quality Improvement Education Officer

E-mail: Tel: jackie.reid2@edinburgh.gov.uk 0131 469 3138

Teaching, Learning & Assessment in the Broad General Education – Covid Context

2. Executive Summary

- 2.1 This report provides an update on the Edinburgh Learns Teaching, Learning & Assessment Strategy in the current Covid context. There is a particular focus on Assessing Learners' progress in order to ensure that all learners make expected progress in their learning. This includes addressing any gaps incurred as a result of school closures. Contingency plans, to enable schools to deliver Blended (Connected) learning remotely to young people who are experiencing Covid-related absence, are also detailed.

3. Background

- 3.1 Schools have had to respond rapidly to the need to change their practice as a result of the Covid-19 pandemic. This has led to senior leaders, and their staff teams, adapting to models of learning, teaching and assessment which have supported learners remotely during school closures. In particular, staff have had to develop additional digital skills at an accelerated pace. Upon pupils' return to school in August, schools have focused on supporting, and assessing, young people's Health, Wellbeing and Resilience. Assessments of Literacy and Numeracy skills have been undertaken once it was felt learners could engage with this process, mindful of the variety of young people's experiences during school closures and the potential for trauma and stress. This has been to ensure that continuity in learning has continued including, crucially, identifying gaps in learning. This has been a central aspect of the needs analyses undertaken by schools, informing their Renewal Planning for Teaching, Learning and Assessment, including their Digital Strategy.

4. Main report

- 4.1 School Renewal Planning Schools were asked to submit Renewal Plans in 2 phases to support the safe return of young people to school and to ensure continuity and progression in their learning:-



Teaching, Learning & Assessment Renewal Planning focuses on:-

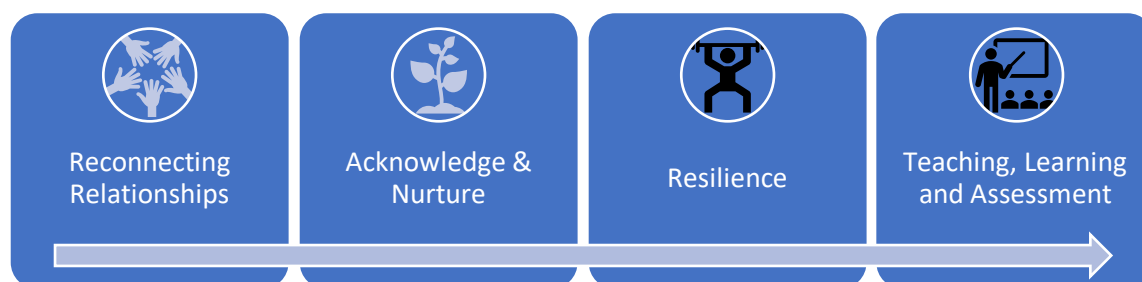
- Review of the Curriculum Rationale to reflect the current context
- The identification of strategies to improve learning, teaching & assessment with clear impact measures detailed
- Digital Strategy including the provision, and deployment, of devices
- Outdoor Learning
- Addressing any gaps in learning, including the effective deployment of the Closing the Gap Workforce
- Contingency plans for Blended (Connected) learning remotely to support young people not attending school due to Covid-related absence

4.2 The Edinburgh Learns Teaching & Learning Framework (Appendix 1) provides schools with guidance about the provision of high-quality learning & teaching practice. The learning & teaching “ charter” within this guidance directs schools to focus on practice in :- Differentiation, Assessment for Learning, Skills and Leadership of learning in order to ensure a high-quality universal provision, which leads to overall improvement in pupils’ attainment and achievement. The Edinburgh Learns Teaching and Learning Team deliver high quality CLPL, to teaching staff, in each of these areas, together with Digital Skills, as part of their professional learning offer. This offer has been adapted to continue to provide CLPL virtually through digital platforms such as Teams, Webinars and Sway. Some of this is practitioner-led, in terms of engagement, to support the need for a flexible approach to staff CLPL during school closure and since returning in August.

4.3 The Edinburgh Learns Assessment & Moderation Draft Framework(Appendix 2) provides schools with guidance about what, how and when to assess learners’ progress and supports schools in developing their Assessment Strategy.

4.4 The principles inherent to each of these guidance documents remain relevant in supporting the delivery of high-quality teaching, learning and assessment, in the current context. Additional guidance was provided to ensure schools were clear about the focus of their work upon pupils’ return to school in August. All schools were advised to focus on the Health, Safety, Wellbeing & Resilience of their young people in order to provide the opportunity for them to reconnect with peers, staff and their learning environments. The wide range of learners’ experiences, during

lockdown was acknowledged, supporting young people in developing resilience strategies helping them to make sense of their individual experiences. Assessments were then undertaken of their Health & Wellbeing, Literacy and Numeracy. (What Edinburgh Learns Guidance, August 2020- Appendix 3) to identify next steps and any gaps in learning.



4.5 Assessing Learners' Progress- Closing the Gap

Schools were asked to consider the following key questions when assessing any gaps in young people's learning:-

- What were the attainment levels of pupils before school closures?
- What was their expected progress? (February Attainment Predictions used as a baseline)
- What is my approach to assessment of pupils' progress? Are Assessment for Learning strategies central to this approach?
- What are the gaps in learning for Health, Wellbeing & Resilience, Literacy and Numeracy?
- What is my strategy to ensure pupils catch up on learning?

Teachers, who know their learners best, have planned programmes of learning which, whilst focusing on the areas above, have provided meaningful contexts for learning, adopting creative approaches which motivate and engage learners, while ensuring adherence to Health & Safety measures. Updated guidance detailing the features of effective assessment has been provided to schools in the Assessing Learners Progress Guidance issued in August. (Appendix 4)

4.6 Tracking and Monitoring

Schools are required to submit attainment predictions by 30th November. This will provide data about the percentage of young people who are on-track/not on-track to attain expected Curriculum for Excellence levels at P1, 4, 7 & S3. This data will be used by schools to inform targetted interventions and support. At Local Authority Level, it will be used to inform the model of proportionate support provided to priority schools, including targetted professional learning.

4.7 Closing the Gap Workforce

Scottish Government has provided funding for additional staffing as follows:- 58 Primary, 48 Secondary and 11 Special School staff. In Primary schools, 23 teachers have been deployed, on a Cluster basis, since August, with a further 23 to

be deployed from 16th November. Within the Secondary allocation, 23 teachers have been allocated (1 per school), 10 teachers have been deployed to the central Digital Taskforce and 11 pupil support officers appointed to provide Home-link support. 14 Pupil Support Officers are appointed to work within Wellbeing bases. The role of this additional workforce includes:-

- supporting young people who may have suffered a loss of learning during lockdown
- supporting young people who are self-isolating
- supporting small groups of learners who need more intense support
- covering classes for teachers who are self-isolating
- responding to any local outbreaks of the virus, which could necessitate implementation of contingency plans for blended learning, including digital provision e.g. on-line & live teaching and prevent school closures.

Head Teachers make local decisions about the effective deployment of these additional teachers, to ensure learners' needs are supported in an equitable way. A DHT has recently been appointed to oversee the strategic plan for the continued deployment of this workforce, including ensuring engagement in high quality professional learning, delivered by the Edinburgh Learns Teaching and Learning Team. This approach is designed to ensure that this workforce is highly skilled in supporting gaps in learning, including for those who are amongst our most vulnerable young people.

4.8 Contingency Planning – Blended (Connected) Learning

Schools developed approaches to blended (connected) learning in June to support a proposed model of 50% attendance from August. Guidance was issued to support this development. (Appendix 5) This became the Contingency plan for learning which schools have continued to develop as part of their Renewal Plans.

In the event of a local outbreak of the virus, a school, or a number of schools, may be closed (partially or fully) temporarily to help control transmission. This applies to schools and local authorities across all protection levels, and is not reserved only for those areas at the highest levels.

Schools are increasingly finding that numbers of staff and students are needing to spend periods of time self-isolating if they or household members have symptoms, or they are identified as the contact of a positive case. There are also young people, across our schools, who are not attending school due to individual health risk assessments. This is leading to significant numbers of young people who need to be able to continue their education at home, with staff finding they need to manage classes where a proportion of students are in the room and others elsewhere, where they may or may not have regular access to adequate technology and connectivity.

This will be further exacerbated in the higher tier levels if staff, children and young people are required to resume previous shielding activity.

Strong contingency plans, for providing education remotely, are being prepared which should include the possibility of using local and national online Digital resources such as Clickview. Schools are currently using a variety of remote learning approaches determined by their individual contexts:-

- providing learners with physical resources, where needed, such as learning materials, textbooks and digital devices
- providing live learning and teaching sessions with children and young people
- providing access to recorded learning sessions and tasks
- setting learners tasks for completion and submission to / discussion with their teachers to provide ingoing assessment and feedback
- using the opportunity for 'live sessions' (as above) to check in, discuss and engage in person with learners following a learning task, but not to deliver lessons or content
- engaging regularly with learners through email or an agreed platform with a focus on Health, Resilience and Wellbeing.

4.9 Initial consultation with Head Teachers has provided examples of effective practice already developed:-

- Clarity for staff needed regarding the learning to be set to ensure equity of provision for all learners e.g. Literacy, Numeracy, Health & Wellbeing tasks set each day, with learning differentiated.
- Learning should provide continuity, and context, clearly connected to in-school learning, whilst acknowledging that some pedagogical approaches have been impacted by infection control measures e.g. play-based approaches.
- Policy detailing the arrangements for assessment of learners' progress, and provision of feedback, which is clearly understood by learners, parents & carers.

4.10 Head Teachers also report examples of the impact of school closures on learners, which has informed their ongoing contingency planning:-

- Assessments in Literacy and Numeracy, for the most part, indicate that younger learners (particularly P1/2) have more gaps in their learning. Health & Wellbeing Assessments also evidence that developmental aspects of learning are impacted more significantly for younger groups of learners e.g. the ability to share, cooperate and collaborate in learning, potentially due to reduced social interaction.
- Older pupils have less gaps in learning as they are able to access learning more independently and accessing digital platforms more confidently. In a few cases, some of these learners are exceeding expected levels of attainment.
- Where pupils have experienced curricular pathways which provide opportunities for consolidation (overlearning) there is evidence of greater retention and progress. This is most prevalent in older pupils.
- Pupils' engagement in learning has evidenced challenges in equity of Digital provision. It is also essential that, where access to Digital Devices is in place, pupils are taught the skills of using these devices effectively whilst in school so they can use these confidently if learning at home.

- 4.11 The Edinburgh Learns Teaching and Learning Team have developed a centralised “Learning Grids” resource which provides suggested learning tasks which schools (all sectors) can adapt for their own use. Feedback indicates that this is a valuable resource in supporting learners experiencing Covid-related absences

5. Next Steps

- 5.1 Audit of Digital and Remote Learning provision issued to all schools with a completion date of 18/11/20. Proportionate support will be provided to schools reporting low confidence in their existing provision and levels of pupil engagement.
- 5.2 Continue to consult with Head Teachers to gather further examples of effective Contingency learning which will form part of the refreshed Blended (Connected) Learning Guidance. This will include “Talking Heads” videos re a range of scenarios of Covid-related absence (staff and pupils) and their strategies for supporting these. This will be supplemented by the ongoing development of local, and national, remote learning resources.
- 5.3 Attainment Predictions, submitted by 30 November, will be analysed by QIEOs to provide proportionate support to schools with less than 85% of learners not on track for achieving expected levels at P1, 4, & S3 in Literacy and Numeracy.

6. Financial impact

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

7. Stakeholder/Community Impact

- 7.1 Consultation is taking place with Head teachers in schools with a range of contexts i.e. those with 1:1 Digital provision, those who provide a mix of remote learning support. This will inform reviewed Blended (Connected) learning guidance, providing examples of effective practice, to other Head Teachers.

8. Background reading/external references

- 8.1 <https://www.gov.scot/publications/coronavirus-covid-19-curriculum-for-excellence-in-the-recovery-phase/>

9. Appendices

- 9.1 Appendix 1 Edinburgh Learns Teaching and Learning Framework
- 9.2 Appendix 2 Edinburgh Learns Draft Assessment & Moderation Framework

- 9.3 Appendix 3 What Edinburgh Learns Guidance
- 9.4 Appendix 4 Assessing Learners' Progress Guidance
- 9.5 Appendix 5 Blended Learning Guidance

EDINBURGH LEARNS

Teaching and Learning



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Aims & Rationale

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

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

It is the aim of every teacher and early years practitioner to deliver high quality teaching and learning. It is the single most important feature of the reflective practitioner and the aspect that is kept under constant review as staff strive to improve skills.

Edinburgh Learns, the council strategy to Raise Attainment for All comprises seven key frameworks: Equity, Health and Wellbeing, Learning Together (Parental Engagement), Teaching and Learning, Inclusion, Pathways (to Develop the Young Workforce) and Quality Improvement. Each of these frameworks is informed by data, research and strategies known to be successful in pursuit of the overarching aim of raising attainment. This strategy details the actions required by all to ensure consistent, high quality teaching and learning in schools and centres.

Excellence in Learning

Guidance from Education Scotland (How Good is our School?4, How Good is our Early Learning and Childcare, and How Good is OUR School) clearly describes the key features of learning and teaching that should be visible in classes and playrooms.

To establish excellence across City of Edinburgh, the following Quality Indicators and key themes have been used to provide the guidance which is developed through the Key Strategic Actions section of this Framework.

- Quality Indicator 2.2 Curriculum
 - Skills for Learning, Life and Work
- Quality Indicator 2.3, Learning, Teaching and Assessment
 - Learning and engagement
 - Quality of teaching (HGIOS?4) or interactions (HGIOELC)
 - Effective use of assessment
- Quality Indicator 2.4, Personalised Support
 - Universal Support

Key Strategic Actions

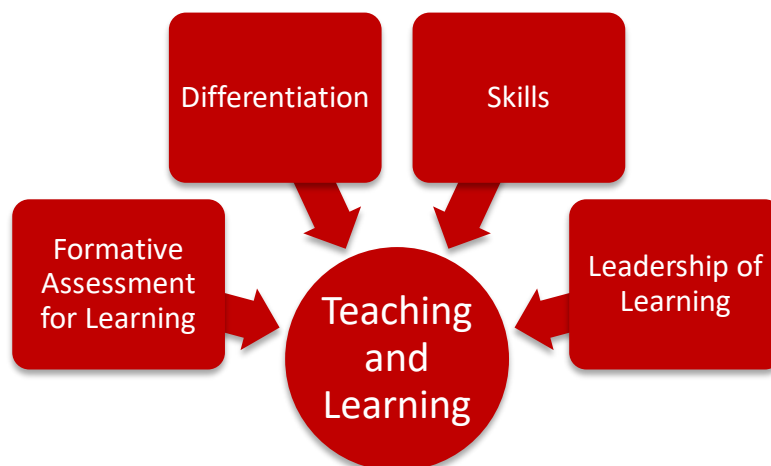
Audit, Plan, Implement, Evaluate

To ensure consistent, sustainable, and high-quality teaching and learning, Headteachers and Heads of Centres, in collaboration with partners, parents and learners should audit and keep under review, the following key themes

- Using HGIOS?4, HGIOELC, and How Good is OUR School
 - 2.2 Curriculum
 - Skills for Learning, Life and Work
 - 2.3, Learning, Teaching and Assessment
 - Learning and engagement
 - Quality of teaching (HGIOS?4) or interactions (HGIOELC)
 - Effective use of assessment
 - 2.4, Personalised Support
 - Universal Support
- Arrange Professional Learning to meet the needs of all staff
- Create, and keep under review, the agreed School/Centre Policy on Teaching and Learning

Key Components

Within each School/Centre Policy, clear reference should be made to the following



Formative Assessment for Learning

Within Schools: Clear, agreed expectation of the key features of highly effective practice which should include:

- A positive, supportive ethos, in which the 'story' of each learner, particularly those living in poverty or who are care experienced, is taken into consideration
- Structured, well-paced lessons, which include starter and plenary
- Clear learning intentions and co-constructed success criteria
- Planned opportunities for quality individual, paired and collaborative group work
- Opportunities for children and young people to discuss and evaluate their learning, and 'lead the learning'
- Effective use of formative assessment approaches, particularly skilled use of questioning and feedback; and summative assessment
- Assessment as an integral part of learning and teaching used effectively to plan high quality learning experiences for all children and young people

Within ELC centres: Clear, agreed expectation of the key features of highly effective practice which should include:

- An environment where children are actively involved in learning through spontaneous play opportunities, well planned, purposeful play and through relevant real-life experiences
- An environment built on positive, nurturing and appropriately challenging relationships
- Children being listened to and encouraged to talk about their learning and achievements
- Observations that take place naturally during everyday activities and interactions
- Practitioners making sound judgements about children's progress and responding quickly to ensure learning opportunities meet the needs of individuals
- Assessment as an integral part of the learning and teaching and is used effectively to plan high quality learning experiences for all children

Differentiation – 4 Modifications

Tasks, activities and resources are differentiated to provide all learners with support and challenge to progress at an appropriate pace. These are clearly planned and detailed in either teachers' daily plans or Individualised Education Plans. Adaptations to lessons are based on one or more of the following aspects:

- Modification of content
- Modification of process
- Modification of product
- Modification of the learning environment.

Skills Development

All teachers provide opportunities to develop children and young people's skills for learning, life and work. They make explicit reference to the relevant skills at the beginning of every lesson and display them alongside the Learning Intentions and Success Criteria. They ensure that children and young people self-evaluate their progress in terms of learning, and of skills development. All staff take responsibility for developing the following core skills and there is a school/centre policy for how this takes place:

- literacy
- numeracy
- health and wellbeing
- employability, including enterprise and creativity¹
- thinking/cognitive

Leadership of learning

Leadership of learning is the responsibility of all members of the school community. The ways in which it is carried out are detailed in the school/centre's Teaching and Learning Policy. These include opportunities for children and young people to lead their own learning, as well as the strategic oversight for quality assurance of teaching and learning and the professional learning of staff (including support staff). A senior member of staff has the strategic remit for Teaching and Learning and ensures that the guidance contained within this Framework, and the school's own policy, is consistently applied and sustainably embedded.

¹ Digital Skills are considered in our accompanying Framework: Digital Learning

Roles, remits and responsibilities

To ensure improved quality teaching and learning, the Chief Education Officer²:

- Provides an annual statement on the quality of Quality Indicator 2.3 Learning, Teaching and Assessment (HGIOS⁴ and HGIOELC) to the Children & Families Committee as part of the Schools and Lifelong Learning Standards and Quality Reporting process for Edinburgh Learns

To ensure improved quality in teaching and learning, officers³:

- Provide support and challenge to schools and centres to bring about improvements in learning and teaching.
- Identify and promote effective practice in the playroom, classroom and elsewhere.
- Plan, support and, where appropriate, deliver professional learning, with a focus on improving outcomes for the care experienced and those living in poverty
- Provide support to Headteachers and Heads of Centres to ensure continuous professional development to meet high internal standards and external work demands and achieve full potential of the workforce.
- Lead on quality assurance requirements providing support and challenge to establishments to identify opportunities for continuous improvement

To ensure improved quality in teaching and learning, headteachers and heads of centres:

- Ensure that Teaching and Learning features in the annual self-evaluation and improvement planning cycle and is robustly and consistently developed across all classes and playrooms
- Work with other senior leaders to review QI 2.3 as part of the Leadership Learning Partnerships
- Lead on a range of activities to ensure consistency with a clear ongoing focus on developing an understanding of high quality learning, teaching & assessment;
 - share and promote a clear expectation of the key features of highly effective practice which should appear in every learning experience
 - provide opportunities for staff at all levels to develop their leadership of learning
 - lead on the planning professional learning opportunities for all staff including opportunities for teachers to observe and learn from each other
 - support staff to plan opportunities for all children and young people to develop skills including employability, creativity and digital learning skills
 - have in place robust procedures for quality assurance, based on a range of evidence, including the views of all stakeholders
 - [ensure Care Inspectorate *Health and Social Care Standards-My support, My life* are implemented within the setting – Early Years only]
 - support the use of How Good is OUR School by encouraging and supporting activities in which learners evaluate 'Our Learning and Teaching'

² Chief Education Officer or other delegated officer

³ Officers includes Quality Improvement Managers, Quality Improvement Education Officers and Development Officers

To ensure improved quality in teaching and learning, class teachers:

- ensure that they fully know and understand the context of each learner, particularly the care experienced and those living in poverty
- *plan systematically for effective teaching and learning across different contexts and experiences*, by developing a positive learning environment, with explicit reference to skills, formative assessment for learning strategies and differentiation to meet the needs of all learners
- *have a secure working knowledge and detailed understanding to justify what is taught within the curricular areas, in relation to the curriculum and the relevance to the needs of all learners*
- *understand their role as leaders of curriculum development* (GTCS: The Standard for Full Registration, December 2012)
- plan for learning and teaching and assessment using current Education Scotland guidelines
- prioritise professional learning for high quality learning, teaching and assessment
- involve learners in evaluating the effectiveness of their learning experiences and leading their own learning
- support the use of How Good Is Our School

To ensure improved quality in learning, ELC practitioners:

- are child centred, acknowledge children's views and actively involve children in meaningful ways in everyday decisions within the setting
- plan systematically for effective play and learning using observations to inform appropriate and well-timed interventions across different contexts and experiences
- understand child development and early learning pedagogy and skilfully put this into practice
- through strong positive relationships, know children very well as learners to make accurate judgements about progress
- involve learners in evaluating the effectiveness of their learning experiences
- understand their role as leaders of curriculum development (GTCS: The Standard for Full Registration, December 2012/ SSSC: Codes of Practice)
- engage in professional learning to ensure high quality learning, teaching and assessment

Teaching and Learning Strategic Group

To ensure that systems and processes deliver the necessary improvements, the Teaching and Learning Strategic Group meets quarterly.

This group, chaired by Service Manager, Quality Improvement, and Curriculum, comprises

- headteachers and depute Headteachers from each sector
- attainment advisor
- improvement advisor
- depute headteacher additional support for learning
- principal educational psychologist
- professional associations.
- Parental rep
- Learner rep
- Partners, as appropriate

The Teaching and Learning Strategic Group makes recommendations for future actions, and reports to the Chief Education Officer by:

- reviewing impact of the overall strategy
- reporting on the overall impact of teaching and learning across schools as part of the outcomes as drafted in Local Outcomes Improvement Plan, Partnership Plan and Education Improvement Plan
- reviewing research and guidance
- reviewing the reports to Education Scotland, Scottish Government and Regional Improvement Collaborative

The themes under constant review by this group are:

- improvements in performance
- self-evaluation to secure improvement
- leadership of improvement and change.

Appendix 1

Scottish Government and Education Scotland key guidance

How Good Is Our School? 4th Edition 2015

https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHedit_HGIOS/FRWK2_HGIOS4.pdf

How Good Is Our Early Learning And Childcare? 2016

https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHedit_Self-evaluationHGIELC/HGIOELC020316Revised.pdf

National Improvement Framework

<http://hub.careinspectorate.com/media/623628/2018-national-improvement-framework-and-improvement-plan-for-scottish-education.pdf>

Building the Ambition 2014

<http://www.gov.scot/Resource/0045/00458455.pdf>

Experiences and Outcomes 3 – 18

[https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-\(building-from-the-statement-appendix-incl-btc1-5\)/Experiences%20and%20outcomes](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/Experiences%20and%20outcomes)

Curriculum for Excellence Benchmarks 3 – 18

<https://education.gov.scot/improvement/learning-resources/Curriculum%20for%20Excellence%20Benchmarks>

Curriculum for Excellence: A statement for practitioners

<https://education.gov.scot/improvement/documents/cfestatement.pdf>

The Moderation Cycle

<https://education.gov.scot/improvement/learning-resources/The%20Moderation%20Cycle>

Appendix 2

ExampleTemplate: School Framework for Teaching and Learning

School Vision, Values and Aims

XXX

Overall aim of Framework (What we are trying to do)

XXX

Key Research Informing Practice

XXX

Key Themes/Actions (How will we do it)

- Universal Support
- Skills
- AifL
- Differentiation
- Leadership

Additional Features

Home learning

Digital Learning

Outdoor Learning

Roles, Remits, Responsibilities

Headteacher

Staff

Learners

Parents

Arrangements for Quality Assurance and Review (How will we know we have been successful)

XXX

Edinburgh Learns

BGE Assessment & Moderation Framework



Contents

1. Aims & Rationale
2. What are the purposes and principles of assessment?
3. Range of Assessment Approaches
4. Reporting on progress and achievement
5. Moderation as a Key Strategic Action
6. Tracking Learners' Progress
7. Proposed Support and Actions

Appendix 1 – Achievement of a level poster

Appendix 2- Guidance on the Administration of SNSAs

Appendix 3- A Framework for Assessment to Support the Purposes of Learning 3 to 18

Appendix 4- Assessment and the Quality Indicators

Appendix 5- How to set up your Assessment & Moderation Strategy

Aims & Rationale

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

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

It is the aim of every teacher and early years practitioner to deliver high quality teaching and learning. It is the single most important feature of the reflective practitioner and the aspect that is kept under constant review as staff strive to improve skills. This includes effective use of assessment, planning, tracking and monitoring of learners' progress.

Excellence in Learning, Teaching and Assessment

Guidance from Education Scotland (How Good is our School?4, How Good is our Early Learning and Childcare, and How Good is Our School) clearly describes the key features of learning and teaching that should be visible in classes and playrooms.

To establish excellence across City of Edinburgh, the following Quality Indicator and key themes have been used to inform the guidance within the Assessment and Moderation Framework, with particular focus on the theme of Effective use of Assessment.

Quality Indicator 2.3, Learning, Teaching and Assessment

- Learning and engagement
- Quality of teaching (HGIOS?4) or interactions (HGIOELC)
- **Effective use of assessment**
- Planning, tracking and monitoring

Edinburgh Learns: A Strategy to Raise Attainment for All

This framework is also informed by the Edinburgh Learns Improving Quality in Learning (August 2018) & Teaching and Learning (October 2018) frameworks.

What are the purposes and principles of assessment?

Why do we assess?

- to involve, engage and support young people in their learning
- to ensure progression in learning is in line with expectations that are appropriate to the learner

- to summarise and share progress with the learner and parent/carer
- to plan appropriate next steps in learning which meet individual learner's needs and identify how to get there
- to ensure learners receive appropriate support and challenge in learning

What do we assess?

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning and opportunities for personal achievement.

Assessment will focus on the application of standards and expectations of each learner's progress and achievement in:

- Knowledge and understanding
- Skills
- Attributes and capabilities
- The Broad General Education up to, and including, Curriculum for Excellence Fourth Level.

When should we assess learners' progress?

- As part of ongoing learning and teaching

Effective ongoing assessment is about establishing where young people are in their learning. Teachers do this by observing learners, looking at what they say, write, make and do and by considering how they answer questions. It is important to use this evidence to provide useful feedback, adapting learning and teaching approaches to meet learners' needs.

- Periodically (from time to time)

From time to time, teachers need to take stock of learners' progress in order to be able to plan ahead and to record, and report, on progress. This is vital in ensuring that learners' progress is on track and that action is being taken to address any problems at the earliest point. This relates to broad standards and expectations, for example deciding whether a Curriculum for Excellence level has been achieved and involves evaluating a range of evidence over time. It can be carried out in a number of ways, weighing up all relevant evidence, taking account of breadth, challenge and application of learning.

- At Transitions

Well-planned and effective transition arrangements are fundamental to maintaining young people's progression within Curriculum for Excellence.

How do we plan for learning, teaching and assessment?

Teachers use two key resources which teachers to plan learning, teaching and assessment:

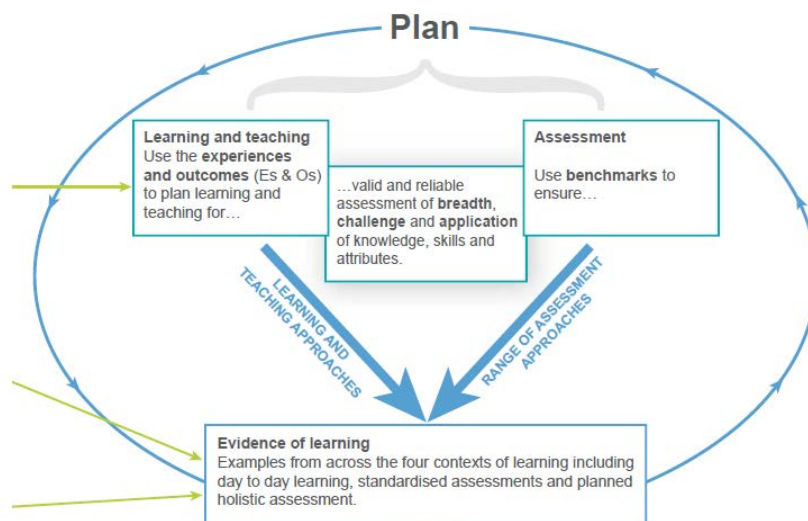
- Experiences and outcomes (with CEC Progression Pathways to provide detail)

- Benchmarks – to provide guidance on the standard against which to assess

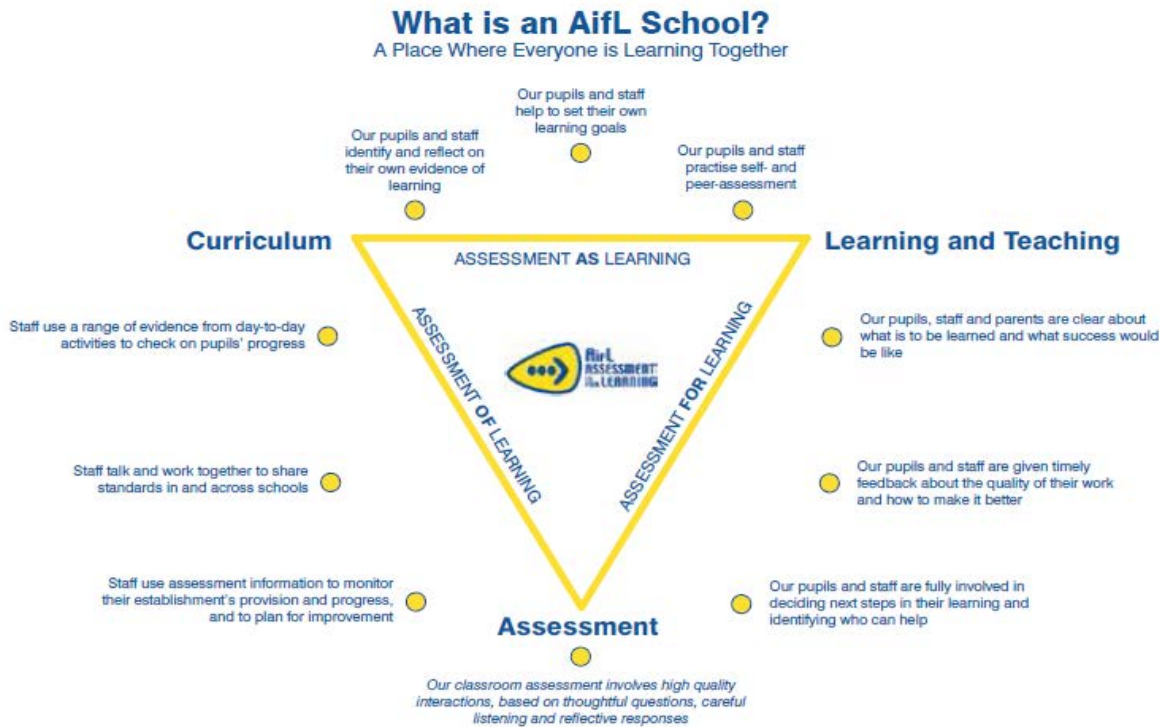
Ensure:

- Collegiate planning to ensure shared understanding of standards, expectations and pedagogy
- Breadth, challenge and application in planned learning experiences
- Personalisation and choice to meet the needs of individuals
- Challenge
- A range of evidence of approaches and evidence to provide rigour in professional judgements.
- No significant gaps in learning which could impede progress when considering whether learners have achieved a level.

Each school will continue to declare Curriculum for Excellence Levels achieved in Literacy (Reading, Writing, Listening/Talking) and Numeracy. These will be collected centrally and reported to Scottish Government, at the end of each session. You will find the full Achievement of a Level poster in Appendix 1 of this document.



What range of assessment approaches can I use to assess progress and inform next steps?



Formative Assessment for Learning

Within Schools: clear, agreed expectation of the key features of highly effective practice which should include:

- A positive, supportive ethos, in which the 'story' of each learner, particularly those living in poverty or who are care experienced, is taken into consideration
- Structured, well-paced lessons, which include starter and plenary
- Clear learning intentions and co-constructed success criteria
- Planned opportunities for quality individual, paired and collaborative group work
- Opportunities for children and young people to discuss and evaluate their learning, and 'lead the learning'
- Effective use of formative assessment approaches, particularly skilled use of questioning and feedback; and summative assessment
- Assessment as an integral part of learning and teaching used effectively to plan high quality learning experiences for all children and young people

Within ELC centres: clear, agreed expectation of the key features of highly effective practice which should include:

- An environment where children are actively involved in learning through spontaneous play opportunities, well planned, purposeful play and through relevant real-life experiences
- An environment built on positive, nurturing and appropriately challenging relationships
- Children being listened to and encouraged to talk about their learning and achievements

- Observations that take place naturally during everyday activities and interactions
- Practitioners making sound judgements about children's progress and responding quickly to ensure learning opportunities meet the needs of individuals
- Assessment as an integral part of the learning and teaching and is used effectively to plan high quality learning experiences for all children

Providing high quality learning and teaching supports better outcomes for all children and young people but particularly for those from disadvantaged backgrounds. Formative assessment (or Assessment for Learning) approaches are part of high quality learning and teaching. We also know that high quality feedback supported by quality dialogue helps learners develop an understanding of their learning and what they need to do to progress.

Summative assessment

Summative assessment is assessment which evidences progress. Say, write, make and do assessment activities can all be forms of summative assessment. Summative assessment is often used to evaluate learning at the end of a topic or unit by comparing performance against a standard or benchmark.

Summative assessment may include:

- Observing learner performance at a defined point in their learning
- Specifically designed assessment tasks
- Tests and examinations
- Assessment of Completion of a project
- Portfolio review
- Demonstration
- Composition
- End of unit/topic assessment
- Standardised assessments

Holistic assessment

Holistic assessment is an approach which bundles Experiences and Outcomes together into a well-designed assessment task to support evaluation of learner progress. The selected Experiences and Outcomes should link concepts appropriately. This efficient approach is beginning to be used more widely in schools and centres. Holistic assessment is an example of a type of summative assessment.

Key features of holistic assessments are that they:

- Require the learner to draw on learning from a range of Experiences and Outcomes across different organisers at the appropriate level (BREADTH)
- Promote higher-order thinking skills such as analysing, creating and evaluating (CHALLENGE)
- Demonstrate application of learning in new and unfamiliar situations (APPLICATION)
- Are efficient and tackle bureaucracy

Standardised assessment?

The purposes of standardised assessments are:

- To provide a benchmark of a child's learning against a standardised score
- To produce a snapshot of a learner's achievements at a point in time
- To confirm a teacher's judgements about a child's progress, strengths and develop needs

Within City of Edinburgh Council, every child in P1, P4, P7 and S3 undertakes national standardised assessments covering aspects of reading, writing and working with numbers. The assessments are designed to measure a portion of the Curriculum for Excellence curriculum in Literacy and Numeracy and are adaptive. Assessments are completed on line and automatically marked by the system, giving practitioners immediate feedback to inform learners' progress. It is essential that the right conditions for engagement are created in order that each learner can engage in a positive and equitable manner.

Schools can decide when is best for their learners to engage in these assessments, providing they have a sound rationale for doing so. This should be specified in the school's overall Assessment Strategy.

Further information can be found in the Scottish Government document 'Assessing Children's Progress: A Guide for Parents and Carers':

<https://www.education.gov.scot/parentzone/Documents/parent-leaflet-assessing-progress.pdf>

As standardised assessments are a 'one-off' event, careful consideration needs to be given to the extent to which the results reflect the ongoing assessment of a learner's progress. It is essential to remember that aspect of assessment is a small piece of a much larger range of evidence upon which practitioners will make professional judgements.

Once data is gathered, staff should consider the following:

- What are the reasons for the performance?
- How closely do the results reflect expectation based on classwork and formative assessment?
- Have some learners exceeded expectation? Does pace/level of challenge need to be increased for this group of learners?
- Have some learners performed less well than expected? What action needs to be taken? Is further support required?
- Have any patterns emerged across the cohort which may support planning for next steps for larger groups or individuals?
- Schools may also choose to use standardised assessments at other stages to allow them to track learners' progress, plan and measure the impact of interventions, etc.

Operational Guidance on Administering the SNSAs can be found at Appendix 2 of this document.

Think about ...

- To what extent is there a balance in the types of assessment being used to support learning?
- What evidence have you gathered that may be considered Formative assessment? Summative assessment?
- Have you created and used any holistic assessment tasks with your learners? What evidence did they provide?
- How will you use standardised assessment data to inform teacher professional judgement?

- What range of assessment is being used to gather evidence of progress? How will you use gathered assessment evidence to plan a learner's next steps?

Reporting on progress and achievement

Reporting has two main purposes: it should provide clear, positive and constructive feedback about young people's learning and progress looking back on what has been achieved against standards and expectations; it creates an agenda for discussions between learners and those teaching and supporting them about their next steps in learning. Learners should be encouraged and supported to be involved in deciding what evidence may be drawn upon to inform reporting, irrespective of where the learning takes place.

What language should be used to report on progress within a level? (Primary)

- W** **Working in the level:** a few of the experiences and outcomes achieved
- P** **Progressing in the Level:** around half of the appropriate range of experiences and outcomes achieved
- A** **Achieving the Level:** a significant number of experiences and outcomes achieved within the working level

Within Secondary Schools, schools who have implemented EDICT are using only:-

- W** **Working in the level:** a few of the experiences and outcomes achieved
- P** **Progressing in the Level:** around half of the appropriate range of experiences and outcomes achieved

How do our schools track progress?

We need to track the progress of our learners to:

- support our teacher judgement decision for achievement of a level
- inform next steps (particularly at key points of transition)
- help us report to parents & carers
- know whether learners are on track (particularly with literacy and numeracy)
- identify those who are not on track and plan interventions to support their progress
- specifically consider learners through equity (eg SIMD 1 and 2, FMR, care-experienced, ethnicity, disability, young carers, EAL), removing potential barriers to learning, including this which are poverty-related.
- Ensure that we can evidence the attainment of individual learners, cohorts of learners over time, at a glance. This should also support analysis of whole-school attainment trends over time.

City of Edinburgh are developing an electronic tracking system (EDICT) for Primary and Secondary sectors to ensure rigorous approaches to tracking and monitoring of pupils' progress and attainment trends over time.

Stakeholder and Community Consultation

- To ensure fitness for purpose, a sample of teachers and senior leaders were asked to provide feedback on the revised guidelines.
- A group of parents & carers were asked about what assessment information helps them to understand their child's progress.
- A group of young people were asked about how they feel about engaging in assessments, including what should be in place to help them feel relaxed in order that they can do their best.
- A sample of teachers and teaching union representatives met with quality improvement staff to provide feedback on engagement with SNSAs, including the impact on teacher workload and approaches to tackling bureaucracy, ICT provision and reducing pupils' anxiety.
- A group of teachers, parents, carers and children will be consulted about the features of the EDICT electronic tracking system, including language used to report on progress within Curriculum for Excellence levels.

What the Teachers Said

- Schools want clear guidance about how to assess in meaningful ways to plan next steps in pupils' learning.
- Schools want guidance on tracking of pupils' progress.
- Schools want guidance on Moderation of standards to ensure Achievement of a level data (teachers' professional judgement) is reliable and accurate and to support transitions.
- Head Teachers want support in creating their school's Assessment & Moderation Strategy.

What the Parents & Carers Said

- Schools should share good practice with each other.
- Schools should use a variety of approaches to share assessment information.
- We would like to know how schools gather and record information about pupils' progress.
- It's great to have learning shared e.g. through e-learning journals. This shows a child's individual path through learning.
- What represents "good" progress for my child?
- Use assessment information to create personal learning targets but ensure "less is more" i.e. a small number of targets.
- Parents & carers should be involved in setting pupils' learning targets.

- Schools should have effective home-school links to celebrate success.
- “Demystify” assessment. Use plain language in communications.
- Clarification around expected levels of progress.

What the Young People Said

- Pupils (P5/6 group) could describe confidently what they understood by the term “Assessment” providing examples
- They described the need for assessment as being something useful you need to learn from mistakes, which you need to be able to do especially when you grow up.
- Pupils were asked about what would make things the best they could be during engagement in an assessment. Their responses were as follows:-

Almost all said they needed a quiet, comfortable place when doing an assessment

They wanted to be able to ask someone for help if they were really stuck

They needed a short time to think about what they might be asked about

They wanted to be able to look back at previous work and be able to use wall displays.

Make assessments creative and fun.

Key Strategic Actions



Moderation as a key strategic action

Moderation takes place at local, regional and national levels, including:

- Teachers and practitioners at the same curriculum level
- Across a school or setting

- Across a group of schools/settings
- Within local authorities
- Through regional groups
- Via national groups

Moderation is most effective when:

- It is built on a culture of professional dialogue, support and risk-taking
- The process is planned, resourced and reviewed
- Learning about the process is recorded for wider application across the school
- There is a facilitator or co-ordinator
- It is fully supported by school leadership teams

Moderation consists of six phases:

1. Planning for moderation
2. Clarifying and extending practitioner knowledge of curriculum content; learning, teaching and assessment processes
3. Collecting evidence of learning
4. Analysing the evidence
5. Interpreting and sharing evidence
6. Continuing and reviewing moderation processes

In City of Edinburgh, QAMSOs will support the local authority Assessment Coordinator, Cluster Literacy and Numeracy Assessment Coordinators in professional learning focused on Moderation practice. This can be at schools, centres, cluster, locality or practitioner levels. The local authority will also provide advice on how best to engage with the Curriculum for Excellence Benchmarks, on types of moderation activity to fit different learning needs and contexts and continue to provide support for Moderation using trained staff.

Assessment approaches should be fit for purpose. Your school's assessment strategy should ensure approaches are valid, reliable and proportionate. (See Appendix 5 for Example Template)

Professional judgements about the progress of learners should be based on a variety of approaches considering a range of evidence. In designing learning discussions, tasks and activities consider the following questions:

- Is the assessment experience directly linked to the experiences & outcomes and benchmarks?
- What sources of evidence will we use?
- How will we remove barriers to learning and achievement? Do the conditions for engagement and resources remove poverty-related barriers and ensure equity for all learners?
- Are learners clear about what they need to do?
- How will we share, discuss and agree expectations with learners?
- How will we share expectations with colleagues and others involved in assessment?

Roles & Responsibilities

The following states the core responsibilities of practitioners within schools, and the Education Authority towards ensuring effective assessment and moderation:

The Local Authority will:

- Provide guidance to schools in line with National Policy and research.
- Provide an electronic tracking system for each school.
- Provide professional learning for QAMSOs and ensure links with professional associations.
- Provide a suite of resources to support cluster, school and faculty moderation activities stored on Sharepoint.
- Regularly review the CEC Assessment and Moderation Framework document (BGE).
- Provide professional learning for Senior Leaders, identified Cluster Assessment, Literacy and Numeracy Coordinators, and other interested practitioners, on how to support and facilitate the delivery of high quality professional learning on moderation, working collaboratively with the Edinburgh Learns Teaching and Learning Team (three inputs per school session).

Schools will:

- Ensure two cluster CAT sessions in the year are opportunities for staff (primary and secondary) to engage in activities to support the moderation of Literacy and Numeracy and that this is fully considered in discussions around working time agreements.
- Ensure provision is considered for identified practitioners to attend the Local Authority professional learning sessions on Moderation, in discussions around working time agreements.
- Be able to seek and obtain support from trained staff for their Cluster CAT moderation sessions as necessary.
- Encourage and enable all staff to increase their engagement with the Benchmarks to support planning of learning, teaching and assessment and support their own professional judgements on achievement of a level.
- Encourage all staff to increase their engagement with the Benchmarks to achieve a shared understanding of national standards.
- Provide time for professional dialogue and collegiate working to plan for learning, teaching and assessment, as appropriate.
- Ensure appropriate arrangements are in place to support the delivery of SNSAs
- Discuss arrangements for the delivery of SNSAs with Parent Councils.
- All parents and carers should be provided with information about the planned arrangements for SNSAs within their child's school. School websites and handbooks should be updated to include this information.
- Maintain an electronic tracking system to track and monitor pupils' progress and attainment trends over time.
- Report to parents & carers about their children's progress using plain language, clearly understood by all stakeholders.

Teachers will:

- Use Curriculum for Excellence Experiences & Outcomes when planning teaching, learning experiences. Assessment experiences for pupils should also be planned at this point supported through engagement with the Benchmarks.
- Use a range of approaches to assessment:- formative, summative, holistic, standardised.
- Ensure a focus on breadth, challenge and application.
- Use assessment information to inform next steps in learning and teaching to ensure appropriate support and challenge for learners.
- Gather evidence of learners' progress from a range of sources across the four contexts for learning:- the ethos and life of the school as a community, curriculum areas and subjects, interdisciplinary learning, opportunities for personal achievement.
- Engage learners in the assessment process, including involving them in choosing and developing assessment approaches.
- Maintain records of pupils' assessment information in line with the schools Assessment & Moderation Strategy.
- Engage in Moderation activities/professional learning with consideration given to Working Time Agreements.

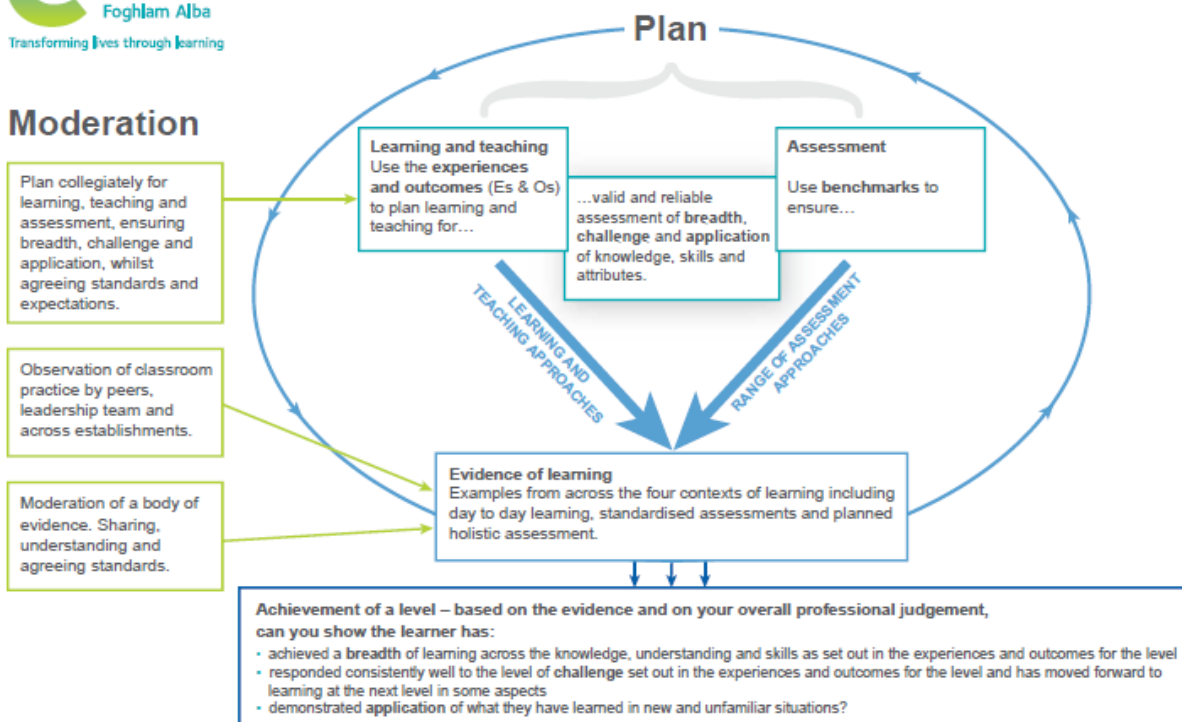
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Appendices

Appendix 1



Achievement of a level



Transforming lives through learning

Appendix 2

Guidelines for the Administration of SNSAs.

1. PURPOSE

The aim of this guide is to give advice and support to City of Edinburgh schools on implementing Scottish National Standardised Assessments (SNSAs). It should be read in conjunction with current Scottish Government SNSA Guidance and City of Edinburgh BGE Assessment and Moderation Framework.

2. SCOPE

The information in these guidelines is for City of Edinburgh schools, partner services and agencies who are involved with assessment arrangements:-

- Head Teachers
- Lead practitioners for assessment arrangements
- Curriculum Leaders, class or subject teachers
- Support for Learning teachers / Additional Support for Learning Team members
- Psychological services

It provides guidance for staff in supporting assessment arrangements in Scottish National Standardised Assessments.

3. DEFINITIONS

SNSA – Scottish National Standardised Assessments

SLT – Senior Leadership Team

CfE – Curriculum for Excellence

BGE – Broad General Education

The Orb – City of Edinburgh Intranet

IT – Information Technology

ASN – Additional Support Needs

4. ACTIONS

Head teachers should ensure that:

- All staff are familiar with aims and rationale for their school's assessment strategy, including engagement with SNSAs.
- SNSAs should be considered within the wider context of assessment for learning.
- Appropriate time for planning, analysis and professional action is included within the Working Time Agreement and reviewed each session.
- Operational guidance including timing, use of IT and arrangements for supporting learners with ASN and EAL is reviewed regularly.
- Ensure arrangements for the delivery of SNSAs is discussed with Parent Council.

5. BACKGROUND

Formative, Summative and Standardised methods of assessment

Schools should use all available assessment information, including formative and summative, to track children's progress. Please see the Edinburgh Learns BGE Assessment & Moderation Framework for exemplification of these terms.

The information gathered through standardised assessments should be used as part of a suite of information, regarding learners' progress to inform learning and teaching. Standardised assessments can provide a detailed breakdown of a child's ability in Literacy and Numeracy. Together with assessments from day to day learning, and other assessment tasks or activities, standardised assessments can provide a detailed picture of learners' progress.

Scottish National Standardised Assessments (SNSA)

The aims of national standardised assessments are to:

- Assess progress in skills and knowledge in reading, writing and numeracy.
- Assess pupils in P1, P4, P7 and S3 in line with nationally developed, and understood, expectations.
- Provide individual, diagnostic reports on each child's and young person's progress, based on an on-line and adaptive assessment.
- Contribute to, and support, teachers' professional judgment.
- Provide standardised scores - consistent national reference points
- Promote Equity and Inclusion by allowing all pupils to be fairly assessed, no matter their background, experience, additional support needs or level of ability.
- Be administered at a time of the teacher and school's own choosing in line with guidance from the Local Authority and the school's Assessment Strategy.

Within City of Edinburgh schools, all children in Primary 1, Primary 4, Primary 7 and S3 will participate in Scottish National Standardised Assessments in literacy and numeracy.

Scottish National Standardised Assessments are not designed to be used as an assessment for achievement of a level. They must be seen as one piece of assessment information and used with other assessment data to track children's progress and inform the next steps in learning.

The main aim of standardised assessments is to inform learning and teaching. The overall data will be used as part of corporate performance reporting, together with a range of other performance information provided by schools.

SNSAs are online, adaptive assessments using a cloud-based platform. The adaptive element means that questions are assessed in groups of ten resulting in the following questions being adapted to suit the ability of the child.

Administering SNSAs

All assessment should inform planning for next steps in learning.

Senior Leadership Teams must ensure that teacher workload is not affected by carefully timetabling their implementation as part of the Working Time Agreement and School Quality Assurance Calendar. All training associated with the implementation and interpretation of SNSAs must be carried out within the parameters of the 35-hour week.

Schools should ensure IT equipment is at full capacity and that support is available should problems occur. Support staff should be timetabled to work with individual pupils if required.

A positive and supportive ethos should be established to ensure each child can give their best possible responses. This may include withdrawing small groups who benefit from support rather than testing in whole class situations.

Assessments are not time-barred, however are expected to last approximately 45 minutes. Teachers should ensure that children are encouraged to try to answer questions to the best of their ability without missing any. Where questions are missed out, this is indicated in the analysis section.

SNSAs are designed to be inclusive so that all children can access them. Children with additional support needs should be provided with their normal classroom support in order to take part in the assessments. Support should not create an unfair advantage.

Communication with Parents, Carers and children

All parents and carers should be provided with information about the planned arrangements for SNSAs within their child's school. School websites and handbooks should be updated to include this information.

When communicating the results of SNSAs with children and parents, the information should be used to discuss strengths and next steps and there should not be an emphasis on the numerical score. Parents should be made aware that standardised assessments are part of assessment information; however no more weight should be given to this than any other assessment.

Measaidhean Coitcheann Nàiseanta airson Foghlam tron Ghàidhlig (MCNG)

These assessments were made available in December, 2018. Further releases of assessment content planned for March and July 2019 will optimise assessment adaptation and provide an opportunity to make any further improvements to the system, identified through ongoing user research and liaison with the Gaelic Medium Education sector. Teachers are encouraged to provide feedback as they become familiar with the system over the coming months.

Reporting on Achievement of a Level

Although SNSAs are only one part of a suite of assessments, teachers are required to make decisions about progress through Curriculum for Excellence levels at various points for all learners, using the full range of assessment material available.

To ensure consistency across all schools and centres, the following definitions should be used:

Primary

- W Working in the level:** a few of the experiences and outcomes achieved
- P Progressing in the Level:** around half of the appropriate range of experiences and outcomes achieved
- A Achieving the Level:** a significant number of experiences and outcomes achieved within the working level

Secondary (using Edict)

- W Working in the level:** a few of the experiences and outcomes achieved
- P Progressing in the Level:** around half of the appropriate range of experiences and outcomes achieved

All 'Achievement of a Level' judgements should be based on the national guidelines and the range and depth of experiences offered to learners.

The broad expectations about progression through curriculum levels are shown below but must be tempered with other factors, such as additional support needs:

- the early curriculum level in the pre-school years and P1
- first curriculum level-to the end of P4
- second curriculum level-to the end of P7
- third and fourth curriculum levels-S1 to S3 (fourth curriculum level broadly aligns to SCQF level 4)
- the senior phase-S4 to S6, and college or other means of study

Additional Support for Learning (ASL Act) and Equality Act 2010

Learners are covered by the Equality Act 2010: schools have a responsibility to be aware of their legal duties under the legislation to identify and deliver reasonable adjustments for disabled candidates. Advice about disability can be downloaded from <https://orb.edinburgh.gov.uk/directory/22/atoz/d>

Disability Head teachers' guidelines - making reasonable adjustments for disabled learners in all Educational Establishments.

For example, schools should

- assume that they will have learners with a disability and plan accordingly.
- have in place procedures that identify disability and /or additional support needs.

- have evidence of the impact of the disability or additional support need in assessments
- reasonably support assessment arrangements to promote equality of opportunity between disabled and non-disabled candidates.

6. RESPONSIBILITIES

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Appendix 3

A framework for assessment to support the purposes of learning 3-18

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Appendix 4

Assessment and the Quality Indicators

The importance of tracking progress effectively is referenced throughout 'How Good Is Our School? 4', including within the following QIs:

2.2 Curriculum

- How well are children and young people involved in planning and identifying opportunities for personalisation and choice?
- Is the level of personalisation and choice improving outcomes for children?
- Do we have a shared understanding of what progression looks like?
- How effective is our whole school overview in ensuring children's knowledge and skills are built appropriately over time?

2.3 Learning, Teaching and Assessment

- How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge?
- How well do we communicate the purpose of learning and give effective explanations for all learners?
- How well do we apply the principles of planning, observation, assessment, recording and reporting as an integral feature of learning and teaching?
- How well do we make use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children and young people's learning?
How well do we record, analyse and use assessment information to identify development needs for individual learners and specific groups?
- How effectively do we involve learners and parents in planning and evaluating learning?
- How well do we enable all children and young people to engage in self and peer assessment to improve their learning? How do we know this benefits learning?

2.4 Personalised Support

- Does the school have effective assessment systems in place to identify the ever-increasing diverse needs of children?
- Are there robust arrangements in place to ensure all learners have regular communication and discussions with a key adult to review their learning and plan next steps?
- Do staff consider whether their learning and teaching and assessment approaches meet the needs of diverse learners?

2.6 Transitions

- To what extent do staff have opportunities to develop a shared understanding of: progress in learning across levels and into the senior phase; and effective approaches to learning and teaching?
- How effective are the opportunities we provide for children and young people to discuss their progress with key adults in supporting continuity in learning at transitions?

2.7 Partnerships

- How effectively do we support parents and carers to participate in, contribute to and understand their child's learning?
- How effectively do we communicate about progress, attainment and achievement?

3.2 Raising Attainment and Achievement

- How well do we use evidence from tracking meetings, professional dialogue and assessments to measure progress over time and in particular at points of transition?
- How well is assessment evidence used to inform teacher judgements?
- How well do we recognise and value the personal achievements of all learners?
- How well do we track and recognise achievements?

DRAFT

Appendix 5

To set up your new Assessment and Moderation Strategy:

- Discuss with stakeholders (parents/carers, pupils, partners) and agree timeline
- Audit current approaches to assessment and moderation, including consistency of AFL skills
- Consult Authority Guidance Framework
- Use template to draft strategy
- Consult again with stakeholders as above
- Publish on website
- Maintain and review regularly

Example Template

School Vision, Values and Aims

Insert own Vision and Values statements

Overall aim of Strategy (What we are trying to do)

Establishing A Culture for Effective Assessment and Moderation

We know from current pedagogy and prior experience that positive relationships, clear vision and embedded values lead to effective learning and achievement. Values in our school are embedded and built upon, visible and talked about by pupils. **In all aspects of learning** staff strive for very positive relationships, that are nurturing and inclusive, with learners and colleagues. We know that these relationships will promote higher engagement in learning and will lead to a culture whereby pupils can be supportive of one another and be motivated to learn.

In addressing the poverty related attainment gap and promoting achievement for all, our ethos and culture underpins our approach to learning, teaching and assessment. We:-

- Demonstrate the school's Vision and Values statements through all professional actions, including the design of a contextualised curriculum
- Lead and promote of a model of collective responsibility in meeting learning needs.
- Ensuring all staff are aware of the professional responsibilities associated Assessment and Moderation
- Continue to value the importance of positive relationships/attitudes towards inclusion of all pupils regardless of their individual needs, or socio-economic status.
- Ensure our Equity statement which governs equal access to education, and fair treatment for all pupils, and their families, is shared widely across the school community.
- Continue to develop strategies to support learners with social communication needs.

- Have robust tracking and monitoring systems which seek to ensure that individual pupil progress, is carefully monitored, with well-considered interventions made where pupils are considered to be “off track” from expected levels of attainment. Assessment practices ensure approaches are manageable and purposeful, ensuing learners are fully involved. Our strategy ensures high expectations and attainment for all pupils, including those experiencing barriers to learning. This is to ensure Equity for all learners, including those affected by poverty and care-experienced pupils.

Key Research Informing Practice

(Insert relevant to own school)

Relevant aspects from Local and National Priorities, BTC 5, How Good is Our School? 4, Info from SIF reports

Key Themes/Actions (How will we do it)

- Why do we assess?
Our assessment procedures are key to allowing all learners to know and understand their progress at various stages throughout the session. Using the feedback from assessments, learners will know what their next steps in learning are so that further progress and achievement can be planned for and fulfilled. Practitioners use assessment data to build a picture of each learner so that informed judgements on learner progress can be made then shared and moderated with other practitioners. Practitioners’ planning is informed by assessment data. This planning is shared with stakeholders at agreed points in the year so that interventions and actions can be put in place to ensure good progress is made for all learners. Our assessment strategy forms part of our whole school self evaluation approach and supports our practice in ensuring achievement and good progress for all learners.
- What do we assess?
We engage in a range of Formative, Holistic and Summative assessment procedures. Our assessment procedures are planned to assess progress in:-
 - Literacy and English
 - Maths and Numeracy
 - Health and Wellbeing
 - Other curricular areas using an holistic approach to assessment.
 - Planned interventions for pupils receiving additional support through PEF and Support for Learning interventions.
- When do we assess?
Our Assessment calendar is reviewed each year and can be flexible to meet the needs of all learners. Summative assessment should take place at the most relevant point in a teaching block to maximise the potential for informing next steps and supporting greater progress. Standardised Assessment will take place in the following stages:- (specify for your school). Practitioners should take account of timings so that the “added value” in learning can be measured robustly.

- How do we assess? (Types of assessment:- Formative, Summative, Holistic, Standardised)
List approaches specific to your school (Formative, Holistic)
Summative- Standardised assessments other than SNSAs
SNSAs at P1, 4, and 7
- How do we plan for assessment as part of learning and teaching?
Our staff team engage with data analysis to track pupils' attainment at pupil, class and school level. Staff are regularly involved in dialogue to gather this information to determine current, and expected, levels of pupil attainment at individual pupil level. This informs next steps in learning and well-considered interventions to support pupils who are potentially under-attaining. (See Self-Evaluation Policy)
- There is a particular focus on providing additional interventions, using Pupil Equity Funding (insert PEF allocation), in order to close the poverty-related attainment gaps for pupils with FME and/or who live within areas within the lower SIMD deciles.
- A member of Senior Leadership Team (this will vary in each school) will have specific responsibility for tracking pupils who are currently affected by the Poverty-related attainment gap.

Additional Features

How do we engage the learners in assessment?

Pupils involved in planning of learning experiences.

Learning conversations to review progress and set targets for next steps in learning.

Sharing of learning with peers, including peer assessment approaches.

Sharing of learning with parents & carers, led by pupils.

Pupil leadership opportunities.

Pupils consulted re approaches to assessment and reporting to parents & carers

How do we engage parents/carers and partners in assessment?

We share intended learning and assessment approaches.

We use plain language to report on pupils' progress.

We make sure everyone understands the language we use to share assessment information.

We celebrate pupils' successes.

Parents, Carers and partners are involved in working with pupils to agree learning targets.

Roles, Remits, Responsibilities

Senior leaders, Staff, learners, parents/carers, partners- personalise to individual school.

Arrangements for Quality Assurance and Review (How will we know we have been successful?)

These are examples

- Planning/Milestones Dialogue Sessions.
- Tracking of all curricular areas using EDICT tracking system and ensuring full engagement with new Education Scotland Benchmarks.
- All staff engage with Attainment data.
- Sharing Classroom Practice, including peer assessment approaches (trio planning and delivery)
- Learning & Teaching Toolkit
- Autism Toolkit
- Education Endowment Toolkit
- CIRCLE Document
- Practical Enquiry approach to teaching and learning developments.
- Approaches as suggested by Educational Psychology e.g. Boxall Profile.
- Education Scotland Nurture Toolkit
- Individual Pupil Profiles maintained by Family Engagement Practitioner & Nurture Lead practitioner.

WHAT EDINBURGH LEARNS

CURRICULUM GUIDANCE



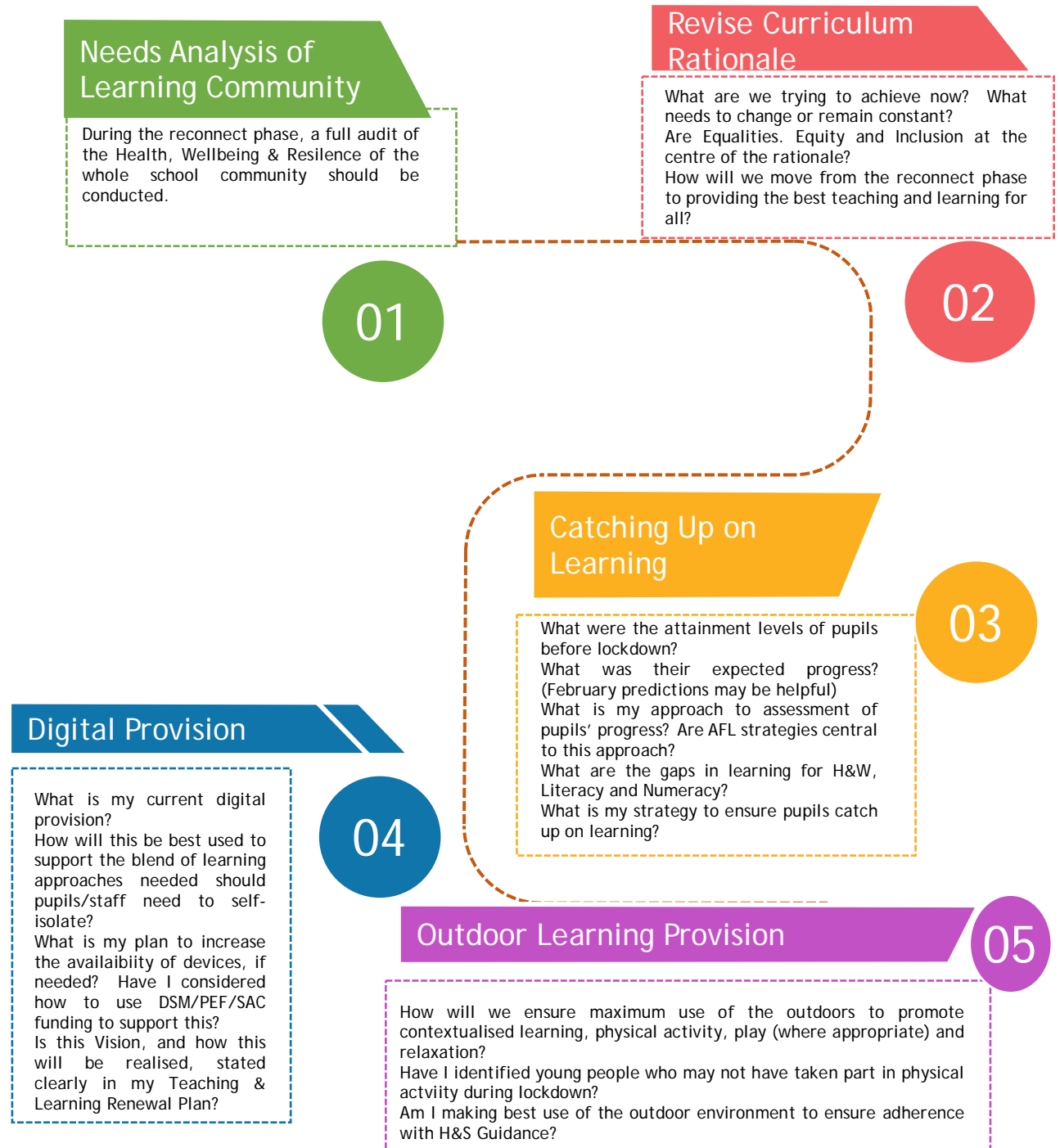
August, 2020

What Edinburgh Learns

Introduction

The following guidance takes the National Guidance:- “Coronavirus: Curriculum for Excellence in the Recovery Phase” and clarifies the approaches which should be taken in planning the Curriculum in City of Edinburgh Schools. Detailed Local Authority Renewal Planning Guidance can be found at:

[Link to Teaching and Learning Renewal Planning in EdinburghLearns@Home Guidance Page](#)



Needs Analysis



Every school should ensure a full audit is done of the Health, Wellbeing and Resilience of the whole learning community. This analysis will then determine the blend of learning experiences and contexts for learning that are developed over the short, medium and long term. Active Schools support will be targeted to schools where the Needs Analysis shows that increased emphasis is needed on physical activity, to support learning. More guidance will follow.

Curriculum Rationale

“Coronavirus – Curriculum for Excellence in the Recovery Phase” is a practical tool to support a curriculum rationale for the BGE, and Senior Phase, in the Renewal phase, with an early focus on reconnecting relationships and supporting our young people to make sense of their recent experiences. You can access this tool through the following link:-

<https://www.gov.scot/publications/coronavirus-covid-19-curriculum-for-excellence-in-the-recovery-phase/>

In partnership with learners and parents/carers, schools should draft a revised rationale for their curriculum. It should commit to nurturing principles and state how the learning community will move from reconnection to returning to delivering the Edinburgh Learns Goal – the best Teaching and Learning for all. This should include an overarching commitment to Equalities, Equity & Inclusion, the identification of gaps in learning and closing these gaps, including those which are poverty-related.

The Rationale should clarify the approach to delivering learning across all curriculum areas, including the importance of Literacy, Numeracy, Health and Wellbeing. Guidance to support the review of your curriculum rationale can be found in the link below, within the Teaching and Learning section.

[Link to Teaching and Learning Renewal Planning in EdinburghLearns@Home Guidance Page](#)

Wellbeing and Resilience

Nurture, Adapt and Renew

We know the best way to support children through change and adversity is through nurturing, supportive relationships with skilled adults. When schools return on 10th August 2020, we will still be in a period of adaptation. It would be wrong to assume that children will pick up from where they left off. The nurture principles are a helpful starting point for meeting the needs of all children during this period of intense uncertainty and disruption.

Nurture is important for wellbeing

On welcoming our children back to school, it will help to demonstrate that we kept them in mind while we were not together. Connections and relationships are still in place and can be renewed and strengthened. We have a golden opportunity to build resilience by modelling mentally healthy

responses to the disruption and change, whilst not minimising the adversities faced by some adults and children alike.

The school offers a secure base

The change, uncertainty and impact of school closures, and the wider impact of Covid-19 on society, will affect children differently depending on the balance of other protective and risk factors in their lives. Now, more than ever we need to ensure that our schools and settings offer a secure emotional base for children in which their social and emotional development is well supported. We have an opportunity here to support the mental wellbeing of our children and, indeed, see it flourish.

To ensure our children/young people are in the best place to access learning, we must support their health and wellbeing. The four key facets of this support, included in our Renewal Planning, are to ensure all staff;

- **Reconnect relationships** - supporting the re-establishment of peer to peer and adult to children/young people relationships
- **Acknowledge experiences** – being curious, acknowledging feelings and reactions and creating time and space for dialogue
- **Create a nurturing environment** - the 6 nurture principles should be used to underpin the approach to school life and learning
- **Support our learners to build resilience** – the four contexts for learning should support children/young people to build resilience.

Advice, guidance and resources to support each aspect can be found here:-

<https://cityofedinburgheducation.sharepoint.com/sites/EdinburghLearns/EdinburghLearnsAtHome/SitePages/Guidance.aspx#health-and-wellbeing-resilience-renewal-planning>

Schools are not starting from zero and should continue to use the range of resources and supports they found to be effective before lockdown. The Wellbeing Indicators are our constant definition of wellbeing and reflective questions have been designed to support staff to identify health and wellbeing priorities within the current context.

Building on our strengths, with community partners, will be a vital part of renewing the holistic offer around health and wellbeing and this should be a priority for all schools, whilst observing the most up to date guidance around visitors to schools and infection control.

Teaching, Learning & Assessment

Learning is understood developmentally

We must accept and welcome our children where they are at. Not where they were when we last spent time with them, where would expect them to be for their age or where their peers are. The impact of school closures on children will be extremely individual and will have a variety of positive and negative effects. Knowing the child and offering them experiences which are appropriate for their developmental level is key here.

As children return to school, the initial focus will be on Health and Safety awareness measures and ensuring that pupils are re-engaging positively in their new environment, rebuilding relationships with peers and staff.

Primary children will focus on Literacy and Numeracy, alongside Health and Wellbeing, throughout the first term. Outdoor learning should be used whenever possible.

Secondary pupils will continue to study all curriculum areas in the BGE, with a focus on Literacy, Numeracy, Health and Wellbeing as responsibilities of all. A focus on the significant aspects of learning and CfE benchmarks will ensure that learners develop the skills and knowledge to progress.

<https://www.gov.scot/publications/coronavirus-covid-19-curriculum-for-excellence-in-the-recovery-phase/>

A full timetable of SQA exams and coursework is planned at all levels in 2021. It will be important to collect and retain evidence throughout the session. SQA will provide further details on the approach for assessment of national qualifications and other awards before schools reopen.

Practical learning and activities are an important part of the curriculum so practitioners may need to adapt their approaches to enable learners to carry these out safely. SSERC has produced guidance for practical work in Sciences and Technologies; Education Scotland is preparing guidance in Physical Education and Home Economics; advice on singing, or playing wind/brass musical instruments is still being developed so should be avoided during initial return to schools, unless delivered virtually.

Children in Special Schools will focus on Health and Wellbeing, Literacy and Communication and Numeracy. This will be built around the skills framework within each school. Secondary-aged pupils in Special Schools will continue to study across a wider range of subject areas. Outdoor learning opportunities will be a key feature of the school day where this can be achieved within school grounds.

Literacy and Numeracy

As part of planning, teachers should use their knowledge of young people through their assessment and tracking prior to lockdown, including attainment predictions gathered in February, to identify gaps in learning. They should plan school-based programmes with associated in-home learning activities to recover any ground lost.

Based on a nurturing approach, and mindful of the stress levels of our children, this analysis of learning gaps should not be carried out purely on the basis of a range of standardised tests. High-quality assessment opportunities should be planned, using a blend of formative and summative approaches, to provide a wide range of evidence of pupils' current levels of attainment.

Learning across all Curricular Areas

Linked themes across curricular areas can help learners experience activities across the BGE and access learning in a wider range of curriculum areas. Alongside Literacy, Numeracy, Health and Wellbeing, schools will plan learning in as many curriculum areas as possible to provide meaningful, and motivating, learning contexts. The learning in curricular areas may be planned for individually or through IDL projects which have planned learning in two, or a maximum of three, curricular areas planned around relevant, enjoyable and challenging activities. Learning can be linked on a thematic basis e.g. Sustainability.

The learning in school will be extended and enhanced by activities and programmes in which children can participate when learning at home or in local communities. This builds on some of the excellent practice which emerged during lockdown and should include creative learning tasks, citizenship, life skills, physical and outdoor learning activities.

Outdoor Learning; Physical Activity and Play

We are fully committed to ensuring that physical health is prioritised to help all children and young people replenish their energy and motivation for learning. All curriculum rationales should clearly state how this will be taken forward over the short, medium and longer term.

Play and outdoor learning should be factored into both the contingency Blended Learning Plans and should also feature in the School Renewal Blended Learning Plan, with an emphasis on opportunities for learners to be physically active, to enjoy and learn about their natural environment, and to relax.

Each school's Needs Analysis should identify which young people had insufficient physical activity during the lockdown. In coming back to school, we should be able to plan opportunities for physical education and physical activity outdoors or safely indoors.

Creativity in Learning

Creativity is not just the Expressive Arts but is the development of a suite of skills for learning, life and work, including imagination, curiosity, problem solving and being open minded. Creative Learning and Teaching is defined as a process which generates ideas that have value to the individual. It involves looking at familiar things with a fresh eye, examining problems with an open mind, making connections, learning from mistakes and using imagination to explore new possibilities.

Creativity exists across all curriculum areas indoor, outdoors and through digital. It builds upon play based learning and supports effective IDL. The development of creativity means children can apply these skills in a range of contexts and develop cognition, resilience confidence and wellbeing. The ability to cope with ambiguity is a key aspect of the creative process and throughout the recent experiences of Covid-19, lockdown and most importantly the easing of lockdown has generated greater ambiguity in everyone's lives.

There has also been a recent increase in arts activities which support and develop creativity. Children should be given opportunities to develop their creativity and to do so across all areas of their learning. They should be supported to talk about their skills and helped to understand how these skills are applied in different and new settings.

The Arts and Creative Learning team is available to support teaching staff with a range of CLPL, materials and resources.

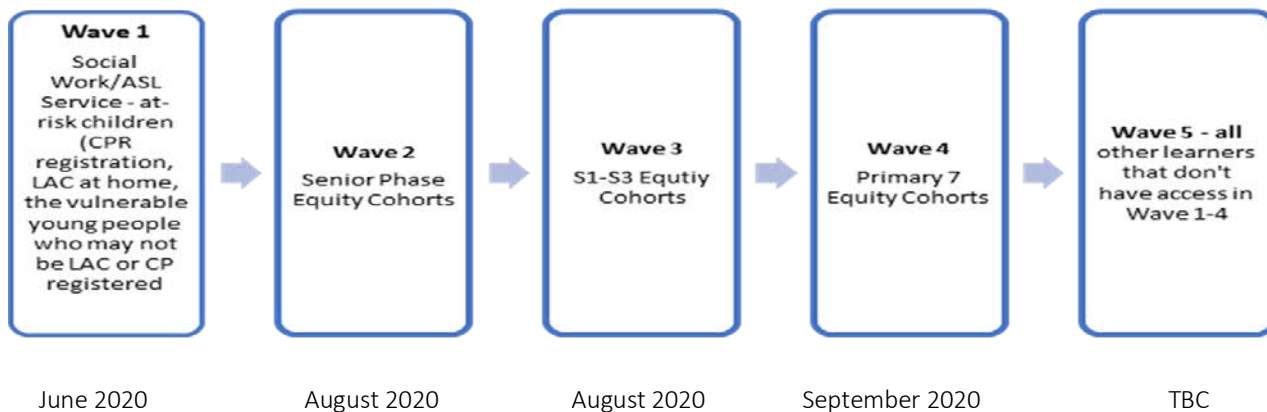
Digital Learning

During lockdown, practitioners, learners, parents & carers have been required to acquire new digital skills, at an accelerated pace. This will remain a main feature of high- quality teaching and learning as we move through the renewal phase, and beyond.

What is the timeline for availability of digital devices?

A Digital Access survey was sent to schools in April so that we could gather that information. We want all learners in S4-S6 to have a device as soon as possible. As budgets allow, we will allocate more devices to more learners. It is very important that we make sure no child is left behind in learning, so we are targeting the resources we have at those young people who don't have devices. As part of the Council's Adaptation and Renewal programme, a workstream to take forward Digital Learning has been started. This will set out the vision, the costs and the timescales for digital learning in the short, medium and long term. Having one-to-one devices for most learners is the aim, however the resource has still to be approved by the Council.

It is important to note that all schools should be making provision for digital learning through DSM and PEF, as appropriate. All schools will be required to detail their commitment to digital learning as part of School Renewal Planning. Digital learning can no longer be seen as an option.



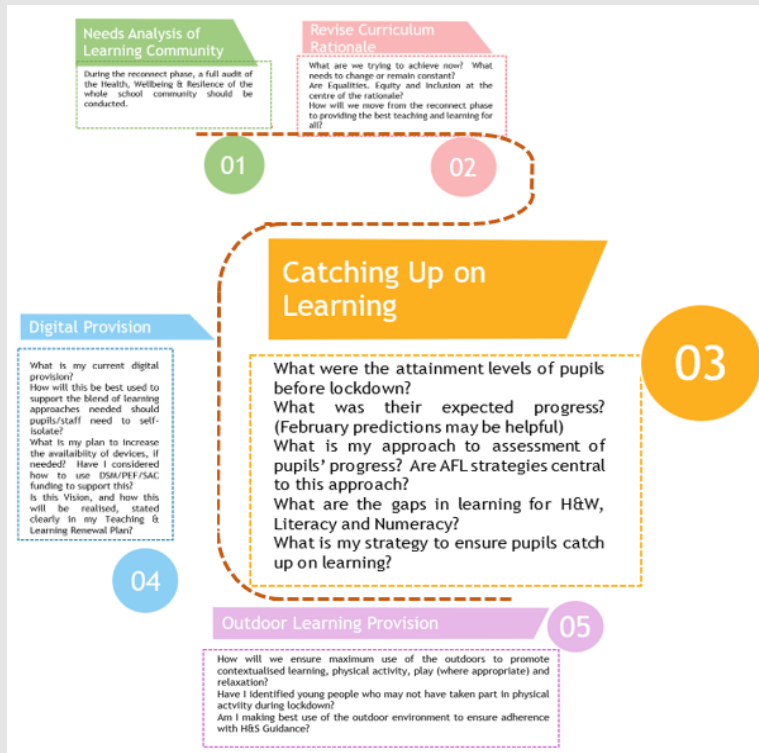
Waves 3 & 4 subject to SG Funding

Wave 5 - subject to Council approval as per Life Chances workstream

Headteachers should now use this guidance to work with their staff, and school communities, to develop their approach to Curriculum for Excellence in the Renewal Phase. By doing so, the Curriculum offered will be in line with both National and Local Authority advice.

EDINBURGH LEARNS ASSESSMENT AND MODERATION

Assessing Learners' Progress



The Purpose of this Guidance

“Assessment is an integral part of learning and teaching. It helps to provide a picture of a child’s or young person’s progress and achievements and to identify next steps in learning.”

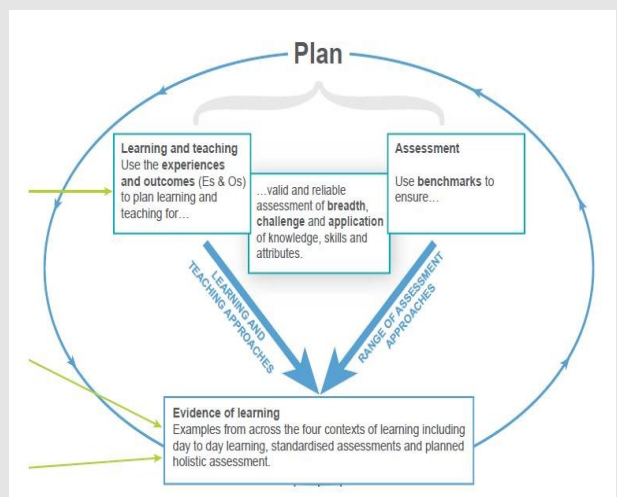
Building the Curriculum 5

This guidance aims to support schools and practitioners with how to plan and deliver high-quality assessment to inform learners’ next steps within our focus of catch up on learning. It is informed by [What Edinburgh Learns: Curriculum Guidance \(CEC, August 2020\)](#), [Assessment in the BGE 2020/21 \(Education Scotland\)](#) and Edinburgh Learns Assessment and Moderation Framework.

How do we plan for learning, teaching and assessment? (from Edinburgh Learns Assessment and Moderation Framework)

Teachers use two key resources which teachers to plan learning, teaching and assessment:

- Experiences and outcomes (with CEC Progression Pathways in [literacy](#) and [numeracy](#) to provide detail)
- [Benchmarks](#) – to provide guidance on the standard against which to assess.



A Focus on Literacy and Numeracy (from Edinburgh Learns Assessment and Moderation Framework)

As part of planning, teachers should use their knowledge of young people through their assessment and tracking prior to lockdown, including attainment predictions gathered in February, to identify gaps in learning. They should plan school-based programmes with associated in-home learning activities to recover any ground lost.

Based on a nurturing approach, and mindful of the stress levels of our children, this analysis of learning gaps should not be carried out purely on the basis of a range of standardised tests. High-quality assessment opportunities should be planned, using a blend of formative and summative approaches, to provide a wide range of evidence of pupils’ current levels of attainment.

Identifying the Gap (taken from Closing the Gap Teachers Rationale)

Individuals and groups of young people who are in need of additional support with learning, as a result of school closures should be identified as soon as possible. This needs analysis can be carried out in a range of ways, including standardised tests and high-quality assessment opportunities using a blend of formative and summative approaches. This will provide a wide range of evidence of pupils’ current levels of attainment. Teachers should use their knowledge of young people, gained through assessment and tracking prior to school closures, including attainment predictions gathered in February, together with recent assessment information gained. They should plan school-based programmes, with associated in-home learning activities, to recover any ground lost.

Assessing Learners' Progress

DECIDING WHAT TO ASSESS

1

- ◆ Assessment will help identify a baseline from which to teach.
- ◆ Choose the area/organiser(s) you want to focus on.
- ◆ Use any data that you have e.g. February predictions, evidence of learner progress during remote learning, transition information.
- ◆ Use your knowledge of the expected learner journey at the relevant stage and [threshold concepts](#).



Click on the hyperlinks to access bitesize professional learning videos or relevant documents.

PLANNING FOR ASSESSMENT

2

- ◆ Liaise with colleagues to plan assessments, as appropriate.
- ◆ Think about the key concepts and knowledge, understanding and skills you want to assess to achieve a baseline.
- ◆ Make assessments manageable (what are you trying to assess and why?) and provide supports as appropriate (e.g. concrete materials, writing rubric).
- ◆ Use two key resources to support planning for learning, teaching and assessment:
 - Experiences and outcomes (with CEC Progression Pathways in [literacy](#) and [numeracy](#) to provide detail)
 - [Benchmarks](#) to provide guidance on the standard against which to assess.

IDENTIFYING WHAT LEARNERS CAN DO AND WHAT THEIR NEXT STEPS WILL BE

3

- ◆ A range of approaches, including [peer and self-assessment](#) or digital can be used to identify what learners can do and what their next steps in learning are.
- ◆ Individual or small group work with learners can be effective in enabling you to assess levels of understanding.
- ◆ [Questioning](#) is a key part of good dialogue between practitioner and learner. The range and style of questions you use will need careful planning.
- ◆ Use [hinge questions](#) linked to previous learning to promote dialogue and support deeper thinking.
- ◆ Spend time listening to children and young people discuss and explain their thinking.

4

PLANNING NEXT STEPS

- ◆ From your discussions with learners you will have a good idea of what they can do and which areas need reinforcement.
- ◆ Next steps may be different for each child or young person depending on their experiences of learning since schools closed in March.
- ◆ A bespoke programme of work may be beneficial for a short period of time to reinforce different areas of learning for some learners.
- ◆ Learners should be at the heart of planning learning, teaching and assessment. For example, [learning intentions](#) should be shared with learners and they should be involved in the co-creation of success criteria.
- ◆ Engage in professional dialogue with colleagues to moderate and plan collegiately at all stages of the [moderation cycle](#).

EDINBURGH LEARNS BLENDED LEARNING

Supporting the Delivery of High Quality Learning, Teaching and Assessment

What is Blended Learning?

Blended Learning can be defined as a mix of traditional and digital technologies that are blended together in a way that helps learners to learn more productively. There are various models of blended learning that education systems use such as:-

- Flipped Classroom—Core content is learned online outside of class time and then learners participate in activities in class to reinforce and deepen their learning.
- Enriched Virtual Model—Online courses and electronic platforms drive learning. Customised, face-to-face support is arranged.
- Flex Model - most teaching happens on-line with teacher as facilitator.
- Self-Blend Model—Learning is entirely online. Learning is selected by the learner and undertaken in their own time and at their own pace.

Whatever model we choose, being responsive and agile is critical as our model for school attendance continues to change.

What are the benefits of using a Blended Learning Model?

Practitioners that have used a Blended Learning Model have highlighted many benefits of use for both pupils and teachers including:

- Differentiation - Aids differentiation as pupils can work at their own pace and have access to materials to review key messages as and when they need
- Formative Assessment for Learning - Provides opportunities for personalised feedback and regular formative assessment through the use of both digital tools and in class teaching techniques. Can increase participation in discussion and encourage pupils to ask questions that they may not feel confident about asking in the classroom
- Leadership of Learning - Encourages students to be leaders of learning and develops skills of metacognition and self-review
- Skills - Can give opportunities to develop higher order thinking skills and give teachers the ability to spend longer on developing key creativity skills such as problem solving i.e. using a Flipped Classroom Model

For more details on a Blended Learning Model click on the icons for online professional reading and professional learning.

Blended Learning in our context



As we return to school, we will want to ensure that children and young people settle into their new ways of working as confidently and effectively as possible so that all learners have the same opportunities to progress and succeed. We are all well aware that it will be of paramount importance to build relationships with our pupils and ensure they feel safe and positive in moving forward. [Tom Sherrington's article 'rebuilding teacher routines'](#) highlights just that. Re-establishing teacher routines and re-igniting successful and familiar teaching and learning strategies will be a key part in all of this. Sherrington also points out that whatever the anxieties we have as teachers surrounding course completion or gaps in learning it will be essential to stress to pupils that it will all be fine, everything is salvageable, and anything is possible. So how do we go about this with the mixture of online and in class teaching?

Blended Learning and the Four Guiding Principles

[The Four Guiding Principles of effective teaching and learning](#) - Plan, Share, Guide and Review do not change whether teaching in class only, teaching remotely or carrying out blended learning. However, there may be certain aspects of the Four Guiding Principles that you wish to consider more fully when using a blended learning model. We have outlined some key points, and linked professional learning videos on page 2.

Four Guiding Principles

- **Plan** for progression
- **Share** the purpose of learning
- **Guide** student learning
- **Review** the learning

4 PRINCIPLES FOR EFFECTIVE TEACHING & LEARNING

This document accompanies the overarching [Teaching and Learning Guidance](#). These two documents work in partnership to support high quality learning, teaching and assessment.

INTRODUCTION

Our Blended Learning professional learning series explains this guidance in more detail. Click on the icon above to watch the brief introduction; followed by bitesize videos on each of the 4 principles as required (access these through the icon in the relevant section).

1 PLAN

- ◆ Use your knowledge of the learner journey to set the long-term learning goals and timeframe to achieve these.
- ◆ Identify the key learning/non-negotiables on the journey.
- ◆ Define the [threshold concepts](#) and assess [prior knowledge](#) to identify a starting point.
- ◆ Plan [formative assessment](#) opportunities (for home and school) to inform appropriate next steps in learning.
- ◆ Plan opportunities for [outdoor learning](#) as appropriate.
- ◆ Where possible, have dialogue with colleagues to moderate blended learning, teaching and assessment.

2 SHARE

- ◆ Share the big picture with learners. Refer to it regularly to allow them to see how their current learning fits in to the longer term plan.
- ◆ Share clear [learning intentions and success criteria](#) with learners to allow them to [self regulate](#).
- ◆ Be clear on the format of how the learning will take place e.g. over the week, at home, in school etc.

3 GUIDE

- ◆ Sequence and chunk learning using a mix of remote ([digital?](#)) and face-to-face learning, and provide learners with opportunities to practise each of the steps.
- ◆ Model the learning to reduce the cognitive load e.g. using [live modelling](#), [What a Good One Looks Like](#).
- ◆ Provide appropriate scaffolds to support learners through the cognitive apprenticeship e.g. [CPA and Fading Out](#), [PACE grids](#), [tiering](#), [scaffolding in written tasks](#).
- ◆ Use [questioning](#) to deepen thinking and check for understanding.
- ◆ Encourage [collaboration and discussion](#) amongst learners where possible.

4 REVIEW

- ◆ Embed [formative assessment](#) techniques in remote and face to face learning to help inform next steps ([digital review?](#)).
- ◆ Teach self-assessment techniques so learners can assess their progress against success criteria.
- ◆ Incorporate plenty of confidence-building low-stakes [retrieval practice](#).
- ◆ Use pupil voice to evaluate learning and adapt based on feedback (e.g. using Forms).

Education, Children and Families Committee

10am, Tuesday, 15 December 2020

Edinburgh Learns for Life: Inclusion Annual Report

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the implementation of the Edinburgh Learns Inclusion Framework
 - 1.1.2 Note the work undertaken in Phase One secondary schools as part of three-year plan for all secondary schools to have enhanced provision to support inclusion
 - 1.1.3 Note the engagement work undertaken with schools regarding exclusions and flexible timetables
 - 1.1.4 Note the additional actions undertaken to support inclusion in response to the Covid-19 pandemic and national lockdown
 - 1.1.5 Note the planned City of Edinburgh Council Implementation Plan in response to the Scottish Government recommendations following the national ASL Review

1

Andrew Kerr

Chief Executive

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E-mail: anna.gray@edinburgh.gov.uk Tel: 0131 469 3960

Edinburgh Learns for Life: Inclusion Annual Report

2. Executive Summary

- 2.1 This report summarises the work of the Edinburgh Learns for Life Inclusion board. The annual report draws on relevant data to report on our progress in ensuring an inclusive learning city for children and young people across Edinburgh.
- 2.2 The Edinburgh Learns for Life: Inclusion Board will meet three times annually. The board will use quantitative and qualitative data to identify key strategic tasks to support inclusion.

3. Background

- 3.1 The Edinburgh Learns Inclusion Framework (Appendix 1) was finalised in school session 2019-20. This framework is incorporated into the overarching Edinburgh Learns Framework to ensure that it sits within our wider planning for strategic school improvement.
- 3.2 Our approach to inclusion has developed in response to the Covid-19 pandemic, to ensure continued engagement in learning for our children and young people with additional support needs during and post-lockdown.

4. Main report

- 4.1 The Edinburgh Learns Inclusion Framework is now established and forms a key part of all schools' and Early Years settings' approach to inclusion. The framework is augmented by a range of documents which support Headteachers, Centre Managers and school staff to embed inclusive approaches.
- 4.2 We have invested resource into developing inclusive provisions so that young people can receive the support they require at their catchment mainstream school, as part of a three-year plan for all secondary schools to have fully inclusive provision. These inclusive provisions include social, emotional and nurture support available at Wellbeing Support Bases, currently operating in four schools, and language and communication support offered in Enhanced Support Bases currently in three schools. Planning is underway for Phase Two which will comprise five Wellbeing Hubs and two Enhanced Support Bases which we plan to introduce over the course of this school session. This work is to support our longer-term strategy of ensuring that every pupil is enabled to attend their catchment school in their local area.
- 4.3 We have continued to focus on reducing exclusion, with a specific focus on Looked After and care experienced learners and those with additional support needs. Our Procedure for improving outcomes for learners at risk of exclusion (Appendix 2) focuses on ensuring that schools have demonstrated that exclusion is the only proportionate means of achieving the legitimate aim of maintaining order and discipline in the school and ensuring the educational wellbeing of pupils. The procedure sets out our commitment to achieving zero exclusions for

Looked After and Care Experienced Children and Young People with the flowchart in Appendix 2 (page 14) emphasising that alternatives to exclusion for this cohort must be considered and put in place unless there is a serious risk to them or to others if they remain in schools.

- 4.4 In response to the publication of Included, Engaged and Involved Part 1 in June 2019, we undertook a review of Flexible and Alternative Timetables in November 2019. The recommendations of the review have informed the strategic plan for the Attendance workstream. Impact will be measured by the decrease in the percentage of pupils with low attendance¹ and an increase in the number of school leavers progressing into positive destinations².
- 4.5 In response to the Covid-19 pandemic a range of additional supports for vulnerable children and young people were delivered with the aim of supporting continued engagement in learning. These included the provision of digital devices for children and young people facing digital exclusion; direct support in Hub Schools for identified children; the continuation of the Forest Schools programme throughout lockdown; and partnership working with our third-sector partners to provide direct support to children most at risk. As we continue to develop our response the focus will be on Digital Learning and Closing the Gap, of which further information is available in the EL Digital and EL Equity Annual Reports.

5. Next Steps

- 5.1 Develop the City of Edinburgh Council ASL Review Implementation Plan, in response to the Scottish Government ASL Action Plan following the national ASL Review led by Angela Morgan.
- 5.2 Continue to develop enhanced inclusion provisions in mainstream secondary schools as part of the three-year phased plan.
- 5.3 Focus on our Strategic School Estates planning to deliver inclusive learning environments as part of the Edinburgh Learns for Life strategy.
- 5.4 Continue citywide tracking and monitoring of exclusion including a specific focus on reducing exclusion for Looked After and Care Experienced learners and learners with additional support needs.
- 5.5 Continue to draw on the views of children and young people through participation forums such as Youth Talk, My Kind of Edinburgh and themed topics such as Mental Health.
- 5.5 Continue capacity building in mainstream schools through evidence-based approaches and the delivery of appropriate staff training.
- 5.6 Continue to work with key partners and voluntary organisations to provide the right support at the right time for children and young people at risk of exclusion.
- 5.7 Continue to develop and evaluate approaches to increase attendance for vulnerable learners including the delivery of flexible curricular pathways.

6. Financial impact

6.1

7. Stakeholder/Community Impact

- 7.1 Improved attainment and achievement for learners with additional support needs.

¹ For session 2019-20 this was 8.0% for primary pupils and 9.2% for secondary pupils. It is important to note that this represents only the figures from August to February not a full school year's data

² In 2019-20 this was 95.1%

7.2 Improvement in sustained positive destinations for young people with additional support needs.

8. Background reading/external references

8.1 Additional Support for Learning Action Plan – Scottish Government
<https://www.gov.scot/publications/additional-support-learning-action-plan/>

9. Appendices

9.1 None.

EDINBURGH LEARNS

Inclusion



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Appendix 1: Inclusion within the Edinburgh Learns Frameworks

In Edinburgh every child or young person irrespective of identity, background or ability is part of a resilient and positive learning community where they feel;

We belong,

We contribute,

We learn,

We are supported and we help others.

Edinburgh Learns, the council strategy to Raise Attainment for All comprises key frameworks which are co-constructed between officers and Headteachers, informed by data and research, and which provide the strategies known to be successful to raise attainment.

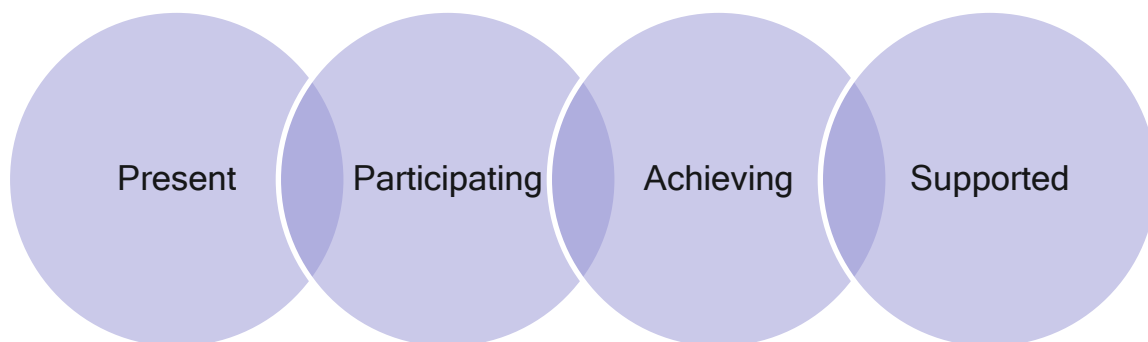
This framework details the actions required by all to ensure the ongoing development of inclusive learning communities¹ and positions the policy Included, Engaged, Involved in Edinburgh at the heart of all Inclusive Practice in the city. It provides the links to supporting procedures, legislation and guidance. It recognises that inclusive practice has implications for all aspects of learning communities and requires a strong collaborative approach from all services working with children and families. The strategic aims that form the basis of the framework are detailed in appendix 1. The Edinburgh Learns Inclusion board will maintain an oversight of tasks incorporated elsewhere and focus action on tasks specific to this framework.

¹ Learning community describes all schools and early years' establishments managed by City of Edinburgh Council, partner providers and school placements commissioned by the authority.

This framework outlines our local approach to key national priorities and guidance in relation to inclusion for all learners;

- [Included, Engaged, Involved 2 \(2017\)](#)
- [The Additional Support Needs Act](#)
- [Equality Act \(2010\)](#)
- [Developing a positive whole-school ethos and culture – relationships, learning and behaviour \(2018\)](#)
- [Health and Social Care Standards; My support my life \(2017\)](#)
- [Guidance on the Presumption to Provide Education in a Mainstream Setting \(2019\)](#)

Scottish Government policy and guidance promotes a presumption to provide education in a mainstream setting and the development of inclusive learning communities where every child is:



Present

The best Inclusive Practice can only happen when children attend school. This requires partnership working and the rigorous application of [policies and procedures](#) to maximise attendance.

Maximising time in school including [reducing exclusion](#) is a priority locally and nationally. Absence and exclusion prevents children from being; present, participating, achieving and supported. National statistics on exclusions from schools indicate that children and young people are more likely to be excluded where they:

- are assessed or declared as having a disability;
- are looked after;
- are from the most deprived areas;
- have an additional support need (ASN); and
- have an additional support need that has been identified as social, emotional and behavioural

Included, Engaged, Involved 2 (2017) emphasises;

'the need for learning establishments to place a greater importance on inclusion through effective learning and teaching; promoting positive relationships and behaviour; and employment of preventative approaches which reduce the need to consider exclusion.'

Participating

To ensure all learners are actively participating, an appropriate ethos must be in place. [The Behaviour in Scottish Schools Research \(2016\)](#) linked staff perception of positive school ethos directly to behaviour.

Climate and ethos are key determinants in developing inclusive learning communities. All learning communities should engage directly with families, learners and staff to foster a positive and inclusive environment based on positive relationships, partnership and the development of consistent messages and values. National and local best practice in relation to relationships, learning and behaviour and managing and reducing risk are outlined in our [local procedures](#). Education Scotland's National Improvement Hub provides guidance and resources on meaningful [pupil participation](#).

Achieving

All learners should have access to a varied curriculum tailored to meet their needs and which supports them to achieve their full potential. Learners should be supported to overcome barriers to learning (short or long term). For some this may include an individualised education programme, adjustments or adaptations and careful differentiation of their opportunities and experiences within the curriculum.

Supported

All learners should be given the right help, at the right time, from the right people, to support their wellbeing in the right place and allow them to reach their full potential. Assessing and meeting individual additional support needs is carried out through our local implementation of the national framework 'Getting it Right for Every Child'.

Edinburgh's Children's Partnership, [Children's services plan](#) describes a whole service approach to prioritising and supporting the delivery of integrated outcomes. Many of the priorities described relate directly to inclusion and the plan emphasises the partnership's commitment and shared responsibility to work collaboratively to achieve improved outcomes for all our children and families. Central to this there is a strong local approach to Getting it Right for Every Child which must continue to be implemented by all.

A significant number of our learners have additional support needs. These can either be short or long term. [The CIRCLE Inclusive Practice \(primary and secondary\) and Up, Up and Away \(early years\) resources](#) outline our local strategies to meet individual needs as well as key features of inclusive learning communities.

Our online '[Inclusion Hub](#)' is also a source of information and resources for all staff. Alongside this we have a clear staged approach to support and intervention, from adjustments to the classroom or early years environment to specialist provision. This is referred to as our pathways to support.

Journey to Inclusion

Collaborative self-evaluation has an enormous potential for fostering system-wide improvement, *'Put simply, the evidence is that by helping others you help yourself.'*ⁱ Networking and collaboration are identified as key strategies for strengthening the overall improvement capacity of the system. More specifically, frameworks and activities for moving knowledge around, sharing expertise and collectively developing effective practice.

Through this process, collecting evaluation data on the most vulnerable learners was found to lead to a re-focusing of attention around contextual factors acting as barriers to participation and learning. Locally our CIRCLE and Up, Up and Away resources support staff to proactively consider contextual factors that may be acting as barriers for learners.

Research projects highlighted the importance of the attitude of staff and learners in enabling everyone to experience a fair, welcoming and inclusive learning community.

Belonging and Positive Relationships

Research has shown that pupil identification with school predicts better academic, psychological and behavioural outcomes.^{ii iii}

Restorative practices is a culture and approach that encourages positive and supportive relationships. Research in Scottish schools has shown that restorative practices can have a positive impact on reducing exclusions and conflict. This research suggested that when restorative practices are part of whole school culture, rather than limited to intervention for conflict, the approach leads to long term gains for the whole school.^{iv}

Pupil Support Assistants (PSAs)

Research^v tells us that PSAs are at their most effective when they have had time to plan and prepare with teachers. This supports findings from local research in Edinburgh schools (2014). In circumstances where PSAs work well alongside teachers in providing excellent supplementary learning support, research has noted good emerging evidence that PSAs can provide noticeable improvements to pupil attainment.

Research by the Education Endowment Foundation led to the development of key [recommendations and resources](#) to support schools to make effective and best use of their PSAs. The English research suggested that it was the decisions made by school leaders about how to best use PSAs that best explained the impact of the support in the classroom on pupil progress.^{vi}

Vision and Values

A learning community where each child is valued as an individual and which supports their sense of belonging and efficacy is a central component of inclusion.

Learning communities should articulate what demonstrating inclusive values means within their individual context. It could be helpful to directly link this to Edinburgh’s core practices, the 4 Rs. Finding the right language to make this meaningful to parents, learners and staff could form part of a process of community engagement and participation.

Supporting the whole learning community to understand and contribute to the vision and values for Inclusion is something that takes time and proactive engagement.

Core Principles for Practice

Edinburgh’s core principles are summarised as the ‘4 Rs’:

- Relationships
- Rights Respecting
- Resilience building
- Restorative

The 4 Rs reflect existing strengths we need to continue to build on to realise our vision for Edinburgh’s children and is an integral part of our one service ethos and approach.

In order to improve the wellbeing of all children the 4 Rs must inform and be visible in all our practice. They should also be reflected throughout policy, planning, procedure and professional development at all levels and across all staff and partners.

Training and Development

The Health and Wellbeing framework of Edinburgh Learns identifies key training and resources that support the development of inclusive learning communities. These support the development of individual practitioner skills and whole school approaches to Inclusion.

Sharing and Developing Effective Practice

There are examples of effective inclusive practice in all of our schools. Although we recognise that one size does not fit all we know that we can learn from each other. Sharing effective practice within and between schools will help us to develop and build on our strengths and gain a better understanding of what works locally.



To support inclusion, the Chief Education Officer²:

- Provides an annual statement of Inclusion in Learning to the Children and Families Committee as part of the Communities and Families Standards and Quality Report.
- Provides clear local authority stretch aims for education linked to the Children's Partnership Plan, to work towards inclusion for all children (being present, participating, achieving and supported).
- Provides support and challenge to senior leaders to retain the focus on inclusion.
- Maintains oversight of resourcing direct to schools and through partner supports in relation to maximising and making best use of resources for inclusion.

To support inclusion, school leaders

- Develop an ethos of inclusion, a culture of mutual respect and shared values. Firmly embed policies, procedures and practice that ensure these principles are upheld.
- Demonstrate commitment to developing the 4 Rs in their learning community through on-going professional learning and development, and appropriate levels of support and challenge.
- Provide relevant support and training for staff, particularly in relation to procedures to address factors that can undermine positive relationships.
- Ensure policies and procedures are developed and implemented in keeping with the ethos, values and principles as outlined in the Included, Engaged and Involved in Edinburgh policy and accompanying key procedures.
- Plan and manage resources proactively and efficiently to support effective inclusive practice.
- Seek out and contribute positively to partnerships which will lead to better outcomes for children and young people and in particular for those at greatest risk due to social circumstances or additional needs.
- Ensure whole establishment/service approaches to self-evaluation and a commitment to continuous improvement over time.

To support inclusion, all communities' and families' staff

- Demonstrate a commitment to the four key features of inclusion ensuring all children are: present, participating, achieving and supported.
- Act as role models for positive behaviour, respectful relationships, restorative approaches and positive communication.
- Demonstrate a commitment to developing core practice in relation to the 4 Rs.

² Chief Education Officer also refers to officers of Communities and Families Education Service

- Model sensitivity, self-awareness and emotional regulation in their interactions with children and their families (and in situations where this has been challenging to seek peer support and the opportunity to debrief and reflect).
- Act in the belief we can be a positive adult influence that a child needs in their life.
- Contribute to a culture, ethos and values that are fundamental to promoting positive relationships and behaviour within their setting and particular role.
- Promote and contribute to a collegiate climate of high support and high challenge. Good working relationships within and across services are built on respect and strong communication.
- Demonstrate professional values and personal commitment to social justice, integrity, trust and respect and professional commitment as incorporated in professional standards.
- Have high expectations and commitment to Getting it Right for Every Child with all staff contributing to ensuring pupil wellbeing.
- Act in the role of corporate parents in 'looking out for and standing by' looked after children in relation to their rights and the support they need.
- Actively seek the views of the children, to listen to them with care, to encourage and value the views of the children and families they work with.
- Recognise behaviour as communication. When pupils struggle with aspects of their behaviour, staff working collaboratively with families to develop alternatives to meeting the underlying needs such as the strategies outlined in the Inclusive Learning and Collaborative Working (CIRCLE) resource.
- Implement approaches to positive relationships and inclusion as outlined in Edinburgh's Inclusive Learning and Collaborative Working (CIRCLE) resource, Pupil Support Guides and establishment policies and procedures.

Quality Assurance and Governance

To check that systems and processes deliver the necessary improvements, the following arrangements will be incorporated into the work of the Communities and Families Service:

- The Edinburgh Learns Inclusion board meets each quarter to monitor progress, make recommendations for future actions, and report to the Chief Education Officer
- This group, chaired by a Depute Principal Psychologist, comprises:
 - Headteacher / DHT from each sector (Early Years, Primary, Secondary, Special)
 - Quality Improvement Officer
 - DHT Additional Support for Learning Service
 - Community Learning and Development Manager
 - Service Manager: social work
 - Senior Manager: NHS
 - Edinburgh Together / Voluntary Sector
- The Inclusion board will also share information with the Edinburgh Children's Partnership Group and Education, Children and Families' Committee as appropriate.

School Self-Evaluation for Inclusion

To effectively ensure the development of an inclusive ethos and learning environment, Headteachers can incorporate the following key features into Standards and Quality and Improvement Planning:

- **Present (We belong):** tracking, monitoring and review of attendance and exclusion
- **Participating (We contribute):** tracking, monitoring and review of flexible / alternative timetables and positive destinations, views of children and families with a focus on belonging and participation in the wider life of the school
- **Achieving (We learn):** tracking, monitoring and review of attainment (including wider achievement) and progress in Individual Education Programmes, evaluation of targeted interventions including deployment and focus of PSAs
- **Supported (We are supported and we help others):** views of children and families evaluation of Child Plans, including evaluation of deployment and focus of PSAs

Collaboration: self-evaluation through: Inclusive Practice Reviews, Team Around the School, Supported Self Evaluations. Review of service level agreements with key partners.

It is important that this includes a focus on tracking and planning for target groups who are recognised as being more vulnerable to marginalisation (eg. LAC, 1st quintile, Additional Support Needs) as part of attainment report and SQIP. The Edinburgh Learns Equity strand outlines further specific guidance for equity profiling.

Appendices

Appendix 1: Inclusion within the Edinburgh Learns Frameworks

(adapted from Inclusive Practice reviews Edinburgh 2016-17)

Child Friendly City – supporting inclusion for all	Edinburgh Learns and Strategic Frameworks
Succinct citywide vision – Included, Engaged, Involved policy and Edinburgh Learns Inclusion strand	Inclusion Framework
Vision known by all –at all levels the vision for inclusion informs behaviour and professional dialogue.	Inclusion Framework
Consistency – consistency in approaches across settings and professions. A strong ' team Edinburgh ' collaborative approach centred on the Included, Engaged, Involved policy.	Inclusion Framework
High quality career long professional learning revisited over time – core training is available for all council staff.	Health and Wellbeing and Equity Framework
Whole school and community approaches - the local authority 4Rs and GIRFEC informs and shapes all Edinburgh practice	Inclusion and Health and Wellbeing Framework
Matching supports to needs – ' doing with not to ' there is flexibility in the strategies and supports available. Services listen and meet individual needs.	Inclusion Framework and Social Work SDS
Demonstrating and developing effective practice – we share strong local evidence based practice.	All Edinburgh Learns Frameworks
Valuing all staff – PSA's are often members of the school support team that can provide key protective supports allowing pupils to sustain and progress in mainstream school.	Wellbeing Academy

Tracking authority data – authority data is collated and tracked to support local authority self-evaluation,	All Edinburgh Learns Frameworks, School Improvement Planning
Key policies and procedures are reviewed and kept up to date with respect to Inclusion (<i>Informed by Included, Engaged, Involved 2</i>).	Inclusion Framework
Accessing Timely Support and Advice – There is a sense of collaboration across schools, partners and forums such as CMRG. This allows timely proportionate responses and access to resources.	Inclusion Framework

Inclusion in Practice	Edinburgh Learns and Strategic Frameworks
Leadership – school leadership teams have a strong commitment to including and meeting the needs of all learners within their school and community.	Leadership Framework
Training and development –with a focus on strengthening individual understanding of inclusion and developing a high level of staff skill in implementing classroom based inclusive practice.	Health and Wellbeing Framework Learning and Teaching Framework
Whole school approaches - schools have clear whole school approaches to promote inclusion that are understood and implemented consistently by all.	Inclusion Framework Health and Wellbeing Framework
School vision and values – the shared vision and values of the school is evidenced through the experience of pupils, carers, staff and school partners. The vision is evidenced by and linked to positive outcomes for pupils.	Inclusion Framework and Parental Engagement Framework
Communication – there are strong communication systems across schools. These involve all staff and equip them to meet learners’ needs.	Equity Framework

<p>Tracking and monitoring - schools have effective tracking and monitoring systems in place that allow them to track and examine individuals and school trends.</p>	<p>Equity Framework</p>
<p>Curriculum – schools continue to develop flexible curricula based on effective learning pathways to positive and sustained post school destinations for all their learners. Particular consideration is given to how pathways for vulnerable learners are coherent and meaningful over time.</p>	<p>PathwaysFramework Learning and Teaching Framework</p>
<p>Key Adults – all staff understand that they have a role in supporting all pupils. There should be a commitment to developing resilience building relationships at all levels.</p>	<p>Inclusion Framework Health and Wellbeing Framework Equity Framework</p>
<p>Links with Feeder Primary Schools (cluster Working?) –. Schools work to develop a sense of cluster identity to improve continuity across ages and stages throughout a child's educational experience.</p>	<p>Inclusion Framework</p>
<p>Pupil and Parent Voice –Pupils and parents should feel and see evidence that they belong and are active participants in the school community and their learning.</p>	<p>Inclusion Framework Parental Engagement Framework</p>
<p>Models of self-evaluation and HGIOS 4 – schools supported by key partners actively engage in self-evaluation on the theme of inclusion. This includes a commitment to improve attendance, attainment and positive outcomes and seek alternatives to exclusions.</p>	<p>Quality Improvement Framework ? Equity Framwork Inclusion Framework</p>

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ⁱ Ainscow, M., Dyson, A., Goldrick, S. and West, M. (2012) Making schools effective for all: rethinking the task, *School Leadership and Management*, 1-17

ⁱⁱ Miller, K., Wakefield, J. and Sani, F. (2018) Identification with the school predicts better mental health amongst high school students over time, *Educational and Child Psychology*, Special Issue September 2018, P21-29

ⁱⁱⁱ Gaete, J., Rojas-Barahona, C.A., Olivares, E. and Araya, R. (2016), Brief report: Association between psychological sense of school membership and mental health among early adolescents, *Journal of Adolescence* 50, 1-5

^{iv} McCluskey., G. (2010) *The International Journal on School Dissatisfaction*, P19-25,

v

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vi

https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/TA_Guidance_Report_MakingBestUseOfTeachingAssisstants.pdf

Procedure Title - Improving Outcomes for Learners at Risk of Exclusion

Management Information	
Lead Officer	Name: Maria Plant
	Designation: Senior Education Manager: Inclusion, Pupil & Parent Support
	Tel: 0131 469 6107
Lead Service Area	Communities and Families
Date Agreed	
Last Review Date	1 December 2018
Next Review Date	1 December 2021
Agreed by	Senior Management Team
Has Screening for Equality Impact been undertaken for this procedure?	Integrated Impact Assessment agreed not required April 2019
Has Implementation and Monitoring been considered for this procedure?	Yes
If appropriate, has Health and Safety section had oversight of this procedure?	N/A
Name of Health and Safety contact	

Definition: Procedure – An agreed method or approach to comply with Policy, Legislation and Departmental Decisions.

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Appendix 3 Understanding Reasonable Adjustments

Appendix 4 Record of the Exclusion Process

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Appendix 6 Removal from the Roll Report

Appendix 7 Letter to Head Teacher confirming agreement to remove from the roll

Appendix 8 Appeals Process

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1. PURPOSE

This procedure promotes participation, learning and a positive ethos of inclusion. It provides key information and guidance on a wider approach to ensure continuity of learning in line with Curriculum for Excellence so that our most vulnerable pupils remain included, engaged and involved in their learning environment. It also aims to deliver a clear procedure for all staff on the prevention of exclusion, early intervention and responding to individual need.

It recognises:

- The value of maintaining our pupils within their educational settings and preventing exclusion from all establishments
- The preventative and protective role families, schools and other educational settings play in the lives of all pupils
- The importance of positively and meaningfully engaging families and pupils in planning, building on strengths and finding solutions to challenges
- National statistics indicating pupils who have a disability, have an additional support need or are from the most deprived areas are more likely to be excluded
- Looked After Children are significantly more likely to be excluded than their peers.
- That partnership working underpins the provision of the best opportunities for all of our-pupils
- The requirement of schools to balance the provision of effective education for all pupils and the needs of individual pupils
- The national and local focus on reducing exclusion to ensure all pupils are: present, participating, achieving and supported

2. SCOPE

This procedure sits underneath the overarching Communities and Families policy Included, Engaged, Involved in Edinburgh. All staff should familiarise themselves with this policy.

This procedure applies to all Communities and Families staff and partner agencies.

3. DEFINITIONS

Additional Support Need: Defined by the Education (Additional Support for Learning Act) 2009; considers factors which may prevent a pupil from benefitting from learning and can apply to any pupil throughout their learning career. The barriers to learning are not defined as being within the child. The barriers arise from such factors as the learning environment, health and disability, social and emotional factors and family circumstance.

Child /Children: Describes any person under the age of 18

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Procedure Title - Improving Outcomes for Learners at Risk of Exclusion

Corporate parent: Describes the role of all City of Edinburgh Council staff with regard to the provision of care and support for all looked after pupils.

Family: Describes those considered to be related to the child by birth, affinity, choice or close personal ties and who can be contributors to the wider care and wellbeing of the child.

Looked After Child / Pupil (LAC): Describes all children and young people who are looked after either at home (i.e. subject to a supervision requirement with no condition of residence through the Children's Hearing system) or where they are looked after away from home (i.e. subject to a supervision requirement with a condition of residence through the Children's Hearing system, or are provided with accommodation under section 25 (voluntary agreement) or is subject of a Parental Responsibility Order (section 86).

Parent: Describes any person/s who have parental responsibilities and any person who has custody of a child, including foster carers and a parent who shares custody of a child.

Pupil/s: Describes all children and young people who are enrolled or seeking to enroll in City of Edinburgh Council schools

Schools: All local authority schools, mainstream and special schools, and all settings providing early learning and child care on behalf of City of Edinburgh Council

Staff: Describes all staff working directly with pupils.

4. ACTIONS

4.1 Alternatives to Exclusion

School attendance enables the fulfilment of a fundamental right of every child and is a protective factor related to positive future outcomes. Academic success, social links, key adults and community participation are all opportunities provided by schools that promote resilience and wellbeing.

Exclusion reduces these opportunities and for the pupil to be present, participating, achieving and supported. As such exclusion from schools must be a last resort. All schools should look to develop alternatives to exclusion specific to their individual context. When considering the impact of exclusion on an individual pupil the school must ask;

- What will be the effect upon the wellbeing of the pupil?
- Will the exclusion lead to improved outcomes for the pupil?
- Is the exclusion a proportionate means of achieving the legitimate aim of maintaining order and discipline in the school and ensuring the educational wellbeing of pupils?
- Have reasonable adjustments been made to support Additional Support Needs?
(Appendices 1 and 3)

4.2 Individual Circumstances

Excluding any pupil from school is an extremely serious step and can impact significantly upon their learning and mental health and wellbeing. Communities and Families is committed to the principle that exclusion should never be used as a punishment and only be used as a last resort.

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Procedure Title - Improving Outcomes for Learners at Risk of Exclusion

When considering the possible exclusion of any pupil, staff must ensure that reasonable arrangements are in place for the care and wellbeing of the pupil before they are excluded. If these arrangements are not in place, the pupil should remain in school until such time as arrangements are in place. It is vital to take account of personal circumstances and this is particularly important for our looked after pupils.

If a pupil is known to social work or a commissioned service offering family support, wherever possible there should be discussion with the child's / family's worker prior to a possible exclusion. Additionally, if at any stage advice is required for any pupil this should be sought in the first instance from the school educational psychologist. If the school are unable to make contact with either they should follow the Pathways to Support Inclusion flowchart.

Appendix 1 provides a flowchart with a summary of essential questions and considerations. Appendix 2 (1a and 1b) provides more detailed questions to support the full consideration of, and appropriate liaison in relation to, individual circumstances.

4.3 Looked After and Adopted Children

Achieving a zero exclusion rate from school for Looked After Children is a Council priority. National statistics indicate Looked After Children have lower attendance and are at higher risk of exclusion.

In addition, special consideration should also be given to pupils who have previously been Looked After or have been adopted. In many cases these pupils may have had similar early adverse life experiences to a pupil who is currently Looked After.

All staff have an important role in relation to the Council's duty as a corporate parent. If a looked after pupil is at risk of exclusion the school should work closely with Social Work colleagues and other key partners to put in place preventative supports and plans for alternatives to exclusion. Following this if further advice regarding any concern or supports is required schools should follow the Pathways to Support Inclusion flowchart..

4.4 Pupils on the Child Protection Register or at Risk

For pupils at risk it is particularly important that alternatives to exclusion which support the wellbeing and safety of the pupil should be explored and exhausted, with exclusion from school being a last resort.

Prior to reaching a decision to exclude a pupil staff must establish whether they are on the child protection register or known by social work to be at risk. If a pupil is on the child protection register or known by social work to be at risk, **the school must consult the social worker (or if unavailable their team leader) and undertake a consideration of risk prior to reaching a decision.** This should ensure the pupil is not put at increased risk through exclusion.

If it is impossible to implement an alternative to exclusion the school must work with social work and clearly document a full consideration of risk in SEEMiS pastoral notes.

This should include;

- That there are appropriate arrangements for the care of the pupil before they are sent from the school premises
- Pupil vulnerability as a result of being at home or in the community
- Likely risk to care placement

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Procedure Title - Improving Outcomes for Learners at Risk of Exclusion

- Consideration of whether there are family or other circumstances that mean increased support is required if a pupil is excluded
- Parent / carer capacity to support and maintain education at home
- Exclusion is for as short a period a period as possible

It is essential that effective communication is given to key staff regarding the particular vulnerability around a pupil on the Child Protection Register or assessed to be at risk.

4.5 Significant risk

The protection and wellbeing of pupils must remain at the heart of all planning and decision – making. Where there are concerns that a pupil poses a significant risk to themselves or others the school should refer to and follow the procedure for Preventing and Managing Risk.

4.6 Additional Support Needs

The provision of the Additional Support for Learning legislation includes pupils who have social, emotional and behavioural needs. In considering the exclusion of pupils with additional support needs, schools and authorities must take account of the on-going support which learners are receiving and where possible maintain continuity of support throughout any exclusion in relation to their additional support needs.

In considering the exclusion of a pupil who receives additional support, account should be taken of the potential impact of the loss of both their learning and support provision. School staff should be aware of the arrangements in place with other agencies such as Social Work and Health services. In making provision, account should be taken of any disruption to the provision and implication to the learner and to the services themselves. Steps should be taken to ensure that wherever possible, support provided by other services and agencies can continue throughout a period of exclusion.

In considering the exclusion of a pupil with a disability, as defined by the Equality Act 2010, Headteachers should ensure that all reasonable adjustments have been put in place before excluding any child whose behaviour arises from a disability.

The duty to make reasonable adjustments taking into account the pupil's disability applies to the circumstances leading up to a possible exclusion, the behaviours giving rise to risk of exclusion and the procedures for exclusion and re-admission.

Please see appendix 3 for an explanation of reasonable adjustments and case examples. Failure to make reasonable adjustments has a negative impact on the progress and wellbeing of the pupil and also exposes Children's Services to the possibility of the exclusion being overturned by appeal and / or to the exclusion being found to have amounted to disability discrimination. A finding of disability discrimination is likely to do great reputational damage and be contrary to General Teaching Council for Scotland (GTCS) Standards for Leadership and Management. Parents and pupils will have the opportunity to appeal any decision or action which could be discriminatory before the Health and Education Chamber Tribunal.

4.7 Multiple Exclusions

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Multiple exclusions suggest continued difficulties despite the implementation of strategies and supports. A number of excluded pupils receive multiple exclusions. Schools and partners should consider carefully the impact this has and a review of the pathways to support, assessment of need and child's plan should be considered. Schools and partners should work collaboratively to ensure appropriate support for the pupil with the aim of improving behaviour and maintaining school provision through alternatives to exclusion.

The school and partners should consider:

- Reviewing assessments of need to look at any gaps in support or changing needs
- Identifying a key adult to listen to and consider the views of the child
- Alternative strategies and supports to avoid exclusion
- Reviewing the Child's Plan at a Child Planning Meeting
- Whether a risk management plan is required

4.8 Managing Exclusions

Regulations state that an education authority **shall not exclude** a pupil from school unless they are of the opinion that

“in all the circumstances to allow the pupil to continue his/her attendance at the school would be likely to be seriously detrimental to order and discipline in the school or the educational well-being of the pupils there.”

or

“the parent of the pupil refuses or fails to comply, or refuses or fails to allow the pupil to comply, with the rules, regulations, or disciplinary requirements of the school;”

The Headteacher should wherever possible take into consideration the views of the team around the pupil regarding individual circumstances prior to their decision to exclude. This should include discussions with the pupil (once calm) and their parent, so that their views can be taken into account. This may not be possible in all cases, for example if the pupil's behaviour is an immediate and serious threat to the safety of other pupils or staff. However, in all cases the person taking a decision to exclude must have taken reasonable steps to investigate the circumstances. If the exclusion arises from a particular alleged incident, the investigation should establish that the incident took place on a balance of probability. The final decision is the responsibility of the Head Teacher or a member of the senior management team to whom the Head Teacher has delegated responsibility temporarily.

An exclusion should be for as short a period as is possible but sufficient to allow all reasonable efforts to be made to try to resolve the situation and plan for appropriate support or provision and a successful return, in partnership with pupils and their parent. All appropriate staff must be informed of the decision to exclude the pupil. All reasonable efforts should be made to avoid the exclusion lasting more than 3 school days and particularly to avoid an exclusion extending over the period of a school holiday.

Advice on decision must be sought from the team around the child where exclusion longer than 5 school days occurs. If the exclusion continues for a further 5 school days, the Head Teacher must seek further advice from the team around the child and if appropriate follow the Pathways to Support Inclusion flowchart to seek advice from more senior managers.

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Exclusions for the following reasons schools must refer to the risk management and reduction procedure:

- Violence towards staff or pupils
- Providing or taking illegal substances
- Serious bullying or intimidation

If an exclusion is triggered by a reaction to an act of discrimination against another pupil (because of actual or perceived disability, race, religion, sexual orientation or gender identity) then the act of discrimination must also be taken seriously and in line with the school's anti-bullying and equalities policy and Child Protection procedures.

4.9 Seeking the views of the pupil

In taking the decision to exclude a pupil and as part of the decision-making process, school staff must take account of the pupil's views of the event facilitated by a trusted adult. To enable the pupil to share their views in a meaningful way adults may need to make adjustments or implement identified strategies as outlined in the Child's Plan.

The trusted adult could be a member of school staff, key partner or member of the family but their availability should not unnecessarily delay planning and support. This may help to resolve the situation by establishing the pupil's understanding of the harm caused and by allowing the pupil to contribute to resolving the situation and identifying solutions. The pupil's views of the event must be sought and recorded in the child's plan. The pupil's views should always be sought when they are calm and in an environment that they feel comfortable in and ideally allows some privacy.

4.10 Communication with Parents and Pupils

On the day of the decision to exclude, the parent must be informed of that decision and the arrangements for a meeting to discuss the exclusion. The meeting has to be offered to be held within 7 calendar days following the day of the decision to exclude but the holding of a meeting is not a precondition for re-admission. On the day of the exclusion the parent can be informed orally or in writing.

A letter must be sent to the parent within 7 days informing them of :

- The reasons the learner was excluded.
- The right of appeal.

Schools should use the relevant pro forma letters provided on SEEMIS. This letter must be sent to arrive before the meeting to discuss the exclusion but it does not need to be sent on the day of the decision to exclude.

In the case of a pupil aged 16 years or over, the letter along with information on the right to appeal must be sent to the pupil as well as to the parent.

In the case of a pupil aged between 12 and 16 years, the pupil is presumed to have capacity to exercise a right of appeal so the letter must be sent to the pupil as well as to the parent unless the school considers that the pupil does not have "capacity". Capacity relates to maturity and understanding. There is very little case law as to what capacity means in practice. Schools should assume such pupils have capacity unless the school considers that sending the letter to the pupil would be likely to cause the pupil distress and / or confusion.

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Where it is known or suspected that the parent or pupil with capacity may have difficulty in accessing written communication, additional alternative means of communication must be considered, for example phone calls, using bilingual support assistants with the Additional Support for Learning Services, Interpreting and Translation Service, Community Learning and Development.

4.11 Sending home without excluding

“Learners **must not be** sent home from school for reasons relating to behaviour without being excluded.” (The Scottish Government: 2011)

“All exclusions from school must be formally recorded. Children and young people must not be sent home on an ‘informal exclusion’ or sent home to ‘cool-off’” (Included, Engaged, Involved 2, Scottish Government 2017)

As a strategy to avoid an exclusion the school may identify a safe space for the child to calm down and take time out. Ordinarily this is a planned strategy that is outlined in the Child’s Plan. Any separation of a child must be in a place that is safe and that does not cause any additional distress to the child.

In exceptional circumstance the Child’s Plan might implement a short term flexible timetable to avoid exclusions. This might involve planned time out of school as a strategy to reduce likely triggers and sources of distress. This should be purposeful and with the agreement of the parents and partners in the plan. The aim should always be to work towards the child’s full educational entitlement. When implementing a flexible timetable schools should refer to the Flexible and Alternative timetable procedure.

If you have concerns about the pupil’s safety and wellbeing or a pattern of repeated exclusion please discuss this with the school Educational Psychologist or Additional Support for Learning Service leader, schools should also follow their procedures for child protection and wellbeing concerns.

4.12 Procedures to be followed when a decision is taken to exclude a pupil

The power to exclude a pupil from school is delegated to the Head Teacher who is responsible for ensuring that procedures are followed. On such occasions when the Head Teacher is not in school the power to exclude a pupil is delegated to a member of the senior management team.

Appendix 1 provides a flowchart summarising the essential questions covered in this procedure. Appendix 2 provides checklists to support best practice in relation to considerations and actions as referenced throughout this procedure.

4.13 Alternative educational provision during exclusion and timescales

It will not be sufficient to simply provide excluded pupils with homework / classwork if they do not also receive sufficient guidance to enable them to understand the material. Whilst excluded, staff should aim to provide pupils with relevant classwork with clear guidance for completion, marking and return. This should closely relate to the work they will miss in their class and aid the re-admittance process.

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If an exclusion extends beyond 3 school days the pupil should also have regular direct, phone or e-mail contact with a key adult in school with support from the ASL Service or other key partners as appropriate. For exclusions extending beyond 3 days the school and partners should look to implement a more comprehensive package of support.

The aim of this is to support both the pupil's progression in learning and their on-going relationships with adults in the school.

4.14 Re-engagement

As part of the return to school, it is highly desirable to have a solution focused child's planning meeting including the parent, pupil and school in order to look at strengths to build on, areas of concern and review assessments of need and input necessary to help the pupil remain in school. A key element of this planning should be identifying and nurturing key relationships in school. This meeting will usually be the meeting within 7 calendar days of the day of the decision to exclude.

Ordinarily all involved professionals attend a child planning meeting along with the family and school however due to the timescale this may not be possible and a smaller meeting may need to take place with a date set for a subsequent review meeting involving the wider group. If the parent of pupils aged 12 or over, are unable to participate, then a meeting with the pupil present is acceptable, as long as there is an agreed judgement as to the capacity of that pupil. The pupil should be asked if they would like to identify a trusted adult to support them and careful consideration should be given to how they are supported through the process and how information should subsequently be shared with parents.

Although it is not a legal pre-requisite to a return to school a collaborative meeting with both the parent and pupil is best practice and likely to support improved outcomes. It provides an opportunity for everyone to reflect and work together to discuss concerns with a focus on the review of supports so that the risk of future exclusion can be minimised. However, difficulties arranging a meeting should not become a barrier to agreeing a plan for a return to school. It is acknowledged that if the reason for the exclusion has been directly related to the parent's unwillingness to work in partnership with the school then the lack of a collaborative planning meeting could cause particular difficulties in the schools ability to re-admit.

Appendix 2 (checklist 3) details actions to consider when planning a return to school following exclusion.

4.15 Phased return

In some cases it may be appropriate for the pupil to have a flexible phased return as an interim step of a support package. To ensure a prompt return to full-time education this arrangement should have a clear timescale recorded in the child's plan and be kept to an absolute minimum. A flexible timetable related to an exclusion should be recorded on SEEMIS (Code PTX, Short Code Y).

Where a pupil is following a flexible timetable as part of a phased return this should be discussed with school partners as part of the child planning process. Key principles include;

- ensuring there is a process of review and extension overtime
- a target of fulltime provision within 6 weeks

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The school must ensure the start and end date for all flexible timetables are appropriately recorded on SEEMIS. Please consult the Flexible Time Table procedure for further advice.

4.16 Removal from the school roll

In exceptional circumstances the school in discussion with senior managers may agree that a pupil should be removed from the school roll. This would be the result of a combination of factors;

- There is clear evidence of a Child Planning process evidencing that reasonable adjustments have been made over time to support the child in their current school setting
- Despite this a risk management plan completed with school partners has indicated that the level of risk is unmanageable due to the specific constraints of the current school environment
- There is a shared view that these risks could be better mitigated within another City of Edinburgh council provision
- The family are not willing to work with the local authority to consider identified alternatives and are not successfully supporting the process of risk management therefore causing unreasonable risk to the wider school community

In these situations the school should discuss the Risk Management Plan and the current Child's Plan with the team around the child. Removal from the school roll is a very serious and exceptional decision that is made by the Director of Communities and Families on the basis of this evidence (Appendix 7). In the first instance this should be discussed with the inclusion lead officer as detailed in the Pathways to Support Inclusion flowchart.

The school is expected to support education provision and child planning until such time as the pupil is successfully enrolled in another school (appendix 8).

4.17 Monitoring, Evaluation and Reporting

A written record must be kept of all procedures, including the reason why a Head Teacher decided on a particular course of action. Comments should be specific including the names of teachers, dates, times and any other information that may be deemed to be relevant. This information may, in certain circumstances, be required to substantiate the authority's case in a court of law. An example template for recording this information can be found in appendix 4.

Schools should regularly review their school exclusion practice and provide information in school handbooks / websites on their school policy. School monitoring of exclusion data should be used to inform self-evaluation, planning and development of best practice. It should also be discussed with key partners such as Educational Psychology, Additional Support for Learning Service and Quality Improvement Service in the consideration of appropriate supports and resources.

The Edinburgh Learns Inclusion board will monitor and review the effectiveness of implementation of this guidance through the collection of summary information on the number of exclusions, number of learners affected by exclusion and length of exclusions. Each year a self-evaluation report on citywide exclusions will be circulated to all schools, ASL services, Psychological Services and Senior Education Managers.

5. Responsibilities

Psychological Services has responsibility for the maintenance of this procedure.

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School senior management teams are responsible for the implementation of this procedure within their school.

6. Policy Base

This procedure has been developed to promote inclusive and fair practice, which will minimise the use of exclusion across the authority and the implementation of Scottish Government

Guidance:-

- Included, Engaged, Involved 2 (2017) <https://www.gov.scot/publications/included-engaged-involved-part-2-positive-approach-preventing-managing-school/>
- Included, Engaged, Involved in Edinburgh Policy 2018 <https://cityofedinburgheducation.sharepoint.com/sites/365CentralResources/inclusionhub/inclusionpolicy/Shared%20Documents/Final%20Included,%20Engaged,%20Involved%20Policy%2027%20Oct%2018.pdf>
- Guidance on the Presumption to Provide Education in a Mainstream Setting (2019) <https://www.gov.scot/publications/guidance-presumption-provide-education-mainstream-setting/>

7. ASSOCIATED DOCUMENTS

Appendix 1 Flowchart on exclusion process

Appendix 2 Included, Engaged, Involved checklists (preventing and managing exclusion)

Appendix 3 Understanding Reasonable Adjustments

Appendix 4 Record of the Exclusion Process

Appendix 5 Frequently asked Questions

Appendix 6 Removal from the Roll Report

Appendix 7 Letter to Head Teacher confirming agreement to remove from the roll

Appendix 8 Appeals Process

Appendix 9 Sample Appeal Report

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8. RECORD KEEPING

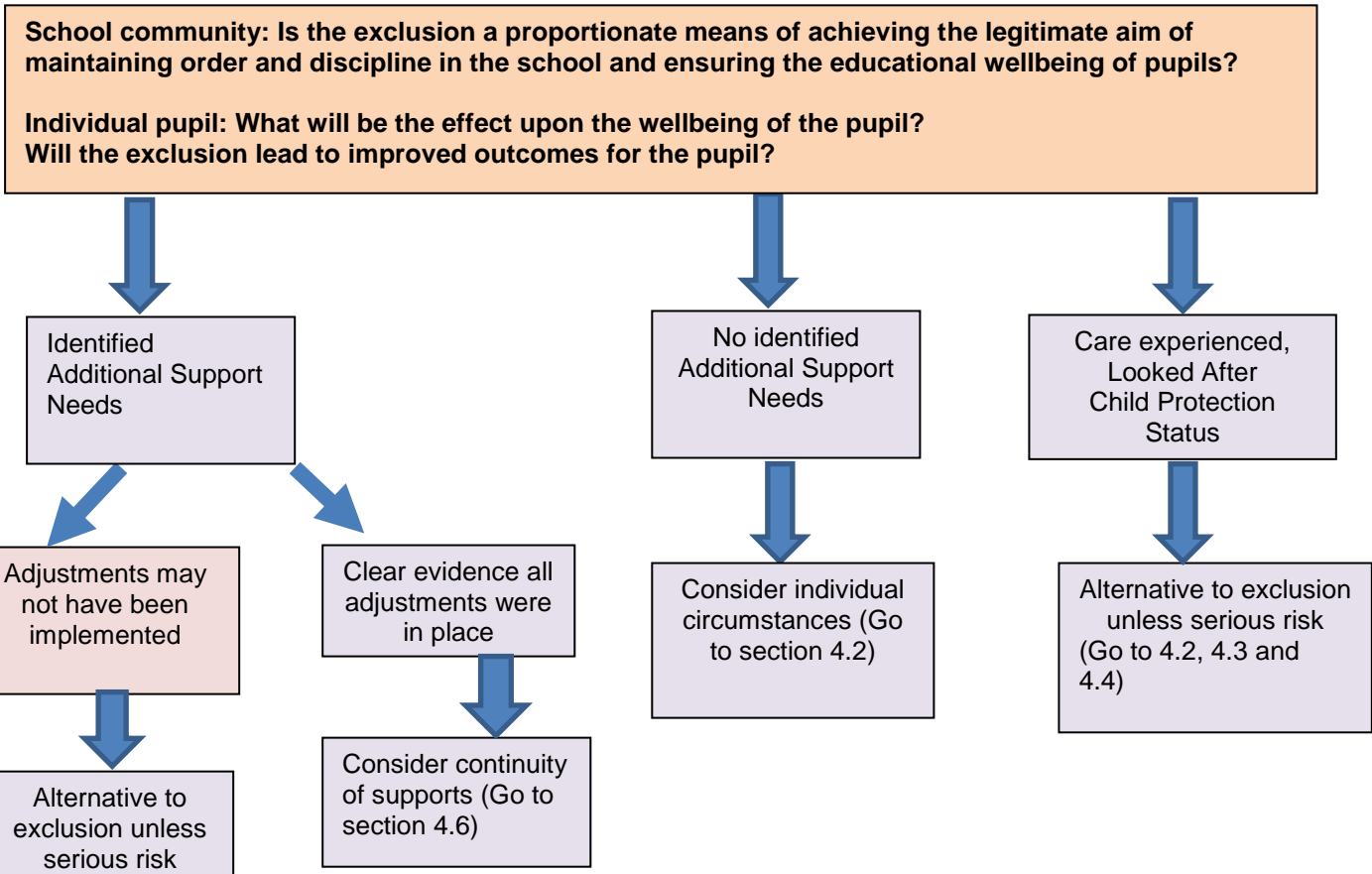
When a procedure has been followed there are often outputs such as decisions made or events occurred that need to be recorded. These outputs are considered Council records. Please list all Records, including completed forms, generated by this procedure. For each record, list its title, location, responsible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

Record Title	Location	Responsible Officer	Minimum Retention Period

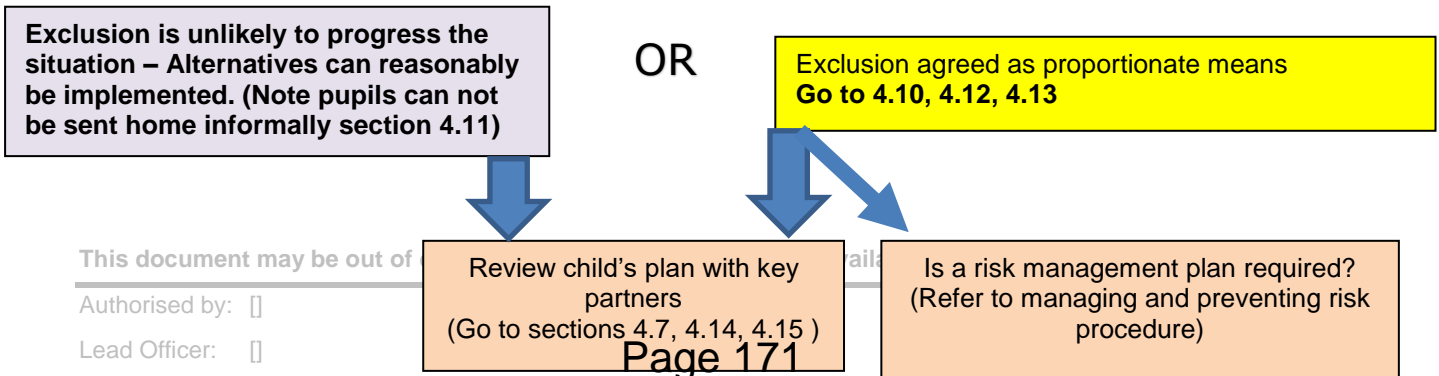
Appendix 1 – Decision Making Regarding Exclusion

This summary guide on consideration of exclusion is based on the premise that there has been appropriate Child Planning involving the parent and pupil and the school has put in place any reasonable adjustments. (Section 4.6 and appendix 3).

It is important that before making the decision re: exclusion the views of all those involved in the incident, including the child themselves, are considered. You should be confident that you have sufficient information to make an informed decision. (Sections 4.8, 4.9)



Decision Based on Considerations Above



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Review child's plan with key partners
(Go to sections 4.7, 4.14, 4.15)

Is a risk management plan required?
(Refer to managing and preventing risk procedure)

Appendix 2 - Checklists of Key considerations to be made prior to, during and after exclusion

(Adapted from Included, Involved, Engaged 2 2017)

The following checklists are intended as a useful tool to support planning prior to, during, and after exclusion. These checklists can be used as a prompt to ensure support is provided at the appropriate time to meet the wellbeing needs of pupils and ensure that every effort is made to avoid exclusion and to use it only as a last resort.

Checklist 1a - Preventing exclusion - children with emerging or identified additional support needs

Key consideration questions	Consideration given	Comment
Is there a clear and up to date assessment of needs?		
Is there a clear and up to date Child's Plan?		
Have all appropriate partners including the pupil and parents been involved in Child Planning?		
Are appropriate supports, interventions and reasonable adjustments in place?		
Have wider family supports been explored?		
Have any adjustments been considered unreasonable? Where are the reasons for this recorded?		
Can the support pathways and school partnerships be utilised to further support?		
Where appropriate, has a risk management plan been completed?		
Has there been any changes in the pupil's presentation? If so how has this been followed up?		
Is there a need to review any documentation? (Wellbeing concerns, Risk Management, Child's Plan)		
Are there concerns that should be raised with Social Care Direct?		

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Checklist 1b (to be used alongside checklist 1c) – Considerations prior to exclusion for all pupils

Key consideration questions	Consideration given	Comment
Has the incident been reviewed sufficiently to explore fully what happened?		
Have the views of all involved been recorded and fully considered? (including the pupil)		
As far as is possible have key staff / partners been consulted?		
Has the impact of exclusion on the pupil been considered in light of individual circumstances? (checklist 1c)		
Does the exclusion comply with the regulation 4 of the 1975 regulations as amended? (section 4.8 CEC procedure)		
What are the expected outcomes of an exclusion? Is there an alternative?		
Has the pupil been excluded before? What was impact of this?		
Has the person making the decision discussed the process with a critical friend?		
Has there been consideration given to length of exclusion to ensure it is proportionate?		

Checklist 1c (to be used alongside checklist 1b) - Individual circumstances

Individual circumstance	Additional consideration	Consideration given	Comments
Looked After Child (LAC)	Social worker consulted to assess risk prior to decision		
	Appropriate arrangements made with regard to support/care and wellbeing at home		
	Decision made as to whether exclusion to go ahead based on		

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	full exploration of alternatives		
	Social Worker and Educational Psychologist consulted on plan		
Child Protection Register/ previous child protection concerns	Child Protection Designated Officer and Social Worker consulted		
	SEEMiS checked for child protection message		
	Communities and Families senior managers consulted about appropriate provision		
	Collaborative decision made as to whether exclusion to go ahead following full exploration of alternatives		
Child with additional support needs	Partners involved with pupil consulted on continuation of any additional input		
	Reasonable adjustments clearly evidenced		
	Are protected characteristics a factor?		
	Impact of exclusion on pupil's learning and support provision		
	Transition planning is taken into account to support positive return to school		
Children from an area of socioeconomic deprivation	Extra consideration should be given to the impact on pupil; <ul style="list-style-type: none"> • wellbeing • free school meals • attainment 		

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Checklist 2 - Decision to exclude has been made (this checklist should be used after completion of Checklist 1b and 1c)

Action to be taken	Action taken	Comment
Pupil is informed they are to be excluded		
Immediately inform parents/carers verbally		
Communication with all those with parental rights and responsibilities, including the reason exclusion was necessary (eg. foster carers, kinship carer, Social Worker)		
LAC or Child Protection Register/child protection concerns - decision communicated to all partners (Checklist 1c)		
Pupil not to leave school until appropriate arrangements are in place		
If parent cannot be contacted pupil must be supervised at school until suitable arrangements can be made		
Written confirmation of exclusion within 7 days and prior to meeting. Include reason for exclusion and information on Right of Appeal (SEEMiS template letters)		
Inform of date, time and place where Head Teacher available to meet to discuss the exclusion and supports (within 7 days of exclusion)		
For pupil of legal capacity inform them in writing of exclusion and right of appeal		
Record of exclusion completed		
Ensure exclusion is recorded accurately on SEEMiS		
All documents relating to exclusion to be retained in Pupil's Progress Record		
Appropriate educational provision to be provided and monitored e.g. course work, access to library, online learning		

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Arrangements for the pupil to access any existing support (outwith school if necessary)		
A contact person should be allocated for family to liaise with		
Parent should be informed of their responsibility to support provision of appropriate education throughout the period of exclusion		
Parent should be provided with information on support to assist them or advocate on behalf of their child		
If exclusion extends beyond 5 days or is multiple review child's plan with partners.		
If family exercise their right of appeal, meet with parent and pupil and/or an advocate for the pupil to discuss		
Referral to Scottish Children's Reporter if appropriate		

Checklist 3 - Return to school after exclusion

Action to be taken	Action taken	Comment
Solution focussed meeting with parent and pupil (Best practice not pre-requisite, CEC procedure 4.14)		
Plan in place to ensure appropriate ongoing support		
Collaboration with key partners eg. EP, ASL, SW		
Risk management plan is completed and implemented (where appropriate)		
Needs of staff and other pupils taken into account e.g. restorative meetings held / safety plans as appropriate		
Supports implemented to promote successful return to school		
If implemented, time limited phased return recorded on SEEMiS as flexible timetable.		
Child planning processes adapted, reviewed and monitored in light of exclusion		

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Appendix 3 - Understanding Reasonable Adjustments

Reasonable Adjustments Key Principles

The planning and making of reasonable adjustments for disabled pupils should be part of everyday good practice in schools. It should be an integral part of early intervention within Getting it Right. Getting the right supports in place for pupils is a key factor in avoiding exclusion.

The duty is 'to take such steps as it is reasonable to have to take to avoid the substantial disadvantage' to a disabled person caused by a provision, criterion or practice applied by or on behalf of a school, or by the absence of an auxiliary aid or service.

Reasonable adjustments applies, in effect, to all aspects of school life including extra curricular activities. It does not apply to physical features, however schools have a duty to plan to improve access for disabled pupils generally, including in relation to the physical environment of the school.

The definition of physical features is not clear – not least because there is very little case law. So it is best to interpret physical features cautiously - to refer to substantial and fixed parts of the school building and playground such as supporting walls.

Factors to be taken into account when deciding whether or not something is a reasonable adjustment:

1. The effect on the disabled pupil – would not making the adjustment cause the pupil substantial disadvantage; substantial meaning more than minor or trivial.
2. The effect on other pupils - would making the adjustment cause other pupils substantial disadvantage; substantial meaning more than minor or trivial.
3. The cost of the adjustment – in assessing costs, schools should consider the possibility of obtaining non-devolved funding including from the Education Authority and from business partners and from charities and parent councils.
4. Maintaining standards of achievement. A disabled pupil may wish to represent the school in an inter-school football competition but has not reached the necessary standard to be selected for the team - that is not disability discrimination. However, schools may take positive action to help disabled pupils – this is sometimes referred to as positive discrimination – a school may decide to provide an extra-curricular activity targeted at pupils with behavioural problems.

Schools must also make reasonable adjustments for:

1. Race
2. Religion and belief
3. Sex
4. Sexual orientation

Definition: Procedure – An agreed method or approach to comply with Policy, Legislation and Departmental Decisions.

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It is anticipated that a school would never knowingly and directly exclude a child for any of these factors and therefore this guidance has focused on the area of disability. However, schools and the Education Authority must be mindful of the risk of “indirect” discrimination.

Disability and Discrimination

- Schools have a legal duty to make reasonable adjustments for disabled pupils.
- A disability is a physical or mental impairment that has a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities.
- Substantial means anything more than minor or trivial.
- Long-term means likely to last for at least 12 months.
- Failure to make a reasonable adjustment for the disability of a pupil amounts to discrimination against that pupil on the grounds of their disability.
- The law explicitly refers to exclusion from school as one of the areas of school life covered by these legal duties.
- So a failure to make reasonable adjustments may lead to exclusion in which case the exclusion would amount to disability discrimination.
- Exclusion is not discrimination if it is a proportionate means of achieving a legitimate aim. If the school makes reasonable adjustments but the pupil’s behaviour is still a serious threat to discipline and order then excluding the child is a proportionate means of achieving the legitimate aim of maintaining order and discipline.

Appeals

Parents and older pupils with the capacity to do so, have a right to appeal to the Additional Support Needs Tribunal if they believe that they have been discriminated against.

Case Examples of Reasonable Adjustments

Based on examples contained in guidance from the Equality and Human Rights Commission.
<https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-scotland>

Case 1

A pupil with autism spectrum disorder is excluded for flapping his arms at a supply teacher. The supply teacher was alarmed by what she perceived as threatening behaviour. The pupil always sat in the same seat in the classroom and this was recognised as a reasonable adjustment for his autism by his class teacher.

Since the pupil’s reaction of flapping his arms was connected to his disability, the exclusion would be discrimination arising from disability. Because the school had not advised the supply teacher of the reasonable adjustment, the school would be unlikely to be able to justify the discrimination and therefore it would be unlawful.

Case 2

A pupil with learning difficulties is repeatedly getting up from his seat during lessons and disrupting other pupils. It is the school’s policy that repeated disruptive behaviour is punished by exclusion. The school is under a duty to make reasonable adjustments to its policy, which might mean disregarding some of the disruptive behaviour and working with the pupil to find a way in which to help him remain in his seat during lessons

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Appendix 4 – Example template

Record of Events Leading to Potential Pupil Exclusion

Date of incident:

School:

Individuals directly involved in incident (include staff and pupils): Click or tap here to enter text.

Account of Incident (please expand the table as necessary and record each individual's account of the event and any factors that they feel were significant and should be taken into consideration)

Name and role of individual	Account of Incident

Please record any accounts of the incident observed by others

Click or tap here to enter text.

If known please record the views of parents or carers of children directly involved

Click or tap here to enter text.

Please expand the table below to include any details of any other key staff or partners consulted with;

Name and role of individual	Summary of consultation

School lead's view of the situation and recommended action of the school (please review exclusion flow chart and consider key questions prior to final decision).

Click or tap here to enter text.

School Lead:

Date of completion:

This incident record should be kept in the Pupil Progress Records of the pupils directly involved.
In the event of a subject access request any details relating to other pupils must be redacted.

Appendix 5



Exclusion: Frequently Asked Questions

Why has my child been excluded?

Pupils are excluded when their behaviour makes it necessary to remove them from school for a period of time. When pupils are struggling with their behaviour it can have a negative impact on them and others:

- it can become very difficult for us to teach them in a class with other pupils.
- it can become difficult for other pupils in the class to learn and work.
- behaviours can begin to cause risk to themselves, other pupils or members of staff.

When pupils are struggling with their behaviour it suggests something isn't going as well as it could and we need to plan together to put the right supports in place.

In very exceptional cases schools can exclude a pupil because their parent/s have not been willing to plan solutions with the school, however we will always aim to communicate with you and involve you in planning early on so that we can work positively together.

What does exclusion mean?

Exclusion means that your child is not allowed to attend school for a set period of time. We only exclude pupils when the case is very serious. Exclusion is used to give us some time to plan together to put in place the right supports for your child and find solutions to difficulties.

Who decides to exclude a pupil?

The Head Teacher or his or her representative can exclude a pupil, after consulting with key professionals involved. For example they might speak to your child's teacher or pupil support leader or other people who are supporting like a social worker or educational psychologist.

How long will my child be excluded?

Your child should be excluded for as short a period as possible but sufficient to allow planning to take place with you to support a positive return to school. During this time a meeting will be arranged to discuss this decision with you. During their exclusion, your child must not come into school, or be in the school grounds at any time, unless for the purposes of an agreed meeting or by agreement with the Head Teacher.

How do schools let parents or carers know that their child has been excluded?

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Original Issue: []

Lead Officer: []

Current Version: []

Review Date: []

Procedure Title - Improving outcomes for learners at risk of exclusion

Procedure Number -

We will contact you **on the day** of the decision to exclude. This will then be followed up in a letter posted, by recorded delivery, to your home, explaining

- why your child has been excluded
- how long they are being excluded for
- the date of the meeting to discuss the exclusion and plan ahead

What happens if I don't agree with my child's exclusion?

If you disagree with the decision to exclude your child, whether you are a parent or a carer, you can appeal and should write to:

Head of Legal, Risk Compliance,
Committee Services,
Corporate Governance Directorate,
City of Edinburgh,
Waverley Court,
Business Centre 2.1,
East Market Street,
Edinburgh EH8 8BG

If you are uncertain what action to take you may consult a solicitor. You may also obtain advice from a Citizens Advice Bureau or other advice agency.

Are details of my child's exclusion kept on record?

Yes. Details are recorded on the school registration system and copies of the following letters will be kept in your child's record file:

- the exclusion letter
- the letter outlining the agreements you made at the meeting about your child going back to school.

What is the meeting for?

At the meeting, we discuss why your child was excluded and how we can work together to ensure that your child has a successful return to school. Parents/carers **and** the child should attend the meeting. We want to work together with you and your child to agree the best way forward and make sure we put in place the right supports. The meeting is usually held at your child's school.

Can I bring someone else with me to the meeting?

You can bring a friend to support you, or someone who will help you discuss your child's welfare and support needs with us. Please let the school know before the meeting who you would like to bring along.

Who else will be at the meeting?

The Head Teacher or their representative will co-ordinate the meeting. They might invite school staff or other professionals involved with your child, for example, a social worker, educational psychologist or educational welfare worker to attend. This is because they might be able to support the plan to make sure there is a successful return to school.

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Procedure Title - Improving outcomes for learners at risk of exclusion

Procedure Number -

As it is very important to get your child back to school as soon as possible, we will go ahead with the meeting even if everyone cannot come to the meeting. This might mean there is another meeting which more people can attend once your child is back in school. This is called a Child Planning Meeting. The aim of Child Planning Meetings are to make sure that pupils have the right supports in place.

What will happen at the meeting?

We will explain to you why we excluded your child. This will cover the particular incident that led us to take this action and any patterns we are seeing in their day-to-day school life that indicate they need support.

We would like to hear your views and those of your child. We hope you can tell us any concerns you have and offer suggestions about the support they need.

We will discuss ways in which we can work together to support your child's development, learning and care needs. We will agree targets with you to help plan your child's successful return to school.

What if I can't attend the meeting?

If you can't come to the meeting, please phone the school as soon as you can so that we can arrange another time with you.

What if a parent/carer doesn't attend the meeting?

If you don't attend the meeting and as a result the school doesn't feel confident your child can return to school safely then they may not be allowed to return to school. This could unnecessarily prolong their exclusion. Please let us know if you can't attend the meeting or need support to attend.

What contact will my child have with the school while they are excluded?

The school will provide work for them to do at home as soon as is practicable. Arrangements will also be made with you about when and where the work is to be collected and returned for marking. It is very important you do your best to support your child with their school work whilst they are excluded.

We will also take steps to ensure that wherever possible, support provided by other services and agencies can continue throughout a period of exclusion.

How will the school help my child once they go back to school?

Following your child's return to school the plan of support agreed with you at the meeting will be reviewed to make sure it is meeting your child's needs.

How can I help?

Your support of the school is vital. We welcome your help to plan support together, ensure good attendance, and to support your child's participation in all aspects of school. Keeping in touch regularly with the school is essential to being involved in your child's learning and the ongoing work of the school.

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Appendix 6 - Removal From Roll Report



Referral to the Director of Children and Families

Please include:

SEEMIS letter 4a/b	
SEEMIS letter 4m/n	
Appendix 7	
Assessment of Needs and Child's Plan	
Risk Management Plan	
Other partner reports	

Brief details of previous strategies employed in school to cope with the pupil's difficulties [include involvement of parents and partners]:

Details of current arrangements in place to ensure the pupil's continuing education:

Recommendation of the child planning meeting regarding the pupil's continued education:

Appendix 7 - Letter to Head Teacher agreeing removal from the roll



To:

Date:

Our ref:

Dear

I have received the following paperwork in respect of *[pupil name]*

SEEMIS letter 4a/b	
SEEMIS letter 4m/n	
Appendix 7	
Assessment of Needs and Child's Plan	
Risk Management Plan	
Other partner reports	

I note that there was no agreement of conditions for re-admission to school.

Please ensure arrangements are in place to

- Continue *[pupil's name]* education with all professionals involved
- Provide regular class work for completion at home
- Have regular contact with the parents / carers
- Record the exclusion appropriately on Seemis

Please keep me up to date with the alternative arrangements for *[pupil's name]* on going education.

Yours Sincerely

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Review Date: []

Appendix 8 - The Appeals Process

The Appeals process gives the parent the right of appeal to an independent body.

1. The Appeal Panel

The appeal panel consists of 3 members

- A parent of a school age child who is independent of the school which has made the exclusion and whose child does not attend the same school as the excluded pupil.
- A Councillor
- A representative with knowledge of education [The Chair]

2. Documentation

- The Head Teacher must complete a report [Appendix 9] and submit to the appeal panel via the Senior Education Officer for their sector. If the Head Teacher would like advice on the completion of the report they should seek advice from the Senior Education Officer for their sector.
- The parent may also submit a written report to the panel

3. Timescale

Appeals should normally be lodged within 28 days of the decision to exclude but appeals beyond this timescale can be considered.

4. The Hearing

Attendees

- The Head Teacher who represents the Director at the Appeal may be accompanied by a member of the school staff
- The parent may be accompanied by up to three friends
- The pupil may be present if 12 or over
- If the parent is represented by a solicitor the authority will also have a solicitor present
- The Clerk to the Appeal Committee will also be present. The Clerk is responsible for arranging the hearing. The Clerk takes notes and records decisions and ensures the smooth running of the hearing on the day. The Clerk remains with the Committee during the deliberative stage.

Procedure

- The Chairperson will outline the procedure for the hearing
- The order is usually as follows
 - presentation of the case by the Head Teacher
 - questioning by the person making the appeal
 - presentation of the case by the person making the appeal
 - questioning by the Head Teacher
 - the panel will also ask questions during the hearing
 - summing up by the Head Teacher

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- summing up by the person making the appeal

If the parent chooses not to attend the hearing it will still proceed in their absence and the decision will be notified to them.

Decision

- The Appeal Committee will notify the parent and the Head Teacher of the decision reached.
- If the Appeal Committee is unable to make a decision at the end of the hearing, they have a maximum of fourteen days to notify the appellant of their decision and the reasons for it.
- The letter informs the person making the appeal of any right of appeal to the Sheriff and the time limits that will be applicable

The Powers of the Appeal Committee

- Annul the decision to exclude
- Confirm the decision to exclude
- Confirm the decision, but modify the conditions for readmission[Section 28H[2], Education[Scotland] Act]1980

Appendix 9 - Fictional Sample Appeal Report (appendices not included)



Appeal against the Decision to Exclude a Pupil from Anytown High School

PLACING IN SCHOOLS APPEALS COMMITTEE

Date:

1 Purpose of report

Mrs. Smith, 3 James Terrace, Edinburgh, EH22 6PQ, has appealed against the decision of the Council as Education Authority, to exclude her son Jason Smith from Anytown High School, Edinburgh. This report sets out background information, the events leading to the exclusion and the developments in the case thereafter.

2 Summary

2.1 Jason Smith [DOB 25.05.06] has attended Anytown High School since August 2017. He had a history of exclusions in primary school.

2.2 Jason's punctuality, attitude and attendance have consistently raised wellbeing concerns since his transition in S1.

2.3 The situation deteriorated over the last 12 months with reports being made of aggressive and disruptive behaviour and lack of co-operation. (*Appendix 1*). Jason's poor attendance and truanting also continued to cause concern. Regular contact has been made with Jason's mother as his sole carer regarding Jason's behaviour and wellbeing throughout his time at Anytown High School by letter, telephone and through Child Planning Meetings. (*Appendix 2*)

2.4 The normal support strategies of the school were applied to prevent exclusion but despite being placed on monitoring diaries, working in the support base,

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in-class support and 1:1 support from his guidance teacher, and 1:1 from a school-based youth worker Jason's behaviour has still not improved (*Appendix 3*). Jason has been excluded on 4 previous occasions since starting in S1 (*Appendix 4*) and has been referred to the Children's Hearing for non-attendance at school. (*Appendix 5*)

- 2.5 A copy of the Relationships, Learning and Behaviour policy at Anytown High is attached as *Appendix 6*.

3. Main Report

Events Leading to Formal Exclusions

- 3.1 On 14 September 2019 Jason was participating in a drama lesson in the school hall. For no reason that was apparent to staff, Jason assaulted another pupil. When spoken to by his teacher Jason became verbally abusive and aggressive. On his way out of the room he broke a double window [estimated cost of damage £500]. The duty head was called but Jason could not be calmed or reasoned with. Investigation by the Headteacher could not establish any trigger for the assault that should be taken into consideration (*Appendix 7*).
- 3.2 In the light of this incident and because of Jason's record of disruptive behaviour, aggression towards other pupils, verbal abuse of staff and pupils, and persistent uncooperative behaviour the decision was taken to exclude Jason. In accordance with procedures a letter was sent to Mrs. Smith requesting her to attend a meeting on 21 September at 9.45.a.m. At this meeting conditions for readmission could not be agreed with Jason and Mrs. Smith. Jason became upset and left the meeting and Mrs Smith followed. Since the meeting Jason and Mrs Smith have refused any further discussion with the school but have agreed to a referral being made to request alternative school provision. A letter confirming this was sent to Mrs. Smith and to Jason confirming this and detailing supports which would be put in place for Jason. (*See Appendix 13*)

4. Developments since exclusion

- 4.1 Outreach teaching was applied for, approved and contact was made with school by the Additional Support for Learning teacher on 8 October 2019. Teaching sessions commenced and are ongoing. School staff have provided work and guidance for Jason and a named person in school is monitoring this work.

- 4.2 A referral was made to Greenshoots and Jason was given a place on the November course. Edinburgh Together have also been supporting the family.
- 4.3 Additional Support for Learning Service support continues to be provided.
- 4.4 A referral has been made to Case Management and Review Group.

5. Conclusion

- 5.1 For these reasons, it is the view of the Authority that it was appropriate to exclude Jason from Anytown High School on the grounds that to allow Jason to continue his attendance at the school was likely to be seriously detrimental to the order and discipline in the school or to the educational well being of the pupils and staff there.

6. Recommendations

The Committee is asked to consider the Appeal.

Appendices	Appendix 1 - Background Information
	Appendix 2 - Child Planning Meeting Minutes
	Appendix 3 - Behaviour Diaries
	Appendix 4 - Exclusion Record & Letters
	Appendix 5 - Hearings
	Appendix 6 - Relationships, Learning and Behaviour Policy
	Appendix 7 - Headteachers record of events leading to exclusion
	Appendix 8 - PSG minute
	Appendix 9 - Assessment of Need
	Appendix 10 - Child Planning Meeting Minutes
	Appendix 11 - Psychological Services report for CMRG
	Appendix 12 - Letter detailing supports

The writer of the report should proof read all associated documents and ensure any information on other children or families is anonymised. The submission for the tribunal will be shared with parents so it is also important that the appeal report uses factual and restorative language.

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Education, Children and Families Committee

10am, Tuesday, 15 December 2020

Edinburgh Learns: Equity

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the content of this report.

Andrew Kerr

Chief Executive

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

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

Contact: Alison Humphreys, Quality Improvement Education Officer

E-mail: alison.humphreys@edinburgh.gov.uk

Edinburgh Learns: Equity

2. Executive Summary

- 2.1 This report provides a summary of the key strategic actions the local authority has taken this year, and the identified next steps for the coming months, in order to support equity for children and young people in Edinburgh. It outlines interventions and measures to create impact on outcomes for children and young people experiencing poverty-related barriers.

3. Background

- 3.1 This report provides a further update and follows on from the Edinburgh Learns Equity Report of April 2020. It includes work undertaken during the period of school buildings being closed between August and June 2020, and actions that have been taken this session from August 2020 to December 2020.

4. Main report

4.1 Attainment Data

National attainment data relating to the achievement of a CfE level (ACEL) was unable to be gathered by the Scottish Government in June 2020 due to Covid, and although schools submitted predicted attainment data to the City of Edinburgh Council in February 2020 as part of our cycle of self-evaluation and our tracking and monitoring process, this related to % of entire cohorts who were on track to achieve expected levels. Therefore, we do not hold data for 2020 at authority level that is broken down by quintile. In addition, the Senior Phase SCQF data that can be accessed via the Scottish Government *Insight* benchmarking tool is not available at the time of writing this report and local authorities have been advised that decisions are currently being taken nationally about if and when the 2019/20 data will be available.

4.2 Tracking of progress and attainment by quintile

- 4.2.1 The majority of schools have engaged with a new online tracking system which highlights poverty related attainment gaps at class, year, level, and school level. Schools are beginning to use this data to discuss performance of equity cohorts as part of termly progress and attainment meetings to inform actions. This is having an impact at school and class level through termly attainment discussions with class teachers where poverty-related attainment gaps are identified and interventions/supports for learners are agreed upon.

4.2.2 Schools are increasingly talking about data – in particular, the use of data to identify their “gap” and a growing number of schools recognise the need for all staff to engage widely with data to fully understand the school’s context. We see an emerging use of data to set “STAN” (Specific, Timed, Aligned, Numeric) targets to narrow the poverty related attainment gap. This often includes particular equity cohorts or groups within the larger SIMD 1 and 2 groups.

4.3 **Support for SAC Schools**

The Edinburgh Learns Teaching and Learning Team delivered support to Scottish Attainment Challenge schools in 2019-20 to address the gap in numeracy and mathematics, focussing on a lesson study approach.

4.4 **Management of Resources to promote Equity (HGIOS QI 1.5): Self-Evaluation Report**

4.4.1 Following the draft publication of the *Improving school empowerment through self-evaluation: a framework for local authorities* (The Scottish Government, 2019), an improvement group within the Empowered Edinburgh strategic framework was set up with the clear focus of supporting schools in their managing of resources for equity (Quality Indicator 1.5 within the *How Good is Our School* framework).

4.4.2 The group undertook self-evaluation visits to 7 schools in January 2020. The participating schools represented a broad spread in terms of sector, locality, size, SIMD, PEF allocation, and a combination of schools involved in the Scottish Attainment Challenge and those that are not. The visits covered 2 secondary, 4 primary and 1 special sector setting. Each visit lasted for approximately half a day and included discussions with the Head Teacher, Business Manager, and other SLT members and a Parent Council representative where appropriate.

4.4.3 A voluntary survey was circulated to all Head Teachers and Business Managers across the city to allow everyone an opportunity to feedback information to inform our next steps as an authority in supporting schools with QI 1.5. The Head Teacher survey generated 32 responses, as did the Business Manager survey.

4.4.4 A draft Self-Evaluation Report was produced, which outlines the findings of the self-evaluation visits and the surveys, identifies aspects which are working well and areas for development, and concludes with a clear plan for how next steps will be implemented. A key action was to develop an approach to PEF monitoring tool and review the way in which the impact of key financial expenditure (including PEF) is recorded and evidenced in the Standards and Quality Report and School Improvement Plan.

4.5 **QIEO: Care Experienced Children and Young People**

The Care Experienced Fund supported the appointment of a Virtual School Leader (QIEO Care Experienced) and this post will continue in 20-21.

4.6 Partnerships for Equity

4.6.1 Edinburgh Voluntary Organisations Council (EVOC) representatives arranged to attend 5 cluster meetings, making direct links with schools in 2019-20.

4.6.2 *Maximise!* is a Family Advice and Support Project delivered in partnership by Children 1st and CHAI (Community Help and Advice Initiative). A family wellbeing & project worker, an employability support worker and an advice worker are allocated to each of the participating centres, and the number of settings involved has increased to 20 schools and 5 Early Years Centres. Our aim to increase their base to every school and to other settings such as surgeries, community centres, and health centres.

4.7 Renewal Planning: Equity

4.7.1 School Renewal planning for Equity and Inclusion is paramount in maintaining the progress that has been made in narrowing the poverty related attainment gap. All schools have been provided with an Equity and Inclusion renewal template which links to resources that will assist them to self-evaluate and gather baseline data upon the return to school from the closure period. This enables planning, and recovery, for children and young people living in poverty and deprivation and in particular, those being supported by Attainment Scotland Fund (PEF and SAC). Schools will work with local authority officers to critically evaluate their planned use of PEF and ensure that it is used to support priorities for Renewal.

4.7.2 The local authority has asked schools to plan how to meet key short, medium and long term outcomes. This includes how they will support equity cohorts through the delivery of targeted catch up provision to close the poverty related attainment gap. This is in line with the information in the PEF National Guidance (May 2020) about ways in which schools are empowered to make key decisions in relation to spend on staffing, ICT, and working with partners.

4.7.3 Within their plans for equity, schools refer to 5 Key Areas (Attainment, Attendance, Inclusion, Participation and Engagement) in order to ensure that improved outcomes and impact for those affected by poverty post-COVID-19 are targeted and measurable.

4.7.4 The local authority Equity and Inclusion renewal plan asks schools to plan in the following way:

Short Term (start of session 2020-21):

- The Senior Leadership Team and all teaching staff use data and other evidence effectively in order to identify the poverty related attainment gap post-COVID 19 across the school and for individual cohorts and areas of the curriculum, including instances where the lack of digital access has been an additional barrier for learners and families.

- Ensure that the planning of effective interventions and approaches, including catch up provision, is based on data and evidence.

Medium Term (during session 2020-21):

- Implementation and ongoing evaluation of interventions and approaches, including catch up provision, through managing resources to support equity of access to learning, attainment and achievement post-COVID 19, particularly for those affected by poverty.

Long Term (end of session 2020-21):

- Reduction in the poverty related attainment gap in literacy and numeracy as follows

4.8 **Staffing: Closing The Gap Teachers 2020-21**

The local authority has utilised Scottish Government funding to recruit Closing the Gap teachers in both the Primary (initially 58) and Secondary (initially 23) sectors in every school cluster. Each secondary school has been allocated a teacher, and in the primary sector the Closing the Gap teachers are allocated proportionately across all clusters, ensuring that every school benefits from their support. This number is set to increase over the next 3 weeks due to further appointments made during interviews in October/November. In addition, a group of teachers have been appointed to the digital team to support the digital learning strategy in ensuring equitable access to learning via digital means. All Closing the Gap teachers receive CLPL from the Edinburgh Learns Teaching and Learning Team covering the 4 core offers of Differentiation, Skills, Leadership of Learning, and AifL before undertaking their roles at allocated schools.

4.9 **City of Edinburgh Council Equity Network**

This network was set up in 2019/20 by the Senior Development Officer at Liberton High School, supported by our Education Scotland Attainment Advisor and a Senior Development Officer from the South East Improvement Collaborative. The network is open to all staff, including Lifelong Learning staff, Pupil Support Officers, teachers who are equity leads or Development Officers in their schools, and Head Teachers. It met twice last session and been very well-attended. The challenges of and opportunities to improve outcomes for those facing poverty-related disadvantage have been discussed, practice has been shared, and attendees have engaged in professional discussion prompted by the Scottish Attainment Challenge self-evaluation resource.

4.10 **Pupil Equity Funding**

4.10.1 Schools continue to use SAC and PEF funding to plan for equity around the key themes of literacy, numeracy, health and wellbeing, communities and families, the use of data, and learning, teaching and assessment.

4.10.2 As a result of data gathered in the QI 1.5 Review (point 4.4 above), and through the analysis of the 2019-20 PEF Plans last session, and in light of socio and economic impacts of Covid-10 on families, a new process has been created in terms of the planning and evaluation process of Pupil Equity Fund allocations for 2020/21 and any unspent funds from 2019/20. A PEF Plan Template (see *Appendix 2*) outlining

the following for each proposed intervention/spend has been submitted by each school in September 2020:

- WHAT is the issue/gap and WHO does it affect? (e.g. what is the baseline measure)?
- WHAT is the intervention/approach?
- HOW will it be delivered?
- HOW will we know it is working?
- Estimated cost
- Timeline, overseen by
- SO? - Impact and Outcome (updated when impact has been evaluated)

4.10.3 The authority collated information from all plans and was able to identify patterns in terms of the proposed spends and intended outcomes for young people, and to have discussions with individual schools about their needs and to support them in utilising funding to ensure best value and maximum impact on the attainment of learners affected by poverty.

4.10.4 The Pupil Equity Fund focus on staffing and digital devices in 2020/21 allows schools to continue to build on essential supports for those experiencing poverty-related barriers, including inequity of digital access and reducing the cost of the school day.

4.11 **Discover!**

4.11.1 *Discover!* was developed and is led by Lifelong Learning and is a well-established programme for children and families living in poverty, it is designed to address food and financial anxiety, also supporting learning, health and wellbeing during the school holidays, Due to the Covid-19 pandemic, the *Discover!* programme took place online in the Summer and October holidays. After children returned to school in August, *Discover!* has received increasing numbers of pupils and families being recommended by schools to the programme.

4.11.2 185 *Discover!* resource boxes were delivered to identified families for the Summer and October programme. The boxes contained food ingredients, recipes, utensils, arts and sports materials all linked to the online 259 members joined the Facebook group, and provided 648 comments and 1639 reactions to the 165 posts that were provided there.

4.11.3 More information on *Discover!* is contained within the Child Poverty Update Report (Appendix 3)

4.11.4 The Quality Improvement Team and Lifelong Learning delivered a Wellbeing Week during the last week of the Summer holiday, specifically for children in Primary 7 transitioning into S1. The *Discover!* children made up a significant proportion of the children who attended and the feedback was very positive.

5. Next Steps

5.1 Leadership for Equity

In response to a detailed analysis of planning, practice and progress towards closing the poverty related attainment gap across Edinburgh and nationally, a suite of Professional Learning with a Focus on Leadership for Equity is in development. Leadership for Equity is a Professional Learning Programme for schools, delivered over one academic session. Our goal is to achieve equity: ensuring every child has the same opportunity to succeed, with a focus on closing the poverty-related attainment gap. This professional learning will provide training modules for Class Teachers and Leaders and will provide role specific knowledge and skills around the three themes of Leadership, Learning & Teaching and Families & Communities. It will afford participants the opportunity to:

- enhance their vision and commitment by engaging with and reflecting on the underpinning social justice theories and values
- develop their expertise, practices and skills in leading improvements aimed at achieving equity
- apply new knowledge, understanding and skills to a school improvement project aimed at closing the poverty related attainment gap

5.2 Scottish Attainment Challenge (Schools Programme) Schools: 2020-21

5.2.1 The Edinburgh Learns team will continue to work with SAC schools in 2020-21 with a focus on Lesson Study to enact collaborative professional enquiry in numeracy and mathematics.

5.2.2 Schools in the Scottish Attainment Challenge (SAC) Schools Programme adhere to a rigorous Scottish Government reporting cycle. City of Edinburgh Quality Improvement Officers and Managers continue to work closely with the Education Scotland Attainment Advisor to provide ongoing support with self-evaluation to the SAC schools. The October submissions included an account of interventions that were altered during the period of school building closure from March-June 2020, in light of the changing needs of families during Covid, and the impact that these altered interventions had on children and their families.

5.3 SEIC

The local authority Equity QIEO continues to work with our Equity QIEO for the South East Regional Improvement Collaborative, which includes jointly presenting at network events within Edinburgh and beyond, and ensuring that our offers of support are co-ordinated in order to maximise the support to schools.

5.4 Learner Participation

Schools are increasingly familiar with Learner Participation in Educational Settings 3-18 (<https://education.gov.scot/improvement/self-evaluation/learner-participation-in-educational-settings-3-18>) and support is in place to extend and enhance practitioner

confidence in this arena. All schools can book and access a training session for staff provided by the Quality Improvement service, and schools continue to access this through both virtual and live professional learning events throughout this session.

5.5 **Equity Board**

The Edinburgh Learns: Equity Board will continue to maintain an overview of these actions and carry out self-evaluation activity as appropriate. Current membership includes QIEO (Equity), teachers, Depute Head teachers and Head teachers from all sectors, representatives from the ASL service, Educational Psychological service, Education Scotland Attainment Advisor, South-East Improvement Collaborative QIO, Lifelong Learning, EVOC and the NHS.

5.6 **Renewal Planning – Implementation and Measuring of Impact**

5.6.1 All schools will continue to work with the authority throughout the session regarding progress towards the intended outcomes and targets for closing the poverty-related attainment gap in literacy and numeracy.

5.6.2 The local authority Education Improvement Plan 2020-23 has specific targets in place to support the closing of the poverty-related attainment gap and ensure those with protected characteristics do not face disadvantage, which include:

- Implement revised Attendance procedures
- Assertively track and monitor attendance, attainment and wider achievement of Care Experienced Learners and those in SIMD Quintile 1
- Engage in Edinburgh Learning Schools: Leadership for Equity professional learning offer

5.7 **Addressing Digital Poverty and Digital Inequity**

5.7.1 A Digital Devices, Connectivity and Remote Learning Survey was issued to all schools in November 2020. The purpose of this is to allow the local authority to gather information about the extent to which schools are able to accommodate digital needs of learners within their current digital estate in the event of pupils requiring to self-isolate or the event of periods of home learning or blended learning.

5.7.2 The information provided in this survey, in addition to information that the authority holds about the capacity of individual schools to dedicate their own funds towards any identified digital gaps, is being used to inform a fair and equitable distribution of devices and connectivity (MyFi wireless routers) that the authority has access to.

5.7.3 The Quality Improvement Education Officers with responsibility for Equity and for Digital are meeting with partners from other sectors in December to work on a co-ordinated and joint strategic approach and effective information sharing and communication with regard to support for those experiencing digital poverty. This will include sharing information on what has been done so far and next steps. This has been organised through *People Know How*, the social innovation network that strives to bring together the academic, business, public and third sectors to drive social change.

5.8 1 in 5 and Cost of the School Day

5.8.1 The 1 in 5: Raising Awareness of Child Poverty in Edinburgh is 5 years old this year. In the face of Covid-19 and the far reaching consequences it is having on family life and income, the CEC Lifelong Learning Health and Wellbeing Team is running a 1 in 5 Seminar Series. The first three events occurred in November and December, covering the following 3 themes:

- Raising Awareness of Child Poverty in Edinburgh
- Hidden Family Homelessness in Edinburgh
- Tackling Digital Inequality in Edinburgh

1 in 5 continues to raise awareness of child poverty and work is developing to ensure more colleagues and partners access the training and use it to change practice.

5.8.2 This session, the new Pupil Equity Fund Plan format outlines each intervention support that the school plans to fund, including those which reduce the cost of the school day. This session, this does not include information about P7 trips. However, the Learns Equity Board, which focuses on supporting schools with effective management of resources to support Equity, both in terms of directly reducing the poverty-related attainment gap, and ensuring that young people's entitlement to curricular and wider achievement experiences is met, will also include school trips within discussions and will link to the Outdoor Learning Team in relation to strategy.

In addition, the Outdoor Learning Team are actively involved in a process to better understand and collect information on why children attend/do not attend residential trips. This work was paused during the school closure period from March – August but has resumed. Advice already exists for schools within the 1 in 5 training about the cost of the school day and pupil experiences.

6. Financial impact

6.1 Interventions and actions listed within the report include those annually funded by the Scottish Government (Pupil Equity Funding, Scottish Attainment Challenge Schools Programme Funding), in addition to those funded by the Scottish Government in 2020 as a result of Covid impact (Closing the Gap Teachers, Digital Devices).

7. Stakeholder/Community Impact

7.1 Views and impact were and continue to be gathered from schools by the local authority in relation to the management of resources to support equity, specifically the use of Pupil Equity Funding and the content of the PEF Plan template.

7.2 Views of parents/carers, families, and young people continue to be gathered by schools as part of the self-evaluation process of gathering impact of the interventions and supports delivered to children and young people experiencing poverty-related barriers.

8. Background reading/external references

- 8.1 CEC Standards and Quality Report: Edinburgh Learns - Equity (September 2020)
- 8.2 Tackling Child Poverty: Delivery Plan (2020) Published for Education, Children and Families Committee 15 December 2020
- 8.3 Edinburgh Learns: Equity Report (April 2020)
https://democracy.edinburgh.gov.uk/Data/Education,%20Children%20and%20Families%20Committee/20190521/Agenda/item_710_-_edinburgh_learns_-_equity_-_actions_to_improve_outcomes_for_children_in_poverty.pdf
- 8.4 Local Authority Delivery Plan (July 2020) – Section 8 (Equity)
- 8.5 Pupil Equity Funding: National Guidance (May 2020) at
<https://www.gov.scot/binaries/content/documents/govscot/publications/advice-and-guidance/2020/05/pupil-equity-funding-national-operational-guidance-2020/documents/pupil-equity-funding-national-operational-guidance-2020/pupil-equity-funding-national-operational-guidance-2020/govscot%3Adocument/PEF%2BNational%2BOperational%2BGuidance%2B2020%2B-%2BFinal.pdf>

9. Appendices

- 9.1 Appendix 1 – Edinburgh Learns: Equity and Inclusion Adaptation and Renewal Plan Template for Schools
- 9.2 Appendix 2 – Pupil Equity Funding Plan Template 2020-21

SCHOOL NAME

Renewal Plan

Sample: Equity & Inclusion

Renewal Aspect	Equity and Inclusion	Overall Responsibility	Alison Humphreys (Equity) and Anna Gray (Inclusion)
Outcomes	<p>Short Term:</p> <ul style="list-style-type: none"> The Senior Leadership Team and all teaching staff use data and other evidence effectively in order to identify the poverty related attainment gap post-COVID 19 across the school and for individual cohorts and areas of the curriculum, including instances where the lack of digital access has been an additional barrier for learners. Ensure that the planning of effective interventions and approaches is based on data and evidence. <p>Medium Term:</p> <ul style="list-style-type: none"> Implementation and ongoing evaluation of interventions through managing resources to support equity of access for all to learning, attainment and achievement post-COVID 19, particularly for those affected by poverty. <p>Long Term:</p> <ul style="list-style-type: none"> PRIMARY: Reduction in the poverty related attainment gap in literacy and numeracy as follows <i>(the tables below are merely examples and entirely optional – schools will create their own measurable long term outcomes/aims, based on the gaps identified in short term outcome):</i> Table for Primary <p>Long Term:</p> <ul style="list-style-type: none"> SECONDARY: Reduction in the poverty related attainment gap in literacy and numeracy as follows <i>(the tables below are merely examples and entirely optional – schools will create their own measurable long term outcomes/aims, based on the gaps identified in short term outcome and/or use attainment vs deprivation measures or positive, sustained destination targets for equity groups):</i> Table for Secondary 		

NIF Priority :-			QIs/Themes	
<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people 			<ul style="list-style-type: none"> QI 1.1 Analysis and evaluation of intelligence and data QI 1.3 Strategic planning for continuous improvement QI 1.5 Management of resources to support equity QI 2.3 Learning and engagement QI 2.3 Quality of teaching QI 2.5 Engaging families in learning QI 3.2 Attainment in literacy and numeracy QI 3.2 Overall quality of learners' achievement 	
Tasks	By Whom	Resources	Time	Progress & Impact
<p>1a. Provide opportunities for staff engagement in the effective use of data in identifying the poverty related attainment gap post-COVID-19</p> <p>1b. Set measurable outcomes which relate to improvements in attainment or achievement for those learners in SIMD quintile 1 and the closing of the gap between those in SIMD quintile 1 and those in quintiles 2-5</p>	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Post-COVID-19 attainment and achievement data at class and whole school level, based on a range of evidence collected in a sensitive way (Scottish Government Guidance 05/06/20). Tracking and monitoring systems with functions for filtering by SIMD to determine the gap (such as EdICT or school-based systems). <u>NIH excellence and equity datatoolkit</u> Professional dialogue with staff using the baseline data to inform the measurable targets. CEC Pupil Equity Funding: Plan 2020-21 - School Template 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

2. Continue to update existing audit information regarding inequity of digital access and take action appropriately as part of the blended learning model.	•	<ul style="list-style-type: none"> • Table on pg 10 and paragraph on pg 15 of (Excellence and Equity During the COVID-19 Pandemic – A Strategic Framework for Reopening Schools, Early Learning and Childcare Provision in Scotland) • School Data from Digital Access Audit 	•	•
3. Strategically plan interventions taking account of post-COVID-19 evidence and data gathered for those affected by poverty.	•	<ul style="list-style-type: none"> • PEF National Guidance 2020-21 • PEF City of Edinburgh Council Guidance 2020-21 • Pupil Equity Funding: Plan 2020-21 - School Template • Equity Self-Evaluation Resource (Education Scotland) • Interventions for Equity Diagram • Dan Nicholls (2020) Urgent Action Required. Addressing disadvantage • EEF Impact of School Closures on the Attainment Gap June 2020 and • Scotgov support-for-continuity-in-learning June 2020 	•	•
4. Planning the financial management of resources to support equity.	•	<ul style="list-style-type: none"> • QI 1.5 CEC Self-evaluation Report • QI 1.5 CLPL for HTs and BMs (available from January 2021) • CEC Pupil Equity Funding: Plan 2020-21 - School Template • Challenge questions from HGIOS?4 QI 1.5 • Improving School Empowerment through Self-Evaluation: A Framework for Local Authorities 	•	•
5. Identification of learners affected by poverty post-COVID-19 who may also experience disadvantage for other reasons e.g. Equity cohorts.	•	<ul style="list-style-type: none"> • Supporting Care Experienced Children and Young People through Covid 19 and its aftermath • Care Experienced Children and Young People 2020 – Self-evaluation toolkit for schools • https://education.gov.scot/improvement/learning-resources/supporting-young-carers-in-education-during-covid-19/ • Equalities Resources 	•	•

6a. Establish or build upon existing family learning programmes- adapt to a COVID context	•	<ul style="list-style-type: none"> • Engaging Parents and Families: A Toolkit for Practitioners (Family Learning) • 'How to' video clips created for parents to help them build skills and confidence in accessing digital learning platforms such as Teams. • Post-COVID data gathered by the school to identify families facing hardship and poverty for the first time, who may find it difficult to access the support they need due to the unfamiliarity of support systems and being previously unknown to professionals. • Scottish Attainment Challenge and Partnerships with the Third Sector • EEF working-with-parents-to-support-childrens-learning 	•	•
6b. Involve all stakeholders fully in self-evaluation to analyse impact of COVID 19.				
7. Ensure that sensitive action taken at all levels to remove unintended barriers (including financial) to participation, engagement and access to wider learning opportunities, in light of the increase in the number of families affected by poverty post-COVID 19.	•	<ul style="list-style-type: none"> • CEC 1 in 5 Top Tips for Schools • CEC Raising Awareness of Child Poverty document • Leadership for Equity CLPL (School Leaders, Class Teachers, PSAs/PSOs – available later in session 2020/21) • https://cpag.org.uk/scotland/CoSD/evaluation • National Improvement Hub – Stirling Outcomes and Measures Toolkit 	•	•
8. Include regular tracking dialogue meetings with all relevant staff as an aspect of the Quality Assurance calendar.	•	<ul style="list-style-type: none"> • WTA 20-21: Negotiating Committee to agree • Quality Assurance Calendar • Collegiate Calendar 	•	•
9. Inclusion				
9a. Identify learners with specific learning difficulties who require Individualised Educational	• SfL staff with support from ASL Service colleagues	<ul style="list-style-type: none"> • Learning at home pathways to support • AR&R Guidance to Support Inclusion During Covid-19 • https://education.gov.scot/parentzone/learning-at-home/covid19/supporting-children-with-additional-support-needs/ • https://www.callscotland.org.uk/home/ 	•	•

<p>Programmes or CSPs; review and update targets.</p> <p>Monitor learners who may require/have previously required SfL support at pathway 2 to facilitate early intervention and planning to address any emerging difficulties accessing learning.</p> <p>9b. Termly review of progress towards IEP or CSP targets as part of multi-agency planning process.</p>	<p>as required</p>	<ul style="list-style-type: none"> • https://www.gov.scot/publications/coronavirus-covid-19-support-for-continuity-in-learning/ • Planning for Learning part 3: Individualised educational programmes (IEPs) • https://education.gov.scot/parentzone/Documents/CfEbriEfig13.pdf 		
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Education, Children and Families Committee

10.00am, Tuesday, 15 December 2020

Child Poverty Update

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the progress of actions to mitigate/reduce child poverty arising from ongoing work across Schools and Lifelong Learning including an update on holiday hunger;
 - 1.1.2 Agree the 2019/20 Local Child Poverty Action Report, prepared in partnership with NHS colleagues;
 - 1.1.3 Note the approval by Policy and Sustainability of a cross-council work programme to take forward Edinburgh Poverty Commission calls to action to end all forms of poverty in Edinburgh;
 - 1.1.4 Agree that short updates on actions to address child poverty in Edinburgh are included in future business bulletins to this committee.
 - 1.1.5 Agree that future reports on Child Poverty to this Committee will focus on progress with the Local Child Poverty Action Report, for which there is a statutory duty.

Andrew Kerr

Chief Executive

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

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Child Poverty Update

2. Executive Summary

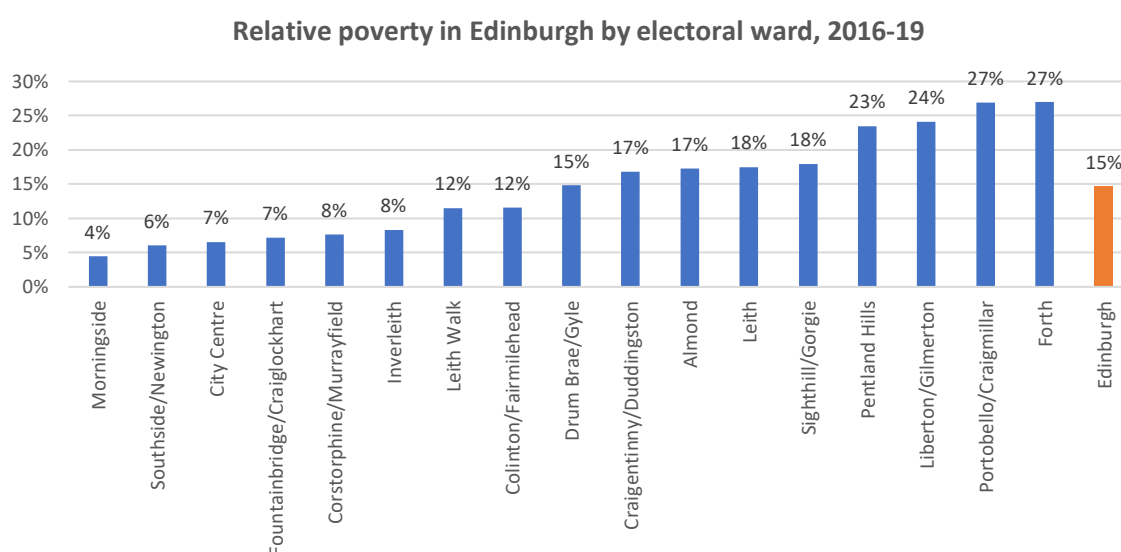
- 2.1 This report provides an update for the Education, Children and Families Committee on actions underway to tackle child poverty. In doing so, the report provides a specific update on those actions developed and delivered by Schools and Lifelong Learning with partners, and updates members on ongoing work to reduce holiday hunger in Edinburgh.
- 2.2 The report notes the approval on 1 December by Policy and Sustainability Committee of a comprehensive Council wide delivery plan in response to calls for action made by the Edinburgh Poverty Commission. In doing so, the report notes the areas of that plan which relate specifically to child poverty and actions for delivery by Education, Communities and Families services.
- 2.3 For a more comprehensive view, an appendix to the report recaps the responsibilities for Local Government and Health Boards arising from the Child Poverty (Scotland) Act. These include requirements to prepare a joint annual report (the Local Child Poverty Action Report) describing existing and new planned actions to reduce and mitigate the effects of child poverty.
- 2.4 To meet these requirements, the includes for approval a draft of the City of Edinburgh Local Child Poverty Action Report for 2019/20.

3. Background

- 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. This year, however, DWP and HMRC have begun publication of an experimental data series providing estimates of local child poverty. Using this data as a starting point, the Edinburgh Poverty Commission estimated that a total of 76,700 people in Edinburgh were living in poverty in 2016-19 after housing costs. This equates to 15% of the total population of the city – lower than

the Scottish average of 19%, but still high considering the affluence and economic success the city has enjoyed over recent years.

- 3.3 Poverty rates in Edinburgh vary considerably between different areas of the city, with rates of up to 27% recorded in some electoral wards, and as low as 3% in others. 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.
- 3.4 This spatial pattern of poverty is replicated by modelling of local child poverty rates. Overall, this analysis estimates that 18% 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 14,600 children.



Source: Edinburgh Poverty Commission, [Poverty in Edinburgh: Data and Evidence, September 2020](#)

4. Main report

Council response to Edinburgh Poverty Commission findings

- 4.1 The final report of the Edinburgh Poverty Commission was published on 30th September 2020. This report gave a clear call to action to the city to aim to end poverty in Edinburgh by 2030, and a framework of 55 actions needed to meet this objective.
- 4.2 On 6th October and 1st December, the Policy and Sustainability Committee approved reports outlining the Council's response to the Commission's call to action. These included:
- 4.2.1 Agreement that the Council will commit to working towards the aim of ending poverty in Edinburgh by 2030 as defined by the four targets set by the Commission aiming that by 2030:
- 4.2.1.1 No-one in Edinburgh needs to go without basic essentials they need to eat, keep clean, stay warm and dry;

- 4.2.1.2 Fewer than one in ten people, including fewer than one in ten children, are living in relative poverty in Edinburgh at any given time;
- 4.2.1.3 No-one in Edinburgh lives in persistent poverty; and
- 4.2.1.4 No-one in Edinburgh experiences stigma due to their income.
- 4.2.2 Agreement that the Council will work with a new End Poverty Edinburgh citizen group to ensure that the voices of people with experience of poverty continue to inform the way the Council plans and delivers services, and
- 4.2.3 Agreement of a new City of Edinburgh Council, End Poverty Edinburgh Delivery Plan, 2020-30.
- 4.3 This delivery plan includes actions for implementation by all Council services to meet the commission calls to action for fair work, a decent home, income security, opportunities to progress, connections and belonging, health and wellbeing, and the transformation of services to ensure that support available for people in or at risk of poverty is less complex to navigate, and more humane and more compassionate to experience.
- 4.4 Within this framework of actions, the plan highlights the critical role of education, communities, and families services, noting priorities for:
 - 4.4.1 Extension into other council services of the successful approaches pioneered in schools by the 1in5 programme
 - 4.4.2 Continuation of critical services to address holiday hunger and isolation, such as Discover
 - 4.4.3 Further development of people-centred income maximisation, family and household support services embedded in local communities (as exhibited by the Maximise! approach)
 - 4.4.4 Continuing the delivery and development of core existing plans and strategies aiming to ensure pupils thrive at school and close the attainment gap, including – Edinburgh Children Services Plan, Education Improvement Plan 2020-23 and the Edinburgh Learns Equity Framework
 - 4.4.5 Development and delivery of the Learning 4 Life Programme, as part of the Council Adaptation and Renewal Plan, aiming to create a world class learning city where everyone’s skills, knowledge, creativity and relationships with people and places are equally valued.

Local Child Poverty Action Reporting

- 4.5 In making its final report, the Edinburgh Poverty Commission recommended that progress towards delivery of its call to action should be reported by the Council in the annual Local Child Poverty Action Plans it has an existing statutory duty to produce.
- 4.6 The Child Poverty (Scotland) Act places a duty on local authorities and health boards to jointly prepare an annual Local Child Poverty Action Report (LCPAR) on actions to reduce the impact of child poverty. 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:

- 4.6.1 "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
 - 4.6.2 Set out information on measures that the local authority plans to take to contribute to the meeting of the [national] child poverty reduction targets.
- 4.7 The first City of Edinburgh Local Child Poverty Action Report was published by City of Edinburgh Council and NHS Lothian in June 2019, with feedback provided by the Improvement Service earlier this year. In response to Covid-19 related service disruptions, in Spring 2020 the Scottish Government agreed that LCPARs for the year 2019/20 could be delayed until the end of 2020. Following this extension, Appendix 1 to this report presents a draft City of Edinburgh LCPAR for 2019/20.
- 4.8 This report has been jointly prepared by City of Edinburgh and NHS Lothian colleagues working together through the Edinburgh Child Poverty Officer Group. This group (formed from a merger of the former Child Poverty Action Unit and the Strategic Outcome 4, Equity Group) have been meeting weekly since Spring 2020 to:
- 4.8.1 maintain momentum and ensure the actions undertaken by services as a result of Covid-19 was reflected and reported in the LCPAR
 - 4.8.2 align the work on Child Poverty with the Edinburgh Poverty Commission's recommendations and the Council's response to these
 - 4.8.3 align Child Poverty work with the Adaptation and Renewal Programmes, specifically Poverty and Prevention and Edinburgh learns for Life, both part of the Life Chances Workstream.
- 4.9 Towards this, the draft report provided in Appendix 1 provides:
- 4.9.1 An overview of actions taken to address Child Poverty and improve partnership working during 2019/20
 - 4.9.2 An assessment of latest data and trends on child poverty in Edinburgh, and
 - 4.9.3 An overview of planned partnership actions and priorities for 2020/21, incorporating Council and Partner responses to the Edinburgh Poverty Commission calls to action.

Progress on action to reduce Child Poverty

- 4.10 The full overview of actions to reduce Child Poverty undertaken during 2019/20 is provided in Appendix 1 to this report. The remainder of this paper provides detailed updates on key elements of the report, with specific focus on actions undertaken through Schools and Lifelong Learning, including:
- 4.10.1 Holiday hunger
 - 4.10.2 Free School Meals during holidays and while self-isolating

4.10.3 Discover!

4.10.4 1 in 5: Raising awareness of child poverty

4.10.5 Maximise! and

4.10.6 Community access to sanitary protection

- 4.11 Alongside these updates, work to address child poverty in schools is led by Edinburgh Learns, details of which are contained within Edinburgh Learns Equity update also considered by Committee at this meeting.

Holiday Hunger in Edinburgh (Councillor Arthur's Motion of 8 October 2019)

- 4.12 Councillor Arthur's Motion of 8th October 2019 requested an update on the ongoing work to reduce holiday hunger in Edinburgh. This includes progress on the feasibility of the Council doing more to tackle holiday hunger either alone or via increased partnership working.
- 4.13 Officers from Lifelong Learning met with staff from Jack Kane Community Centre, the Venchie, Magdalene Community Centre and Sandy's Community Centre, facilitated by EVOC. The purpose was to look at how Discover! and community programmes could work together and share relevant information about programmes and plans.
- 4.14 The group agreed that each had a role to play in delivering holiday programmes and that an important role for Discover! is to help bridge between schools, the holidays, and community provision.

Free School Meals during holidays and while isolating

- 4.15 Free school meals payments made during school closures/school holidays/first week of term (23 March 2020 to 14 August 2020) totalled £1,547,833.00 for 6,637 children.
- 4.16 A further 6,519 free school meals payments were made for the October holiday (19 October 2020 to 26 October 2020). An additional 934 children are eligible for payment, and further information is required before payment can be made and contact has been made with the parents to progress these claims. A reminder was issued on 24 November.

	Awards to 30 September 2019	Awards to 30 September 2020	Awards to 27 November 2020
Free School Meals	6,403	7,571	8,116
Clothing Grants	5,737	6,540	7,382

- 4.17 It was recently confirmed that children and young people who self-isolating and are entitled to free school meals should receive the meal/payment in lieu of payment. Discussions are underway to ensure the process for identifying FME self-isolating children are robust.

Discover! (holiday hunger and fun learning activities) pre-Covid

- 4.18 A citywide full year evaluation for Discover! from Christmas 2019 to January 2020 is available at Appendix 2. In Discover! February 2020, the following Hubs ran over three days and welcomed increasing numbers of participants as follows:
- | | |
|---|-----|
| 4.18.1 North East (Portobello High School): | 85 |
| 4.18.2 South East (Gracemount Primary School) | 96 |
| 4.18.3 North West (Craigroyston) | 82 |
| 4.18.4 South West (WHEC) | 138 |
- 4.19 A robust citywide evaluation of Discover! over a full year revealed positive impacts with Discover! found to be meeting all its aims. An unexpected finding was the level of social isolation and the positive effects of attending Discover! There is evidence that:
- 4.19.1 food and financial anxiety are alleviated during the holidays,
 - 4.19.2 the quality of fun, learning activities and trips is high and valued for children and parents/carers alike
 - 4.19.3 Discover! is making a difference for families who are socially isolated, living in poverty and with additional support needs, poor mental health and caring responsibilities.
 - 4.19.4 Consistently feedback reflects positively on how supportive, helpful and kind the staff are. This is shown to be building trusted relationships between staff and families, between families and is helping improve relationships within families.

Discover! during and post lockdown

- 4.20 As a result of Covid-19 lockdown, the Easter Discover! programme was cancelled. All Discover! families were given a payment to cover the meals they would have had for each day Discover! would have taken place.
- 4.21 Lifelong Learning officers phoned Discover! families offering appropriate support or sign-posting and making onward referrals if needed. In addition, a Google calendar of daily free online activities was shared with the families.
- 4.22 The Summer Discover! programme moved fully on-line, 5 days a week every week of the holiday. A programme of live streamed, pre-recorded events and activity links was shared with all the Discover! families. Families were supported to safely join a secure Facebook group with Lifelong Learning staff and partners acting as moderators as well as developing a programme of activity. Each week was themed to link to a different country, ensuring diversity and learning, linked through the activities.
- 4.23 All 362 Discover! families received a direct payment to their bank accounts (205), or supermarket vouchers if they did not have a bank account (157) for the 3 days each week where they would have attended a Discover hub

- 4.24 169 families joined the Facebook Group and of them 125 signed up to receive a weekly Discover! in a Box, meaning over 600 boxes in total were sent to families over the summer. The boxes contained fresh ingredients and utensils ensuring the families could participate in the live-streamed cooking workshops and the daily food and cooking programme. Edinburgh Community Food contributed significantly with workshops, food education activities, practical support and funding. The boxes also contained art materials and sport resources so families could participate in the daily events and activities on-line. In addition the boxes contained a small gift, books and sanitary products, as well as advice and information leaflets.
- 4.25 The feedback from families was extremely positive and the Discover! October programme built on this and on the strong partnership with Edinburgh Community Food.
- 4.26 For October, Lifelong Learning Officers identified families with no access to IT and made referrals to People Know How, securing 27 devices for families. A successful application to Connecting Scotland for up to 75 more devices will ensure more families are able to participate. Digital champions are currently being identified to support families who are not confident using IT.
- 4.27 Schools were asked from August to recommend new families for Discover! October and the number of recommended families has nearly doubled since the summer.
- 4.28 259 families engaged in the Discover! October Facebook Group (up by 90 from the summer), again enjoying daily activities, links to resources, live cooking, art and sport workshops, home energy advice and with direct payments, sanitary products and other information. 185 families received Discover in a Box with fresh food, utensils and other resources., all linked to the week's programme, which was themed around autumn. Not all families could be accommodated at October and they are being prioritised for Christmas and new year.
- 4.29 The partnership with Edinburgh Community Food continues to strengthen with the Group actively contributing to planning as well as the delivery of Discover!
- 4.30 An overview of Discover! can be found at Appendix 3 with pictures and quotes, indicating the impact and level of engagement and social and cultural capital being developed.

1 in 5 Raising Awareness of Child Poverty

- 4.31 On 9 December 2019, a 1 in 5 Raising Awareness of Child Poverty: Training Event was attended by around 80 social work staff from several practice teams. The 1 in 5 training for schools was adapted to be relevant for social work practitioners with additional and relevant research updates and information included. The training event was designed to ensure social workers consider the impact of poverty on behaviour and thinking. Work is currently underway to develop a Top Tips for Social Workers on poverty proofing practise
- 4.32 On 22 January, 1 in 5 Raising Awareness of Child Poverty: Train the Trainer session was delivered for the South East Improvement Collaborative (SEIC) at the Quaker Meeting House. Twenty education staff attended, which included the

Attainment Advisors for each of the SEIC areas and staff from schools in the SEIC. The feedback from the sessions is currently being collated, and a follow-up evaluation is planned.

- 4.33 1 in 5 Raising Awareness of Child Poverty is currently being adapted by Health Promotion Practitioners in NHS Lothian to be delivered to key health staff including Health Visitors and Speech and Language Therapists.
- 4.34 Since lockdown Since lockdown 1 in 5 has provided information to schools on support such as Home Energy Scotland, Welfare Advice and Social Security Scotland. 1 in 5 is currently running a series of online Seminars. Over 50 attended the first which was the standard 1 in 5 Awareness Raising Sessions. Over 150 people have registered for the next two seminars, the first of which is on Family Homelessness. The second focusses on Digital Inclusion and the Digital Champions initiative (part of the devices to Discover! families and families experiencing homelessness) will be launched.
- 4.35 The Lifelong Learning Health and Wellbeing Strategic team has undertaken work during lockdown to identify the number of children and young people in families living in temporary accommodation. The team has identified that currently over 2,000 children and young people are classified as homeless and are living in temporary accommodation with their families. An additional 63 young people (16/17 year olds) who are on their own. This is greater than the number of children currently in care.
- 4.36 The Health and Wellbeing Team proposed a plan of support and a mechanism to bridge the gap between housing department and education. This will ensure schools are made aware of which school aged children are affected and therefore be in a position to support them in their welfare concerns or education.
- 4.37 The next step, following a 1 in 5: Raising Awareness of Child Poverty seminar in October was a 1 in 5 Seminar looking at Family Homelessness in Edinburgh, held on Teams on 25th November. A third 1 in 5 Seminar on Digital Inclusion was held on 9th December, again on Teams.

Maximise!

- 4.38 Maximise! provides relational and intensive advice, employability and family support in 19 schools across the city (four school clusters). The team has grown from three in the South-East of the city in 2018-19 to thirteen across the city in 2019/20. There is an Advice Worker, Employability Worker, and Family Wellbeing Worker based locally in each cluster. Maximise! is child-centred, family-focused, and trauma-informed. This requires integrated practice and team management across CHAI and Children 1st which underpins how Maximise! works.
- 4.39 Schools participating in Maximise! in 2019-2020 were:

South-East: Liberton Cluster

- 4.39.1.1 (Liberton High School, Liberton, Gilmerton, Craigour Park, Prestonfield and Gracemount Primary Schools)

North-East: Leith Cluster

- 4.39.1.2 Leith Academy, Lorne, Leith Hermitage Park and Craigentinny Primary Schools

North-West: Craigroyston Cluster

- 4.39.1.3 Craigroyston Community High School, Craigroyston, Pirniehill and Forthview Primary Schools

South-West: Wester Hailes Cluster

- 4.39.1.4 Wester Hailes, Education Centre, Clovenstone, Canal View PS and Sighthill Primary Schools

Maximise Covid Response

- 4.40 During lockdown a Research Fellow from University of Edinburgh based in Capital City Partnership analysed the Maximise! team's Covid response activities and made the following findings:

- 4.40.1 Several families that were considered high risk, who at the outset triggered anxiety for frontline staff, fared much better than expected. This led them to respect and learn from expressions of resilience and strengths that they can encourage throughout future transitions.
- 4.40.2 Other families emerged with significant needs who have not come to the attention of support services before. This led Maximise! to recognise gaps in service delivery and design and develop more opportunities for families to express need.
- 4.40.3 The greater autonomy in frontline practice has been positive in meeting the needs of families during COVID-19.
- 4.40.4 Community-orientated culture and ease of access to support is vital going forward.
- 4.40.5 Maximise was successful in partnering with other projects in order to alleviate some of the stressors associated with lockdown:
- 4.40.5.1 42 digital devices secured for families, enabling school work, job searching, college learning and reducing social isolation.
- 4.40.5.2 £5322,00 additional financial gains for families via Aberlour's Urgent Assistance Fund.
- 4.40.5.3 Furniture and essentials secured for families - one family supported to furnish child's room.
- 4.40.5.4 Activity jars for families enabling the chance to bond and have some fun.
- 4.40.5.5 Family days out - tickets to theatre shows and cinema supplied to families.
- 4.40.5.6 Support with food, bills and fuel.

- 4.40.5.7 Partnership with Maison Bleue and Choices for Change Project in South West Edinburgh - 100 high needs families identified and 7,200 meals provided to these families between June - August 2020.

Community Access to Sanitary Protection

- 4.41 Prior to lockdown, the Community Access to Sanitary Protection Implementation Plan progressed well as planned, led by Lifelong Learning, Hey Girls! and Fairshare.
- 4.42 All community centres, early years centres and libraries received display shelving and a quarterly orders of products. Individual products were made available in toilets with packs of products available to collect from accessible public areas.
- 4.43 A launch took place on the 25th February at Gate 55, attended by Councillor. Alison Dickie. The launch helped raise awareness that sanitary products are free and available from a range of public and community venues. The launch also raised awareness of the education aspects of the Implementation Plan.
- 4.44 20 staff from Libraries, Early Years and Community Centres attended a Train the Trainer session delivered by Hey Girls! to ensure staff can deliver educational sessions. Staff feedback from the Hey Girls Train the Trainer was very positive.
- 4.45 All Hey Girls products are free from plastics and many are re-usable and more sustainable. The education element of the Implementation Plan is to ensure communities are aware not just of where to access free products, but also of the environmental impact and the range of products available.
- 4.46 Since lockdown the number of products in venues has decreased and is increasing again in line with the re-opening of venues, libraries, community centres and other council and cultural venues.

5. Next Steps

- 5.1 It is proposed that as next steps for this report:
- 5.1.1 The draft Local Child Poverty Action Plan presented in Appendix 1 is published and sent to Scottish Government in line with the provisions of the Child Poverty (Scotland) Act (2017).
- 5.1.2 Officers continue to work with NHS Lothian and other partners in implementation and monitoring of actions to address child poverty, and to prepare the next annual Local Child Poverty Action report 2020/21 for consideration by committee in Autumn 2021.
- 5.1.3 In advance and alongside this report, regular updates on actions to address child poverty are included in business bulletins to this committee.
- 5.1.4 Discover! will continue to be delivered in school holidays and its impact will continue to be monitored.
- 5.1.5 1 in 5 and Maximise! continue to develop and deliver actions to raise awareness of child poverty and maximise income for families living in poverty.

5.1.6 Schools and Lifelong Learning will contribute to Poverty and Prevention and Edinburgh Learns for Life plans.

6. Financial impact

6.1 The majority of actions included in this plan can be taken forward within existing agreed budgets. Full costs and benefits for any areas identified as requiring further investment will be developed and assessed as part of the Council's annual budget process.

7. Stakeholder/Community Impact

- 7.1 Actions in this delivery plan have been developed in response to the work of the Edinburgh Poverty Commission. This work drew on two years of inquiry and engagement with citizens, community groups, and organisations across the city, including over 100 evidence sessions, 4 online calls for evidence, and the gathering of insights from over 1,000 people.
- 7.2 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, for example through focus groups and mentoring.
- 7.3 Actions have been designed and developed in response to this evidence with a clear objective to end poverty in Edinburgh.

8. Background reading/external references

- 8.1 [City of Edinburgh Council, June 2018](#)
- 8.2 [A Just Capital: Actions to End Poverty in Edinburgh, the final report of the Edinburgh Poverty Commission](#)
- 8.3 [Policy and Sustainability Committee, October 2020](#)
- 8.4 [Policy and Sustainability Committee, December 2020](#)
- 8.5 [Every Child Every Chance – The Tackling Child Poverty Delivery plan 2018 – 22, Scottish Government, March 2018:](#)
- 8.6 [Scottish Government Guidance on Child Poverty Action Reports](#)

9. Appendices

- Appendix 1 – 2019/20 Draft City of Edinburgh Local Child poverty Action Report (LCPAR)
- Appendix 2 **Discover!** Citywide Evaluation (one year)
- Appendix 3 Overview of **Discover!** - Slides
- Appendix 4 Improvement Service Feedback: Edinburgh and NHS Lothian's first LCPAR



City of Edinburgh Local Child Poverty Action Report

City of Edinburgh Council & NHS Lothian

December 2020

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Summary and key messages

This is the second annual Child Poverty Action Report for Edinburgh. It describes the partnership work to address child poverty carried out by the City of Edinburgh Council, NHS Lothian, the Capital City Partnership and the Third Sector. The period covered is April 2019 to the end of September 2020 and includes the response to the Covid-19 pandemic, which has been significant in informing future actions.

Child Poverty in Edinburgh

The period covered by this report has included one of the most challenging in history of this city, with major public health concerns accompanied by the economic and social disruptions caused by the Covid-19 pandemic. What has been clear is that while the impacts of this disruption have affected everyone in the city, those impacts have been strongest and most challenging to deal with for families who were already in or at risk of falling into poverty.

To date during 2020 Edinburgh has seen a trebling of the number of people claiming unemployment benefits, the largest rate of increase recorded by any local authority in Scotland. The number of workless households is also increasing, while the number of jobs in Edinburgh, Scotland's strongest labour market, is already falling – with the largest job losses evident in those sectors most relied upon by low income households.

These trends come at a time when poverty and child poverty was already high in Edinburgh. Even before the pandemic, estimates suggest that almost 80,000 people in Edinburgh were living in poverty, including almost 1 in 5 (or up to 18,000) children. Projections suggest that the ongoing impact of Covid-19 and associated recession could conservatively lead to overall poverty numbers rising by an additional 4,500 people by Spring 2021.

Edinburgh's response

In the face of this rising tide of poverty, the City of Edinburgh has taken significant steps to help people in poverty keep their heads above water. During 2019/20:

- The City of Edinburgh Council has made significant investments in affordable house building with a record 1,443 affordable homes built in 2019/20 - 25% more than in 2018/19 addressing one of the most common drivers of poverty for families.
- The city's employability support programmes engaged with 3,145 people during 2019/20 to help people into work or learning.
- 3,400 school pupils in Edinburgh attended breakfast clubs during 2019/20, while over 4000 children attend out of school care every day, enabling parents to work and study.

- Edinburgh advice service providers – including the Advice Shop, Maximise!, Citizen’s Advice Edinburgh, CHAI and Kindred - generated £18.75 million for people on low incomes in 2019-20.
- Changeworks’ energy advice service supported 2,100 tenants with 168 young families between 2018 and 2020, generating a total of £423,000 financial savings through support including energy advice, referral for grants and income maximisation, billing advocacy and tariff/ supplier switch.
- The Discover! programme worked with 186 families during the school holidays to reduce food and financial anxiety and provide fun family learning to help close the poverty related attainment gap.

From Spring 2020 onwards, partners also mobilised across the city to respond to Covid-19, protecting vulnerable citizens, supporting people and families suddenly facing poverty and unemployment, and making sure that pupils continue to have opportunities to learn. Specific actions include:

- The Council channelled free school meal payments in cash to all families who were receiving them - totalling £1,547,833 - while promotion campaigns resulted in a 100% increase in free school meal take up.
- Crisis support including financial advice, the delivery of food and medicine, was co-ordinated between Council services, Volunteer Edinburgh and EVOC. During the period to November 2020, EVOC oversaw the distribution of funds to over 30 organisations, providing the equivalent of 25,000 weeks of shopping or prepared meals to people across Edinburgh.
- Scottish Welfare Fund teams processed over 8000 applications for crisis fund support, an 76% increase when compared with the same period in 2019.
- During summer of 2020 Council contact centres made 12,000 outbound welfare calls to support shielded populations in the city, and handled 11,000 incoming calls providing guidance and support for vulnerable citizens
- The Council’s Critical Response Centres ensured appropriate face to face services were available throughout lockdown, with 6,000 citizens making use of these critical services
- The Covid19 Jobs Support portal was set up to provide employers and people who are facing job losses in the Edinburgh and South East Scotland City Deal area with information on job vacancies, links to local services including welfare rights – so far it has advertised 2,096 vacancies, and
- The city participated in the Connecting Scotland programme, targeting those most in need of digital support by providing iPads, Chromebooks and support to develop digital skills for people who are digitally excluded and on low incomes. 545 people in Edinburgh received a digital device, connectivity and 6 months of one to one support through this programme.

End Poverty in Edinburgh by 2030

As well as delivering these critical services, 2020 has also been a year of major progress in the way Edinburgh plans and develops its response to poverty in this city.

In June 2020, the Council approved and published a report, produced in partnership with NHS Health Scotland and three other local authorities, on the feasibility of conducting Citizen’s Basic Income trials in Scotland. This was the most comprehensive report of its type ever produced in the UK and puts Scotland, and Edinburgh, at the forefront of discussions to reform and improve the social security system in the UK.

In September 2020, the [Edinburgh Poverty Commission](#) completed its final report following the most extensive process of inquiry into poverty, its causes, and solutions ever undertaken in a Scottish local authority area. The report presented a challenge to the city and a framework of changes needed to **end poverty in Edinburgh by 2030**. The framework identifies six calls for action – fair work, a decent home, income security, opportunities to progress, connections and belonging, health and wellbeing - and one cultural challenge to remove stigma and improve the experience people in the city have when seeking help to escape from poverty.

In response to the Commission findings, in October City of Edinburgh Council became the first UK Local Authority to make a formal commitment to working to ‘end poverty’ by 2030, with specific, quantifiable targets to be delivered in the next decade. These include targets to make sure that by 2030, Edinburgh is a city in which:

- **Fewer than one in ten children and fewer than one in ten adults are living in relative poverty at any given time.** Meeting this target means removing 2,100 people, including 800 children out of poverty every year over the next ten years.
- **No one has to go without the basic essentials they need to eat, keep clean and safe, and stay warm and dry.** To meet this target the city needs aim to remove 7,000-9,000 people in Edinburgh out of destitution, or 580-750 people per annum over ten years.
- **No-one lives in persistent poverty.** To meet this target the city needs aim to remove 9,970 from persistent poverty, or some 1,000 people per annum over ten years.
- **No one feels stigmatised, abandoned, or treated with less respect by the city as a result of their income or their wealth**

Next Steps

During 2020/21 City partners are committed to continuing work to meet crisis needs, and to put in place the long term measures needed to meet these challenging targets.

In doing so, the city’s approach will continue to focus on increasing incomes for families, reducing costs, and seeking to make the experience of seeking help more humane, more compassionate, and easier to navigate. This approach is underpinned by children’s rights, as described in United Nations Convention on the Rights of the Child (UNCRC); Getting it Right for Every Child (GIRFEC); the Edinburgh Wellbeing Outcomes to ensure that every child is Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible

and Included (SHANARRI); and partners' Corporate Parenting roles in working together to meet the needs of looked after children, young people and care leavers.

Alongside continuing implementation and development of core services such as those cited above, key priorities for city partners over the next twelve months include:

- Continuing the work needed to develop shared partnership responses needed to implement all 7 calls to action made by the **Edinburgh Poverty Commission**
- With City of Edinburgh Council as lead, develop a **new operating model for people-facing services in the city** aimed at improving the day to day experience of people seeking support in the city, and achieving long term reduction of service demand through early intervention.
- Supporting the launch and development of a new citizen led group – **End Poverty Edinburgh** – to embed the voices of citizens in the design and implementation of actions to end poverty in Edinburgh
- Meeting with Scottish and UK Governments to discuss and seek the changes in **social security policy, and housing investment** needed to fully implement the Edinburgh Poverty Commission calls to action.
- Delivering the **Edinburgh Learns 4 Life programme**, aiming to create a world class learning city where everyone's skills, knowledge, creativity and relationships with people and places are equally valued; and to create an environment of collaboration that inspires connections, improves wellbeing and reduces poverty
- Improving support for children whose **families are in temporary accommodation**, who face disruption to their schooling and often experience anxiety and depression, through a co-ordinated set of actions
- Working across Edinburgh Partnership to expand existing services and deliver into all city communities embedded advice and support programmes modelled on the successful **Maximise!** service
- Expanding the **Discover!** programme, supporting families to reduce food anxiety, help close the poverty related attainment gap, build skills, develop social and cultural capital and address social isolation.
- Building on the **1 in 5 programme**, to improve awareness of poverty and embed a poverty-proofing approach across all partners and throughout organisations, and
- Delivery of a new **Edinburgh Guarantee for All** programme, working in partnership with private sector stakeholders, to guarantee an appropriate training, mentoring, or work opportunity for any unemployed resident in Edinburgh.

Introduction

Local Child Poverty Action Reports

The Child Poverty (Scotland) Act 2017 sets in legislation specific targets to reduce child poverty in Scotland such that by 2030:

- Less than 10% of children are in relative poverty
- Less than 5% of children are in absolute poverty
- Less than 5% of children are in combined low income and material deprivation, and
- Less than 5% of children are in persistent poverty

The legislation also places a duty on local authorities and health boards to jointly prepare an annual Local Child Poverty Action Report (LCPAR) on actions taken in their areas to reduce the impact of child poverty.

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:

- "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
- Set out information on measures that the local authority plans to take to contribute to the meeting of the [national] child poverty reduction targets.

The first City of Edinburgh Local Child Poverty Action Report was published by City of Edinburgh Council and NHS Lothian in June 2019, with feedback provided by the Improvement Service earlier this year. Building on that feedback, this report has been prepared by City of Edinburgh Council, NHS Lothian, Capital City Partnership and other partners to provide an overview of actions undertaken and planned during 2019/20 to reduce child poverty in Edinburgh.

Governance and Reporting

Efforts to end poverty are a key priority for all public agencies in Edinburgh.

Since October 2019 reducing poverty and improving sustainability and wellbeing have been adopted as the three core priorities underpinning the City of Edinburgh Council's business plan and budget setting process.

The [Edinburgh Partnership Community Plan for 2018-28](#) focuses on poverty and inequality as the two key priorities for partnership action in the city.

In keeping with these priorities, during 2019/20 both City of Edinburgh Council and Edinburgh Partnership co-sponsored and supported the work of the independent Edinburgh Poverty Commission, with a

commitment that its findings would drive the future poverty reduction policy in the city through implementation of the Council Business Plan and the Edinburgh Partnership Community Plan.

The final report of the Edinburgh Poverty Commission – [A Just Capital: Actions to end poverty in Edinburgh](#) - was published in September 2020. Following the most extensive process of inquiry into poverty, its causes, consequences, and solutions ever undertaken in a Scottish local authority, the report presents a call to action to the city and a framework of changes needed to end poverty in Edinburgh by 2030.

The key message from the Commission’s report is that poverty in Edinburgh is real and damaging, but it can be solved.

The report identifies six areas for action – fair work, a decent home, income security, opportunities to progress, connections and belonging, health and wellbeing - and one cultural challenge serving as a lens through which each action should be approached.

On this last element, the Commission notes that “to end poverty in the city, the single biggest transformation Edinburgh could achieve would be to make the experience of seeking help less painful, less complex, more humane, and more compassionate.” In doing so, the report calls for “the design and delivery of a new relationship-based way of working for all public services in Edinburgh.”



In taking forward the Commission’s call to action, in [December 2020 City of Edinburgh Council](#) agreed to:

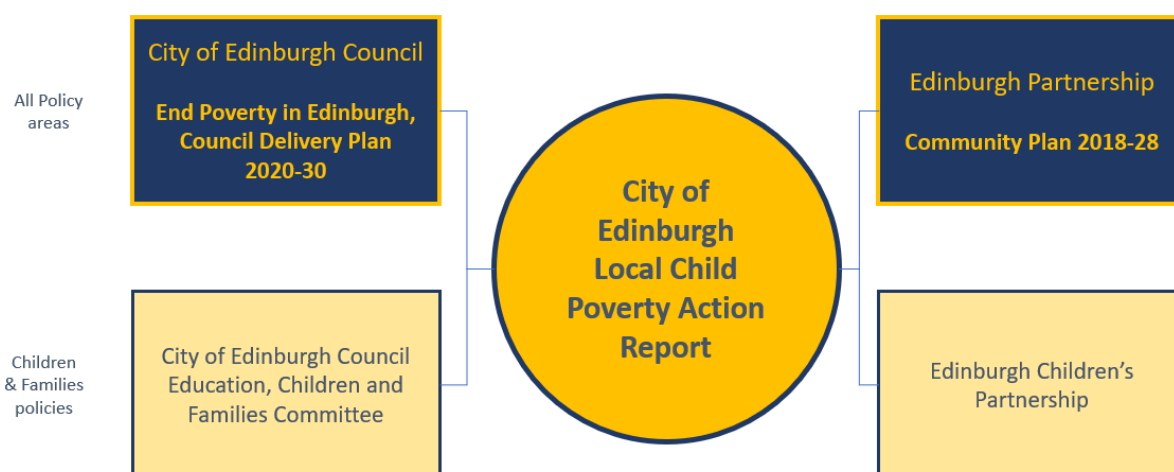
- Work towards the Commission’s aim of ending poverty in Edinburgh by 2030

- To work with a new group – End Poverty Edinburgh – comprised of citizens with experience of poverty and their allies to make sure the voices of people in poverty are heard in the design and development of actions to end poverty, and
- To deliver a new End Poverty in Edinburgh Plan, comprising 44 discrete actions for delivery by Council services over the next decade.

In doing so, the Council also agreed to adopt the Commissions’ four targets for ending poverty in such that by 2030 Edinburgh should be a city in which:

- **Fewer than one in ten children and fewer than one in ten adults are living in relative poverty at any given time.** Meeting this target means removing 2,100 people, including 800 children out of poverty every year over the next ten years.
- **No one has to go without the basic essentials they need to eat, keep clean and safe, and stay warm and dry.** To meet this target the city needs aim to remove 7,000-9,000 people in Edinburgh out of destitution, or 580-750 people per annum over ten years.
- **No-one lives in persistent poverty.** To meet this target the city needs aim to remove 9,970 from persistent poverty, or some 1,000 people per annum over ten years.
- **No one feels stigmatised, abandoned, or treated with less respect by the city as a result of their income or their wealth.**

Following this Council approval, a key priority for the first 6 months of 2021 includes embedding the work of the commission in all Edinburgh Partnership actions to address poverty. Key elements include the embedding of actions within in the Local Outcome Improvement Plan and other key partnership plans.



Scope and contents

The report covers the period April 2019 to the end of September 2020 and includes the response to the Covid-19 pandemic, which has been significant in informing future actions. Throughout this period, this report focuses on actions taken to reduce, prevent or mitigate child poverty and its effects.

The report comprises four chapters covering

- **Data and trends** – analysis of latest available data on child poverty and its drivers in Edinburgh
- **Increasing incomes** – actions taken to improve parents access to employment and fair work, improve access and take up of benefits for families who are struggling to get by, build resilience by meeting families' needs, and improve pupil attainment and learning, and
- **Reduce costs** – actions taken to provide warm and affordable family homes, reduce holiday hunger and the cost of the school day, reduce the cost of essential every day supplies, and improve access to affordable childcare, and
- **Next steps** – priority next steps for delivery during 2020/21.

Children's Rights

The views and needs of children and young people need to be at the centre of all policy, planning and delivery of services that affect them. Children's rights need to be respected in line with the United Nations Convention on the Rights of the Child (UNCRC). The work we do is underpinned by the principles of Getting it Right for Every Child (GIRFEC), the Edinburgh Wellbeing Outcomes to ensure that every child is Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (SHANARRI) and partners' Corporate Parenting roles in working together to meet the needs of looked after children, young people and care leavers.

[The United Nations Convention for the Rights of the Child](#) (UNCRC) applies to all young people under the age of 18 and has four main principles:

Non-discrimination (article 2): All children have rights, regardless of race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

Devotion to the best interests of the child (article 3): The child's best interests must be a primary consideration in all decisions affecting her or him.

The right to life, survival and development (article 6): All children have a right to life, and to survive and develop – physically, mentally, spiritually, morally, psychologically and socially – to their full potential.

Respect for the views of the child (article 12): children have the right to express themselves freely on matters that affect them, and to have their views taken seriously.

The Scottish Government launched its consultation on how to fully implement the UNCRC into Scot's law, making it clear that legislation to fully incorporate will follow. Given this, a focus for child poverty work featured in each Local Child Poverty Action Report will be to ensure that, strategically and operationally, services under the governance of partners apply, adapt and champion the principles of the UNCRC. With this in mind, services in Edinburgh will continue to embed children and young people's rights in line with the UNCRC, as exemplified by the What kind of Edinburgh? programme, **1 in 5** (raising awareness and understanding of child poverty and examining the cost of the school day), **Maximise!** (increasing family income and support) and food programmes (e.g. **Discover!**).

Partners recognise that certain groups of individuals or families are at a greater risk of poverty or disadvantage, for example, because of disability, ethnic group, and being in one of the six priority family types described in 'Every Child, Every Chance'. The planning and development of services and supports takes these specific needs into account, as is reflected throughout the report.

What Kind of Edinburgh

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

The final session enabled participants to identify key messages:

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

The key messages from What kind of Edinburgh? formed the basis of our engagement for the Children's Services Plan 2020-23. Children and young people, parents and carers, and staff were asked to prioritise

Data and Trends

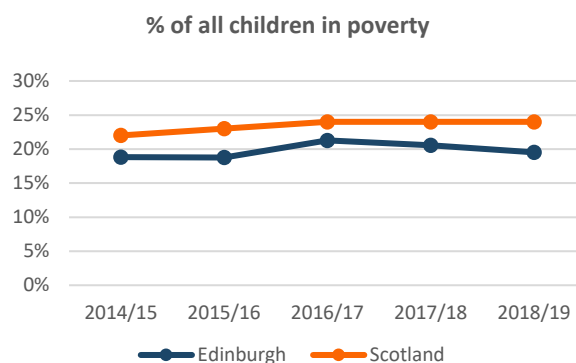
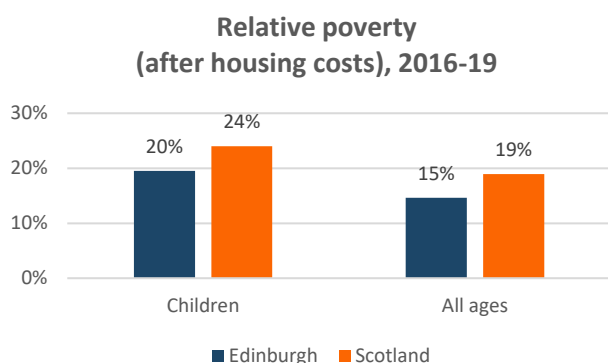
The Edinburgh Poverty Commission published a full analysis of data and trends relating to poverty and child poverty in Edinburgh as part of its final report in September 2020. This paper, and full data sets and references, can be found at www.edinburghpovertycommission.org.uk.

Overall, the data shows a picture of a city in which:

- Poverty rates are high and relatively steady in recent years, despite a strong local economy
- High levels of employment and earnings in the past decade have masked high levels of low pay, and low quality work, and
- The impact of the covid recession is already having a significant impact on jobs and livelihoods with rapid increases in benefit claimants and crisis fund applications.

Poverty and child poverty rates

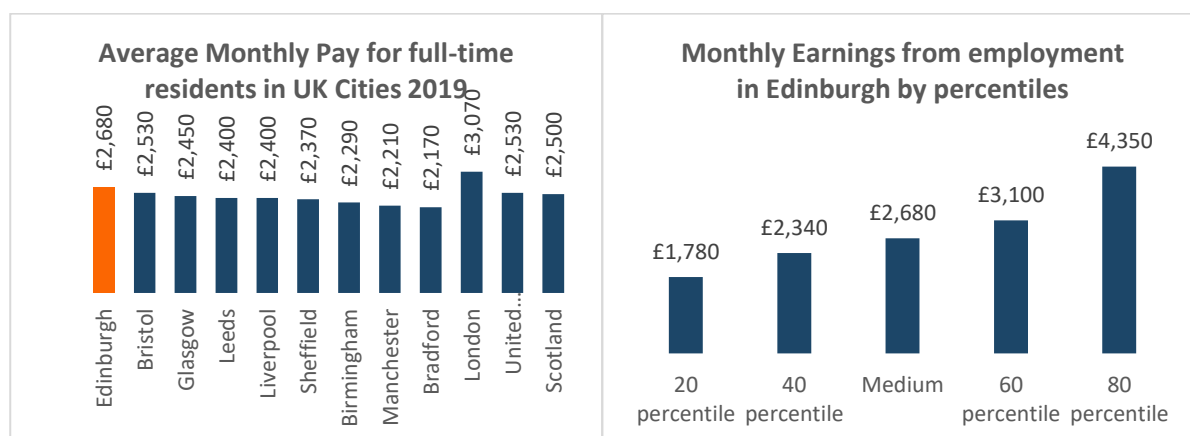
- An estimated 77,600 people were in poverty in Edinburgh in the year prior to the coronavirus outbreak, including almost one in five of all children.
- 65% of all children in poverty live in a family where adults are in paid employment. People live in poverty in every area of this city - almost two thirds of people on very low incomes live in areas out with those parts of Edinburgh commonly described as 'deprived' or 'disadvantaged'
- Over three quarters of people in poverty live in social or private rented accommodation and housing costs in Edinburgh are a key driver of high poverty rates in the city. Edinburgh Poverty Commission estimates suggest that 15,600 people in this city would not be living in poverty if Edinburgh's housing costs were closer with the Scottish average.
- Child poverty rates in Edinburgh have remained relatively unchanged in recent years, but are anticipated to rise sharply during early 2021, while long term trends suggest a continued steady increase throughout the next decade. Resolution Foundation analysis suggests, for instance, that 6 million households across the UK could lose over £1,000 per annum, and the number of people living in relative poverty could rise by more than 1 million people by spring of 2021 . On a conservative estimate (based on share of population), these models imply that an additional 4,500 people could fall into relative poverty in Edinburgh by April 2021, representing a 1 percentage point increase in the city's overall poverty rate.



Sources: Scottish Government; End Child Poverty Coalition

Earnings from Employment

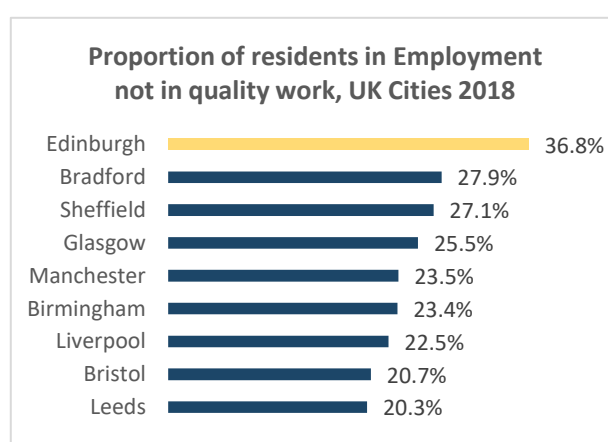
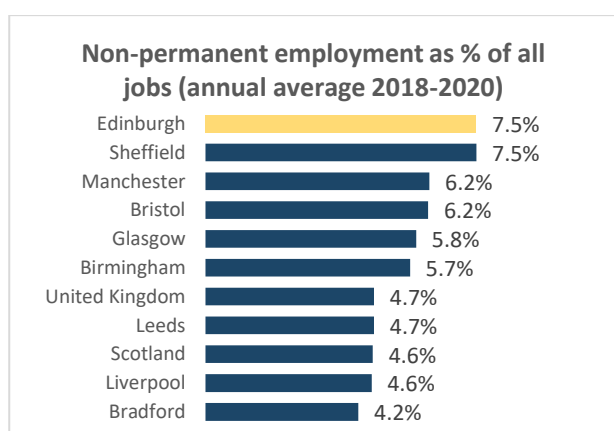
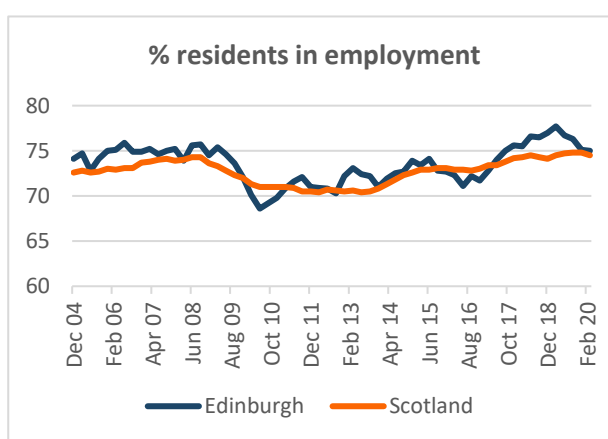
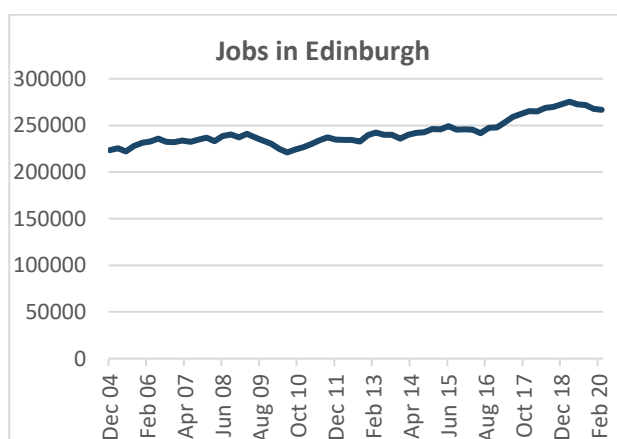
- On average, Edinburgh is a high employment, high wage economy. Median earnings from employment in Edinburgh in 2019 were higher than in any other major UK city outside London.
- But not all workers benefit from high wages. Data show wide levels of inequality in pay levels, with the lowest paid 20% of all workers earning a third less than the median, and 60% less than the highest paid 20%.
- This inequality is seen also in hourly pay levels. The lowest paid 10% of workers in Edinburgh earn on average an hourly rate of only £8.62, fully 68p per hour below the Living Wage level set by the Scottish Living Wage Foundation.
- Overall an estimated 38,650 workers were estimated to be working for wages below the Living Wage level in Edinburgh in 2019, almost 60% of whom were women.



Workers paid at hourly rates below Living Wage Foundation levels, Edinburgh, 2019	
	No workers
Women paid under £9.30ph	22,600
Men paid under £9.30ph	16,050
Total paid under £9.30ph	38,650

Source: Annual Survey of Hours and Earnings 2019

- Pre-Covid, an estimated 266,600 jobs were located in Edinburgh – a figure which had shown steady growth of almost 20% over the past decade. Throughout this period, the city has recorded employment rates at or above the Scottish average, with an estimated 75% of all residents in employment as at March 2020.
- Other datasets, however, demonstrate the precariousness of some jobs in the city. Some 7.5% of all jobs in Edinburgh are described as ‘non-permanent’, indicating jobs which are seasonal, casual, zero-hour contracts, or temporary/fixed term employment. This is a level of non-permanence well above the Scottish average, and above the level recorded by most other major cities in the UK.
- At the same time, almost 37% of all residents in Edinburgh were described in a recent Office for National Statistics release as being ‘not in quality jobs’. This is a composite measure, bringing together the number of employees who are not working the number of hours they would like, working for low pay, or not working under the contract conditions they are looking for. On this measure the proportion of Edinburgh workers who are not able to find work that meets their needs is significantly higher than any other major UK city, excluding London.

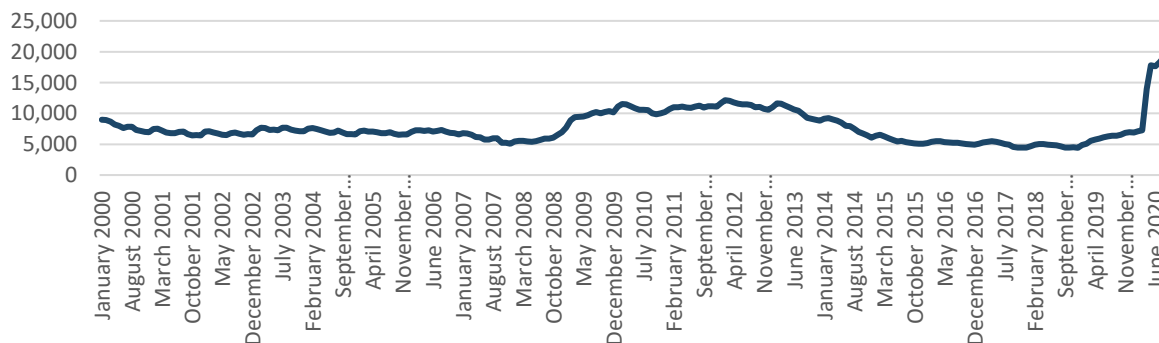


Source: Annual Population Survey

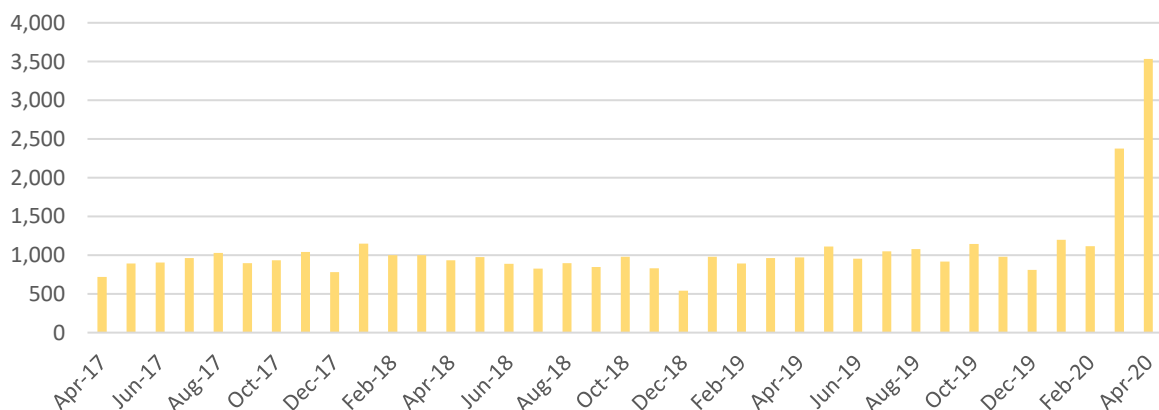
Out of work benefits claimants and crisis funds

- Pre-Covid Edinburgh recorded one of the lowest claimant rates for out of work benefits in Scotland. During the past few months, however, claimant rates have risen dramatically. By August 2020 some 19,100 people in Edinburgh were claiming out of work benefits due to unemployment, an increase from only 6,400 claimants during the same month in 2019. This represents a trebling of the number of unemployed benefits claimants in Edinburgh over the past 12 months, a faster rate of growth than any other area in Scotland.
- The same period has also seen rapid increase in eligibility for and use of important crisis funds such as the Scottish Welfare Fund. In April 2020 over 3,500 applications to Scottish Welfare Fund were made by Edinburgh residents, more than three times the highest level recorded in any month during the past three years.
- Across the UK, DWP data shows that an estimated £8.1bn of available key income related benefits were not taken up by eligible families in 2017/18. No official estimates are available for this data at local authority level but, using share of population and/or Edinburgh’s share of UK Housing Benefits claimants as a guide, it is likely that Edinburgh residents account for some £70-80m of these unclaimed benefits.

Edinburgh Claimant Count Change Over Time



Approved Social Welfare Fund applications in Edinburgh April 2017 to April 2020



Sources: ONS Claimant Count, City of Edinburgh Council

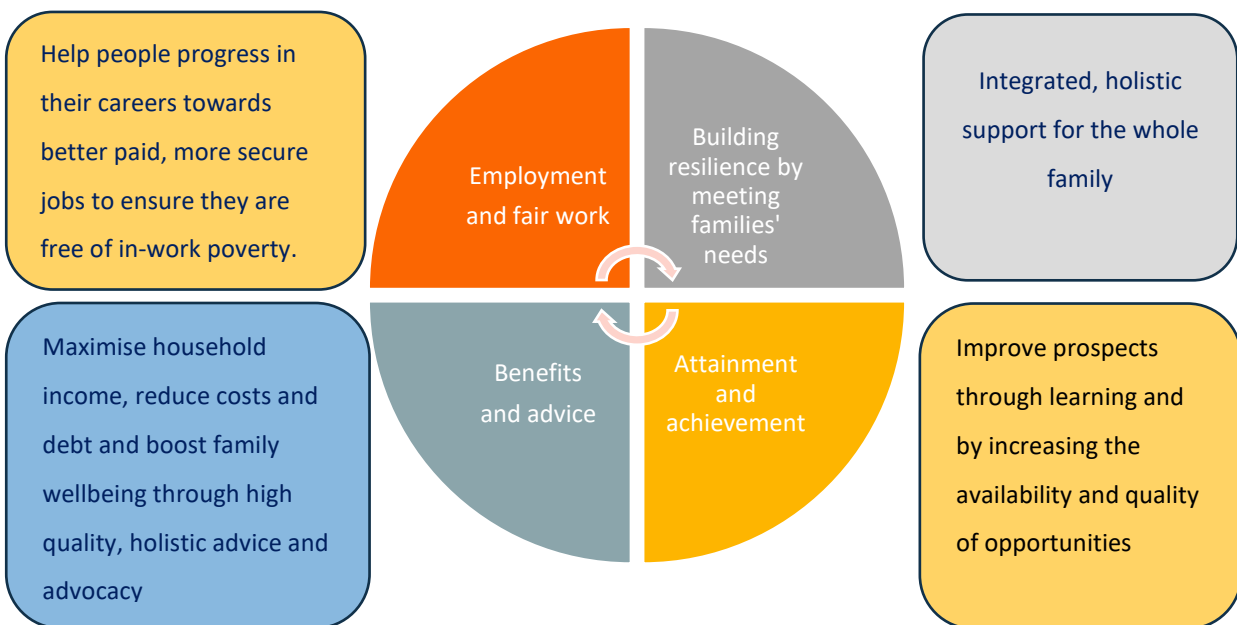
Increasing incomes

My depression comes from not having enough or able to give my kids not what they want but what they need. I battle every day to ensure my kids are loved, but do they know they are loved when all they hear is 'sorry we can't do that today' or 'you can't have that today'. I do not want the choices I have had to make in their life affect their health, education, or wellbeing all because I just simply didn't have the money!" Edinburgh Poverty Commission contributor.

Our approach

The majority of people living in poverty in Edinburgh are of working age, in employment, living in rental accommodation, with the highest rates experienced by families with children.

Our approach seeks to increase income now, through help with employment and benefits, and for the next generation, through increased attainment in education and through wider opportunities to build resilience, confidence and experience.



Key activities during 2019/20

Employment

Employability services help people to get, keep and progress in a job, underpinned by the Joined up for Jobs Strategy. These are mostly open to all, but some are specifically for parents and provide additional support with affordable child-care and flexible working patterns. Many of the employability services provide people with a 'one stop shop', with support and advice for benefits built in.

Edinburgh's employability support is targeted on people who have significant barriers to work such as having a disability or mental health problem or being in recovery from alcohol or drug use. Our services are open to and welcoming of parents but not necessarily targeted at them. An overview of the employability system and services for key client groups can be found here (Appendix 1).

Examples of services include [All in Edinburgh](#) which supports people with disabilities and long-term health conditions with employment and welfare rights. Many people who use this service have complex benefits arrangements including Personal Independence Payments and Access to Work. **The Works**, a small-scale service run by NHS Lothian, supports people with mental health problems.

The [Next Step](#) programme, started in April 2019, supports unemployed and low-income families across the city, and partners with [Citizen's Advice Edinburgh](#) and [One Parent Families Scotland](#). Third Sector grants support smaller client-focussed services for particular client groups such as young people and people leaving prison. [LinkNet](#) works specifically with BAME communities, which are known to be at increased risk of being out of work or in poorly paid jobs. The [No-one Left Behind](#) initiative provides a more extended range of support to young parents, with help to develop personal, social skills and parenting skills as well as support for employment.

Smaller organisations are also supported to help their clients to get essential financial support and the [Joined up for Jobs](#) forum has recently partnered with [Turn2Us](#) and [Edinburgh Trust](#) to do this. Joined up for Jobs is also working with [Social Security Scotland](#) to make sure that people can access the Best Start payment and Job Start payment.

- Joined up for Job's integration with jobcentres means that newly unemployed families get direct referral to the services that can best support their needs
- 3,145 people engaged with employability support in 2019-20, 1,457 (46%) were parents, 164 were lone parents and 17% were from Black and Minority Ethnic groups
- In 19-20, there were 80 job outcomes for parents through **Joined up for Jobs Services**
- **The All in Edinburgh** team took 434 new enquiries resulting in total financial gains for service users of £621,109 over the year (**equating to around £1,400 per enquiry**)
- **The Next Step** service supported 113 to find a job, 51% of which were paid the living wage

Benefits and advice services

Edinburgh's advice services offer a wide range of support including financial health checks, income maximisation, welfare rights, housing issues, debt management, crisis situations, budgeting and advocacy and representation. While the services serve the whole community, some projects are targeted at parents. An important step this year has been to make access for families easier, by providing it in places that they already go to such as schools and GP practices.

The Council's [Advice Shop](#) offers a city-wide welfare rights service. Three advice agencies: **Citizens Advice Edinburgh** (CAE), [Community Help and Advice Initiative \(CHAI\)](#) and [Granton Information Centre](#) (GIC) deliver a coordinated advice service across the city, operating from GP practices, the two major hospitals, the four drug and alcohol recovery hubs and, for the first time, in the mental health centres. This extensive coverage ensures that people can get support in a range of services that they would be using for their physical or mental health, or for help with substance misuse. Appendix 2 has details of the number of people supported and the income generated during the year.

Specific initiatives include help with completing Universal Credit applications through CAE's [Help to Claim service](#), in partnership with Jobcentre Plus; advice and employability support through CHAI's new **Wester Hailes Connects** project; and the **Edinburgh Housing Advice Partnership**, led by CHAI, provides court representation to Council tenants, a homelessness prevention service and tenancy sustainment in parts of the city. **Kindred** at Edinburgh's Royal Hospital for Sick Children (RHSC) provides an advice and advocacy service supporting parents of children with complex needs.

Between them, the Advice Shop, *Maximise!*, Citizen's Advice Edinburgh, CHAI and Kindred generated **£18.75** million for people in 2019-20

Case study

Mark was in temporary accommodation, living apart from his two children and suffered from mental health problems. An Employment Coordinator from **All in Edinburgh** worked with Mark to support him with his housing, coping with his anxiety, to get a job and to see his children more.

Mark says: I eventually managed to find a job through support which gave me a massive confidence boost! It also came at the perfect time for me after moving into my new house! Beginning of June I managed to find a new full time job working as a Safety Marshall on a building site, the money is fantastic and my life has literally changed forever, I have now eliminated my mental health issues and am happier and healthier than I have ever been! I also can have my little girls staying over every weekend which is absolutely amazing! And, I can provide for them as I couldn't have done before.

Attainment and Achievement

Poverty and disadvantage including disability, mental health, being homeless and care experienced, can impact children's and young people's attainment and wider achievement in and through school. Poverty also negatively impacts on their opportunities to pursue hobbies and interests and take part in arts, sports, culture and leisure activities.

Education and learning play a crucial role in the route out of poverty. Our goal is to ensure that every child has the same opportunity to succeed, that the poverty-related attainment gap is closed and that pupils with protected characteristics do not face disadvantage. The Council's Education Improvement Plan 2020-23, the Children's Services Plan, the Lifelong Learning Service Plan and the [Edinburgh Learns Equity Framework](#) have these goals at their core.

Schools continue to use Scottish Attainment Challenge (SAC) funding and Pupil Equity Funding (PEF) to close poverty-related inequalities in literacy, numeracy and health and wellbeing. PEF has been used to support children with disabilities by investing in additional staffing in schools including family support workers and specialist teachers, as well as play therapists for identified children. Outdoor play facilities have been developed so that children living in poverty have access to experiential learning which their more affluent peers may access out of school. The actions to support children with disabilities have improved the engagement of parents with the school, helping to develop collaborative and supportive relationships with families, improvements in children's wellbeing and engagement in learning.

1 in 5 Raising Awareness of Child Poverty and **Discover!** (programme addressing the cost of the school holiday) are two highly effective initiatives developed by the council's Lifelong Learning Service.

1 in 5, Raising Awareness of Child Poverty delivered workshops, seminars and conferences, held focus groups and developed a range of materials and Top Tips for school leaders and practitioners. These have been highly effective in helping schools take steps to reduce the cost of the school day and to raise awareness of child poverty in schools. The training was adapted for social work staff for an event in January 2019 to support them to consider the impact of poverty on behaviour and thinking.

The Gypsy/Traveller community have received targeted input for identified learners, and training on the culture and needs of the community has been provided for key staff.

A new online tracking system highlights poverty related attainment gaps, allowing schools to respond to these with targeted support and to develop targets for improvement – a good example of evidence-based action.

Schools are increasingly talking about data – in particular, the use of data to identify their “gap” and a growing number of schools recognise the need for all staff to engage widely with data to fully understand the school's context. We see an emerging use of data to set “STAN” (Specific, Timed, Aligned, Numeric) targets to narrow the poverty-related attainment gap.

Beyond formal learning, opportunities to gain knowledge, experience and resilience are important, but can be costly and out of reach to families living in poverty. To narrow this gap, a wide range of supports and initiatives are now in place, summarised below.

Youth work, delivered by Lifelong Learning staff in the Council and by a range of third sector youth work providers, can improve and manage the physical, mental and emotional wellbeing of children and young people, including developing resilience and optimism for the future. It is targeted service, rather than one open to everyone. Youth workers offer trusted, supportive relationships in both a one-to-one and group settings and deliver support and interventions to close the poverty-related attainment gap, both in schools and in the wider community. Universal youth work plays an important role in prevention and early intervention. Participation in almost all youth work is free of charge.

The Council's Arts and Creative Learning Team makes no charge to any school or pupil for arts and creative opportunities. The Youth Music Initiative (YMI) funds music programmes for pupils in secure units and projects using specialist technology for pupils in Special Schools. YMI reaches over 19,000 P2 – P6 pupils in all primary schools. To ensure that children living in poverty can access *additional* musical opportunities, a range of YMI projects is also targeted to children in schools identified as having high numbers living in low income households. YMI and the Council's Instrumental Music Service, have a focus on equity and progression pathways. Children and young people from across the socio-economic spectrum have opportunities to learn to play music, participate in bands, orchestras and choirs and sit national qualifications in music in all Edinburgh schools.

Other arts and creative programmes are offered free in targeted schools and communities through partnerships with festivals and organisations. The Dance Unit based at one of the city's Secondary Schools offers high quality specialist dance education to talented pupils from all socio-economic backgrounds.

A [national evaluation](#) was released in October 2020 of the impact of youth work on attainment and featured good practice from Edinburgh, the [Excel project in Craigmillar](#).

The Excel project is a partnership between the City of Edinburgh Council, Jack Kane Community Centre and St Francis Roman Catholic Primary School. The project aims to deliver both excellence in terms of ensuring children and families acquire a broad range of skills and capacities, whilst delivering equity, so that every child thrives and has the best opportunity to succeed regardless of their social circumstances or additional needs. The activities offered through the Excel programme are designed to enable and equip children and families to improve their wellbeing and to improve learning and development outcomes. Participating children, aged 8-12, have access to educational activities during school break and lunchtimes, targeted group work and enhanced transition support in P7. 193 children took part in the programme during 2019-20 and:

- 97% showed improvements in learning engagement
- 73% developed new skills
- 43% showed improvements in health and wellbeing
- 36% improved their literacy and numeracy
- 14% showed improvements in school attendance

The Council's Sport and Outdoor Learning Unit aims to increase regular access for targeted groups to high-quality sport, physical activity and outdoor learning with a wide range of initiatives. Examples include the **Ignite** locality programme at Brunstane Primary School, providing free swimming, volleyball and tennis with the aim of supporting transition to secondary school, as well as engagement with the community and families through activities such as fitness workshops. There is free access to Active Schools extra-curricular activity programmes across Edinburgh and teachers refer pupils who are disengaged, inactive and from areas of deprivation who they think would benefit most from getting active. Targeted free provision has been provided to Syrian refugees, including climbing and swimming sessions, and opportunities through the [Duke of Edinburgh Award](#) scheme have also been targeted at young people who are disadvantaged or where take up is low, for example, BAME girls.

- **Free access to Active Schools** extra-curricular activity across Edinburgh (April 2019 - June 2020) to 16,605 primary school pupils, 3,862(23%) pupils were from areas of deprivation (SIMD deciles 1-3)
- **Duke of Edinburgh Award** – increased involvement of disadvantaged young people with 348 completing during 2019-20 – a 56% increase on the previous year.

A range of film and moving image education projects, many with progression pathways and industry links aim to develop knowledge, skills and experience. These programmes are largely targeted at young people living in areas of multiple deprivation, lone parent, large, and young parent families, and BAME young people. [Cashback for Creativity](#) is a filmmaking project attended by young people living in deprived areas,

at risk of offending or school exclusion, with the opportunity to gain Arts Award accreditation. The [Edinburgh City Film Education Programme](#) included *Our Edinburgh* delivering filmmaking on the theme of Social Justice to nearly 300 pupils and 18 teachers across primary, secondary and special schools and *Your Take* virtual filmmaking learning programme in response to Covid-19. The [BFI Film Academy's Edinburgh Programme](#) provided opportunities for young people aged 16 to 19 to gain a BFI Screen Skills Preparing to Work in Film Industry qualification, with bursaries and support to access online courses available, as well as help to apply. [Moving Image Arts](#) provided young people aged 16 to 21 with year-long Moving Image Arts AS Level courses.

- **Cashback for Creativity:** 159 young people developed through filmmaking projects, from SIMD 1 & 2, at risk of offending or risk of school exclusion. 100 % developed confidence to progress onto new opportunities or reengage with education. 16% gained Arts Award accreditation
- **BFI Film Academy Edinburgh** programme 2019 & 2020 courses: 42 young people aged 16 to 19 developed over 4 months each, all gain English Level (Nat 5) BFI Screen Skills Preparing to Work in Film Industry qualification; 10% of successful applicants were from SIMD 1,2 and an additional 15% receiving free school meals

Meeting the needs of the whole family

Maximise! takes a holistic approach to supporting families which is core to the overall strategy. It is a family advice and support project working with low-income or disadvantaged families to alleviate hardship, improve employability, strengthen relationships and reduce the school attainment gap. A key development this year has been the roll out to five Early Years Centres across the city. These centres provide early learning and childcare places for babies and children age between 0-5 years. The early years staff work alongside the **Maximise!** team which consists of a family wellbeing and project worker, an employability support worker and an advice worker. **Maximise!** has provided advice, employability and family support in 20 schools with their staff team increasing from 3 to 13.

Recent impact reports on **Maximise!** show a total of **£670k** additional income generated for 380 parents supported in 2019/20 at a Social Return of £35 for every £1 invested.

WHAT WORKS: Maximise!

The Maximise! team is one of the best examples we have encountered during our inquiry of a project finding innovative ways to collaborate across sectors, to break down barriers, and to help struggling families in Edinburgh improve financial resilience and health and wellbeing.

Maximise! is a Family Advice and Support Project delivered in partnership by Children 1st and CHAI (Community Help and Advice Initiative) and supported by NHS Lothian, the City of Edinburgh Council and Capital City Partnership.

- *Based in targeted schools across Edinburgh, the model is made up of integrated teams of staff offering advice on benefits, debt or housing problems, employability and family wellbeing support.*

Responding to Covid-19

Job losses have been a major impact of the pandemic encountered so far in Edinburgh. Responses include [Covid19 Jobs Support](#), a portal for employers and people who are facing job losses in the Edinburgh and South East Scotland City Deal area. It includes information on job vacancies, links to local services including welfare rights support and links to PACE¹ activity and Business Development support for employers.

Covid19 Jobs Support has now been live for 6 months and has had around 20,000 unique visitors, 103,000 site views with 2,096 vacancies advertised

The City of Edinburgh Council channelled free school meal payments in cash to all families who were receiving them and in June, with the support of the Scottish Government, continued to make those payments during school holidays. Cash payments were given for clothing grants where these were applied for and all foodbank requests via the Scottish Welfare Fund were provided with a cash payment in place of a food parcel.

The Council made 6,647 Free School Meal payments directly to families during school closures and the holidays totalling £1,547,833

¹ PACE: Partnership Response for Continuing Employment - <https://www.skillsdevelopmentscotland.co.uk/what-we-do/employability-skills/partnership-action-for-continuing-employment-pace/> statutory orgs supporting employers with large-scale redundancies
City of Edinburgh Local Child Poverty Action Report 2019/20

*Kindred's Hospital Team Manager, describes supporting a family during the pandemic lockdown
Communication, financial support & residency*

As English is not her first language, Arthur's mum, Rafaela, communicates mainly through email and text, using Google translate. Kindred staff met up with Rafaela as necessary with an Interpreter and the medical team and have also used a translation service to exchange important information quickly. Kindred secured essential funding to help with all the additional costs of being at the hospital. Covid-19 put additional strain on this family as Dad lost his income. The family were supported to apply for benefits that they are entitled to including DLA, Child benefit and a Blue Badge for Arthur. The family's situation is complex regarding residency and they required support to liaise with different agencies including the Ethnic Minorities law centre and the Citizens Advice Bureau.

Finding the right home.... & more funding

The family were initially in a rented room within a house and this was very stressful for them so they were supported to secure their own tenancy; they are currently in temporary adapted accommodation with Link Housing. However, they are also bidding for a permanent property to meet Arthur's needs in the longer term. Kindred has worked closely with Discharge Liaison, Link Housing, and specialist EEA Housing officer and the council around ensuring housing benefits, council tax and energy bills are all assessed properly for this family. The Consultants have continued to provide updated medical letters to support applications and in liaison with Social work.

...and a buggy!

Finally, Kindred helped secure funding to get Arthur's buggy. Arthur had his first walk outside the hospital in his buggy and he was so excited and really happy with his new experience as were his parents. Hopefully he will be home safely with his family in the not too distant future.

Most advice services in Edinburgh saw a rise in enquiries, especially around employment/income and housing. Responses included seeking financial support for families – for example, **Maximise!** applied for urgent assistance funds to ensure families could pay for fuel, buy clothing for the family and access food and furniture. Additional funds allowed families to access family activities, baby food, nappies, homework materials, and other essentials including access to digital equipment to relieve stress and tension at home.

Schools have developed plans to respond to the immediate and longer-term impact of Covid-19 on education, attainment and wider achievement, to maintain the progress that has been made in narrowing the poverty-related attainment gap. Plans focus on children and young people living in poverty and deprivation and in particular, those being supported by Attainment Scotland Fund (PEF and SAC) and include targeted catch-up provision. The plans are built around data and evidence, including the lack of digital devices.

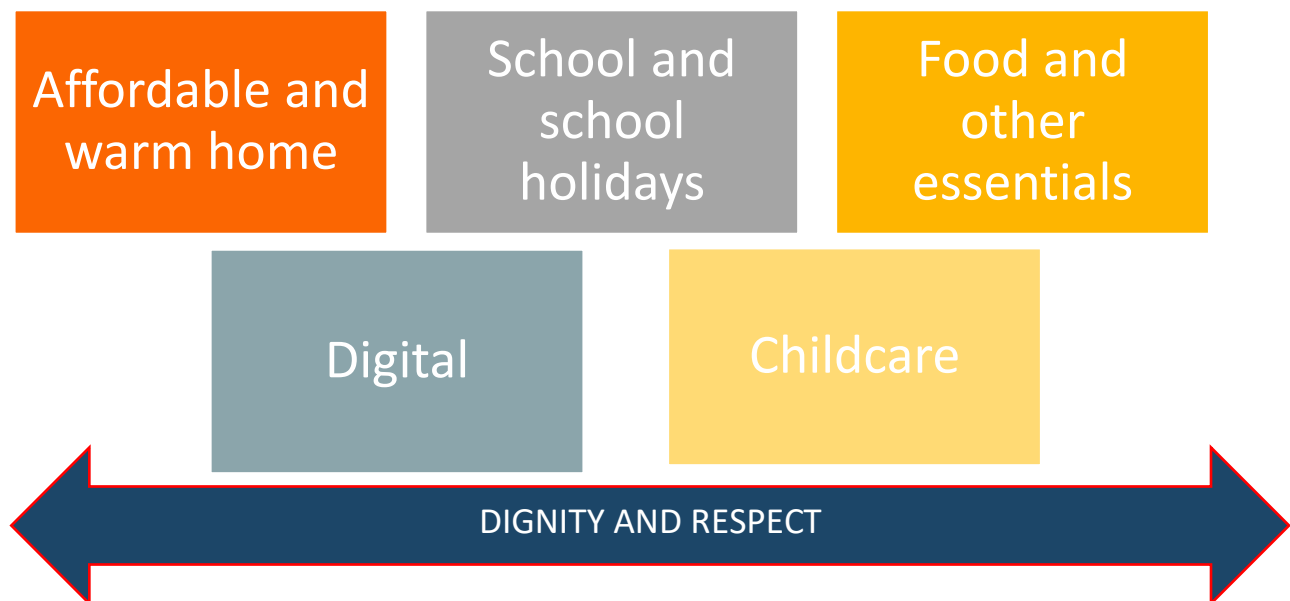
Reducing Costs

At times it feels as though there were letters home every week asking for this or that. Yes then there's the pressure for trading cards and items like penny boards etc that affects them (children) and the finances.

Parent in **1 in 5** focus group, from **1 in 5**, *Raising Awareness of Child Poverty*

Our approach

Actions are framed around the main types of costs to families, as illustrated below, underpinned by the principle of treating people with dignity and understanding. The **1 in 5** approach is central. Developed in Edinburgh, **1 in 5** began in August 2015 and aims to raise awareness and understanding of child poverty and its impact on educational outcomes. The programme works to raise understanding of poverty among staff and encourage ways of 'poverty proofing' services (i.e. reduce or eliminate the cost of access for core services). It is recognised as an [example of good practice](#) and is increasingly being embedded in Edinburgh as a way of building a positive and respectful foundation for tackling poverty.



Activities during 2019-20

Warm and affordable home

Edinburgh is a growing city and one of the most highly pressured housing markets in the country. The latest Housing Need and Demand Assessment states there is demand for between 38,000 and 46,000 new homes in Edinburgh over ten years and that over 60% of these homes need to be affordable. The lack of affordable housing is one of the biggest drivers of poverty in the city, with almost one in three of the city's households

in poverty solely as a result of high housing costs. There is no pathway to ending poverty in Edinburgh without resolving the city's housing crisis.

Increasing the supply of affordable homes is key. The Council has committed to building at least 10,000 social and affordable homes by 2022 and is making good progress with a record 1,443 affordable homes built in 2019/20, 25% more than in 2018/19.

Significant progress has been made in preventing homelessness through a range of supports introduced including the establishment of a private sector rental team, which works to support people to remain in their private rented property where it is safe to do so and Edinburgh Help to Rent run by Crisis, helping people to get a flat through providing a rent deposit guarantee bond; a new post in the Advice Shop to deliver training and support on income maximisation and welfare rights to frontline staff across sectors, building their capacity to support people threatened with homelessness; and specific teams dedicated to young people, helping them to remain at home, where it is safe to do so, or to find and retain alternative accommodation.

The costs of heating a home can also be significant. [Home Energy Scotland](#) and [Changeworks](#) are key partners in supporting households to live in warm homes and save money through advice on energy efficiency in the home, and referrals to other services offering support with affordable warmth, benefit and tax checks, supplier switching and funding support for a range of efficiency measures.

1. Changeworks' energy advice service supported 2,100 tenants with 168 young families between 2018 and 2020, generating a total of **£423,000**¹ financial savings through support including energy advice, referral for grants and income maximisation, billing advocacy and tariff/ supplier switch.
2. Home Energy Scotland engaged with 8,617 households in Edinburgh.
 - a. 284 referrals to Warmer Homes Scotland
 - b. 219 referrals to Home Energy Efficiency Scotland: Area Based Schemes
 - c. 126 referrals to directly to Warm Home Discount supplier schemes for the most vulnerable customer groups
 - d. 147 Energy Carer visits to households
 - e. 93 referrals to local affordable warmth services

Home Energy Scotland

Ms Clark called the Home Energy Scotland advice line after receiving information from her child's school about the support that Home Energy Scotland could give to families to reduce their energy bills and make their home warmer.

Ms Clark was privately renting her home and finding her energy bills expensive. She spoke to a Home Energy Scotland advisor, who gave her advice on comparing energy suppliers, dealing with condensation, and told her about Warm Home Discount, which is a payment of £140 that some energy suppliers offer to eligible customers, and, judging that Ms Clark would qualify, encouraged her to apply.

During a follow up call from Home Energy Scotland, Ms Clark reported *"I did get it. I went away and looked into it and it helped loads."* And that the payment of £140 had been credited to her electricity account in February. *"It couldn't have come at a better time, and I actually passed the information on to a friend and she got it as well."*

School and school holidays

The **1 in 5** approach underpins the actions to reduce the cost of living, focusing on schools. It involves a commitment to ensuring that any cost under the direct control of the local authority are affordable. **1 in 5** supports schools to take actions which will reduce the cost of the school day for low income families, including uniforms (with grants available), stationery and trips.

Following **1 in 5** sessions, 80-90% of staff in schools were more aware of poverty and its impacts and felt more able to make changes necessary to tackle stigma and reduce the cost of services.

During 2019-20, the Council launched automation of free school meals and continued to develop **Discover!** in partnership with [Edinburgh Community Food](#). The **Discover!** programme aims to reduce the cost of the school holidays with children living in poverty being recommended by schools to the programme. It works with families during the school holidays and its aims are reducing food and financial anxiety, fun family learning to help close the poverty related attainment gap; improving health and wellbeing and reducing social isolation. It also offers a range of support and advice services including CHAI, Home Energy Scotland and Skills Development Scotland.

The number of recommendations to **Discover!** has grown steadily. Feedback from families consistently refers to the difference it is making in terms of food anxiety, fun, high quality learning activities, helping improve family relationships and access to services that help reduce household spending.

Other developments include making application for benefits easier and more streamlined for people, for example, accepting new Universal Credit claims as applications for Council Tax Reduction.

The **Discover!** programme provides support over the holidays with food, cooking skills, income maximisation support, fun learning and trips.

186 families have participated in the programme since December 2019 and during the summer of 2020, **Discover! Online** and **Discover! in a Box** made 631 deliveries over the 6-week period

Hi guys, thank you so much for our awesome box this morning! I know everyone has a story but honestly, I couldn't be more grateful. I've just become a single mummy about to transfer on to universal credit. The whole 5 week wait thing has been stressing me out monumentally, wondering how we're going to manage so to get a huge food box delivered this morning has actually made me cry! It's just one less week of worry and that, for me, is massive. Thank you so, so much!

Day to day essentials

Food and period products are among the obvious things that families need to spend money on. Leisure activities are important too, helping to support physical and mental wellbeing.

Opportunities for affordable leisure are provided through targeted initiatives as well as those open to everyone. They include [Open all Hours](#) project (coached activities for £1 on Friday nights with qualified youth workers); [Looked After and Active](#) and **You Can** programmes (for care experienced people), [Positive Destinations](#) (for young people who are not in education, employment or training) and [Active Mums](#). An [Outdoor Learning Map](#) project was launched earlier this year, involving a number of schools with the aim of supporting families to find affordable outdoor learning.

Breakfast clubs are a way of making sure that children have something to eat before the start of the day. There is now a breakfast club in each of the Council's 89 primary schools, attended by 3,400 children across the city. These are provided by the Council, private and third sector organisations. Some are free to all and some charge but provide free places for families where a need has been identified.

Actions to address period poverty continue with products made available in all community centres, libraries and early years centres as well as in schools, with each school making products available in a non-stigmatised way and that best suits their school.

Affordable childcare

For parents in-work, returning to work or studying, subsidised places for nursery and afterschool care, with built-in employability support has been provided by [North Edinburgh Childcare](#), [Kidzcare](#), [Childcare Connections](#) and [Smile Childcare](#) since April 1st, 2019. In addition to the breakfast clubs mentioned above, 84 primary schools offer access to other Out of School Care (After School Club and holiday care).

1. Over 4000 children attend out of school care every day, enabling parents to work and study.
2. Over 200 of the lowest income working families in the city get access to subsidised childcare nursery and out of school care to help them sustain work

Responding to Covid-19

Responses to the pandemic from organisations and communities have been flexible and creative. For example, the Council made payments directly to families in lieu of free school meals and **Discover!** provided 366 eligible families with cash or a voucher for local supermarket to cover food and expenses for the 6 days they would have attended over the holidays.

The **Discover!** programme moved on-line in Summer 2020 and worked proactively with families to support online engagement. This included phoning all 390+ families, offering support and help with joining the online group, making referrals to People Know How for devices and ensuring the trusted relationships with staff and delivery partners were maintained online. **Discover!** provided devices for 27 families through People Know How and a successful application to Connecting Scotland is ensuring all families recommended to **Discover!** can be supported to engage online and to develop much needed digital skills and confidence. **Discover!** online provided families with a weekly box throughout the Summer and October holidays, containing fresh ingredients, utensils, recipes, art material and sport resources. The Facebook group streamed workshops in dance, music, sport, cooking and home energy advice with 1 to1 advice sessions also offered.

The Covid-19 pandemic has highlighted some significant gaps in the support people need, including advice and benefits, and the extent of digital exclusion – people who do not have access to devices or the internet to do their schoolwork or to find information and resources. The Scottish Government provided funding of £911k for laptops or tablets and connectivity for disadvantaged pupils. While all eligible applicants in Edinburgh received an allocation, the volume of requests was higher than could be met from the funding available. Responses to the needs of specific groups included provision of digital devices to Roma families to address digital exclusion during school closures.

Home Energy Scotland continued to support households and referred people with pre-payment meters to sources of emergency top-up funding. They worked with NHS Lothian in the delivery of advice to

households receiving flu vaccinations via three drive through/walk through sites in Edinburgh. The sites were identified via SIMD data to inform attendance aimed at households who either worry about fuel bills or find their home hard to heat.

During the pandemic, 545 individuals received a digital device, connectivity and 6 months of one to one support from a digital champion; additional devices were used to support a group working with the Traveller Community.

Next Steps

Activity to increase income, across employability, benefits, attainment, wider achievement and opportunities, and family supports, and to reduce costs – before and during Covid-19 - reflects a solid foundation of partnership work, with innovative and effective practice emerging around providing integrated support to make it easy for families to get the help they need.

The priorities and actions for the coming year are shaped by:

- the impact of Covid-19 with job losses and employment insecurity at an unprecedented scale and opportunities scarcer, and the learning that the response to the pandemic has generated
- the recommendations of the Edinburgh Poverty Commission – shaping culture, practice and the shape of services: embedding dignity, understanding and respect into the heart of the response, providing holistic support in places like schools and GP practices so that they are easy to reach and stigma-free
- evidence and learning from existing initiative and practice.

Many actions needed to drive forward this agenda are already agreed and outlined in the recently published City of Edinburgh Council End Poverty in Edinburgh Delivery Plan for 2020-30. A key priority for the first six months of 2021 will be further work with partner agencies across the city to develop a genuine citywide, cross service plan for delivery of actions to end poverty in Edinburgh. This plan will form the basis of actions across the city for the next decade, and will be monitored and reported on through Edinburgh's next Local Child Poverty Delivery Action Report, planned for publication in Autumn 2021.

Notwithstanding these future planning developments, key priorities for progress during 2020/21 include:

Employment

1. Launch and deliver a new **Edinburgh Guarantee for All** programme, working in partnership with private sector stakeholders, to guarantee an appropriate training, mentoring, or work opportunity for any unemployed resident in Edinburgh
2. Deliver support for **recently unemployed people** into sectors where there are current vacancies, including in early years care, social care and public sector jobs. A recent successful pilot saw 80% of participants move into work (Capital City Partnership in partnership with City of Edinburgh Council and Department of Work and Pensions)
3. Deliver the **No One Left Behind Edinburgh's Employer Recruitment Incentive** (EERI) helps people of all ages with the greatest barriers to employment get jobs and stay in jobs. Employers from smaller companies and third sector organisations can apply for up to £6k to help with the costs of

recruiting and employing someone. This was relaunched in October, with priority given to the following groups:

- a person with a disability
 - a care experienced young person
 - a carer of an older person
 - someone with a conviction (including CPOs)
 - someone living in a single adult household with dependent children
 - a person above 54 years of age
4. Continue to help **employability services** to increase the number of flexible and childcare-friendly jobs (Capital City Partnership working with Timewise).
 5. Continue to support parents into **fair work and sustainable long-term employment**. Four projects will start in January 2021 with a total investment of £500,000 from the Edinburgh Parental Support Grant. These will offer key-worker support to families to access and sustain roles in digital, childcare, social care and self-employment. Parents who are carers of disabled children, lone parents, women and those from a BAME background will be included, with a specific pilot to support BAME parents to access higher-level data roles. Overall, the programme aims to engage with 360 parents who are unemployed or in low income employment, lifting them and their families out of poverty.
 6. Enhance the Maximise! programme by developing dedicated support for young people with Care Experience and pathways to education, training and employment.

Benefits, advice and family support

7. Roll out projects which provide proactive, high impact support to maximise household income
 - Work with Edinburgh Partnership to expand existing services and deliver into all city communities embedded support programmes modelled on the successful **Maximise!** service
 - Projects already identified in health settings include: working with health visitors to provide financial advice and support to expecting families and families with babies and young children; a hospital-based service at the Royal Hospital for Sick Children in Edinburgh for those families who may struggle to engage with community-based services (CHAI); a review and potential expansion of joint work with NHS Lothian's Midwifery and Health Visitors team to meet a gap in South East Edinburgh (GIC); explore options to embed advice within Thrive, Edinburgh's strategy for improving mental health and wellbeing.
 - Deliver expansion of a programme modelled on the successful **Maximise!** service across schools.
 - Embed the Early Years **Maximise!** approach through the **Intensive Family Support Service** (IFSS), developed across six City Deal local authority areas (Edinburgh, East, Mid and West

Lothian, Fife and the Scottish Borders) and started in Edinburgh in July 2020. IFSS focusses mainly on lone parent, low-income households and takes a “whole family” approach to support people experiencing longstanding worklessness and poverty. It will support adults to provide a better environment and better prospects for every member of the family.

8. Continue to streamline support provided by the Council by increasing the use of single financial assessment of free school meals and clothing grants as far as possible when assessing Housing Benefit and/or Council Tax reduction eligibility.

Attainment

1. **Edinburgh Learns 4 Life** is one of the workstreams in the Council’s Adaptation and Renewal Programme and will be central to improving attainment over the next five years. The existing vision for education in Edinburgh is: the best teaching and learning for all. Our revised vision specifically acknowledges the inequalities that exist, particularly those borne from poverty:
2. *A fairer, healthier, greener future for everyone, where learning for life happens at home, in school, in the wider community, and in the workplace.*
3. Recognising that many learning and career pathways are still seen as better than others, we will have two projects in Granton and Wester Hailes, working with the school communities, and their partners to define curriculum rationales which will then lead to clear, equitable pathways into further education and the world of work. We are also continuing with all previous actions around improving the quality of teachers’ and support staff’s skills.
4. Specific commitments to improve attainment for 2020-23 include:
 - Developing Professional Learning with a focus on *Leadership for Equity* to build expertise, practices and skills in leading improvements aimed at achieving equity
 - Target PEF on staffing and digital devices to allow schools to continue to address poverty-related barriers, including inequity of digital access and reducing the cost of the school day
 - Continue to work towards targets for closing the poverty-related attainment gap in literacy and English, and numeracy and maths
 - Focusing on priority groups of care experienced learners and those living in SIMD Quintile 1, implement actions to track and monitor attendance and attainment, as set out in the local authority Education Improvement Plan 2020-23
5. Improve support for children whose families are in temporary accommodation, who face disruption to their schooling and often experience anxiety and depression, through a co-ordinated set of actions:
 - Implement a new process to ensure that regular information is shared between Housing and Education within the Council, so that children in temporary accommodation and their families

can be supported with healthcare needs, nursery and school attendance, free school meals, school uniform grants, assistance with travelling to school and help with benefit applications.

- Develop and deliver training to pastoral staff in all schools as part of the **1 in 5** programme, responding to the evidence of high levels of school absence as well as anxiety and depression among children in temporary accommodation, to increase awareness and understanding of the impacts of being in temporary accommodation on education and wellbeing.

Reducing costs to families

6. Continue the progress to build **affordable homes** across the city and continue work to maximise the use of existing properties by considering actions to address the loss of capacity in the Private Rented Sector through short term lets
7. Continue to develop and implement a holistic approach to [preventing homelessness](#)
8. Increase partnership to maximise support available to reduce the cost of heating and increase reach using digital delivery of events and innovative models such as Flu Drive Throughs
9. Through strong leadership, build on the **1 in 5** programme to embed a poverty-proofing approach across all partners and throughout organisations, recognising the role of the full range of frontline staff; taking an integrated approach to support learning and build effective partnership working; and consider further development of the programme e.g. by including a trauma informed approach.
10. Expand the **Discover!** programme, supporting families to reduce food anxiety, help close the poverty related attainment gap, build skills, develop social and cultural capital and address social isolation. Demand already exceeds current capacity. Extend **Discover!** to S1 – S2 pupils to support transitions from Primary to secondary school, particularly over the summer holiday between P7 – S1.
11. The **Digital Learning and Teaching** workstream is part of the Council's Adaptation and Renewal Programme, seeking to ensure that pupils have devices and connectivity to support their learning. A business case is being developed and will include options for providing a device for each pupil from P6 through to S6 and an agreed approach to supporting pupils without connectivity at home.
12. **Transport:** explore with Young Scot how to reduce the cost of transport for young people and align with Scottish Government activity ([Scottish Government consultation on the free bus travel for young people aged under 19 years](#), from 26 October to 7 December 2020)

General actions

13. **Build the evidence base** for effectiveness:
 - Monitor the impact of **Maximise!** by developing data collection measures that capture impacts relating to families. A strategic group has been formed in Edinburgh involving key advice

agencies including Home Energy Scotland to develop strategy and data recording methods to ensure that the impact of the work for vulnerable families is evidenced

- Research on how best to support families to gain and sustain employment (Capital City Partnership and Edinburgh University) focusing on the Intensive Family Support and **Maximise!** and using a Community of Practice, including keyworkers and families themselves to develop and design the service. It will also include the development of a data collection and monitoring framework for advice services so that nature, scale and impact of their work with families can be assessed.
- Develop approaches to show how **Discover!** is positively impact children during school as well as during the school holidays

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- 1 in 5 - <https://education.gov.scot/nih/Documents/sacfi10b-1in5-raising-awareness-child-poverty.docx>
- Maximise! Impact Report 2019-20 - <https://maximise.site/wp-content/uploads/2020/10/Maximise-Impact-Report-2019-20-Final.pdf>
- Edinburgh University Report: **Maximise!** “Before and after COVID-19: How social networks are helping frontline practitioners in family support services adapt to social distancing” (Dr. Sarah Galey-Horn) - <https://maximise.site/resources/>
- The Edinburgh Partnership Children’s Services Plan 2020-23 - <https://democracy.edinburgh.gov.uk/mgConvert2PDF.aspx?ID=27894>
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- Affordable Housing Policy Practice - <https://www.edinburgh.gov.uk/downloads/file/24486/affordable-housing>
- Rapid Rehousing Transition Plan - <https://democracy.edinburgh.gov.uk/documents/s26277/Rapid%20Rehousing%20Transition%20Plan%20Report.pdf>
- Forecast Social Return on Investment Analysis on the Co-location of Advice Workers with Consensual Access to Individual Medical Records in Medical Practices (Primary Author: Karen Carrick, Contributory Authors: Kate Burton, Paige Barclay - https://www.improvementservice.org.uk/_data/assets/pdf_file/0023/9167/SROI-co-location-advice-workers.pdf

Appendix 1: Overview of Employability Supports and targets



Employability Programme targets, 2020/21				
	PSEF		ESES CRD – IFS*	
	20/21	21/22	20/21	21/22
New engagements – unemployed parents	65	153	27	51
New engagements – employed parents	67	115	27	51
No. progressions to work (education/training)	58	130	14	38
No. progressions in work (improved hours/wages)	39	86	0	0
No. Job Outcomes	33	61	0	5

*Edinburgh and South East Scotland City Regional Deal, Intensive Family Support Service is an 8 year project numbers/targets are low in the first phase as families are engaged and start to work with the service

Appendix 2: Benefit and Advice Services Data

Summary

- During lockdown, Carers claiming the **Carer's Allowance Supplement** received an extra payment of £230.10 in June 2020 in recognition of the extra burden placed on carers during the COVID-19 crisis. The number of carers receiving **Carer's Allowance Supplement** payments is 4,565 and over 2 million is awarded to eligible carers in Edinburgh every year.
- In Edinburgh, 90 applications have been made to the **Young Carer Grant**. Sixty of these were eligible with a total value of £16,846.00 being paid to young carers in Edinburgh.
- 8,138 **Discretionary Housing Payments** were made in 2019-20 with a total of £6,056,630.81 awarded. Applicants to the Discretionary Housing Payments were 56% female and 44% male.
- **The Scottish Welfare Fund** supplied a total of £258,283 in crisis grants and £659,065 in community care grants. Again, applicants were majority female with 51% female applicants and 49% male applicants.
- **The Advice Shop** supported a total of £10.1 million in financial gains for people. This includes £85,000 in Child Tax Credit and £25,000 in Child Benefit.
- **Maximise!** supported 381 people to gain a total of £667,975 (around £1,750 each)
- **Citizens Advice Edinburgh:**
 - *GP Practice Advice* project achieved £482,210 for 116 people (average of just over £4,000 per person) - 4% of families engaged cared for a child with a disability, 13% for children without a disability. 1% had 3 or more dependent children and 8% were in single parent families
 - the *Help to Claim* project supported 1,301 people, achieving £877,226 (an average of around £670); 11% of those supported were single parent families.
- Kindred supported 326 families in Lothian and accessed £649,485 for families (just under £2,000 per family): 93 disability living allowance applications, including 11 supported at Tribunal 7 families were rehoused, 17 were assisted with housing adaptation, 42 were assisted with information on housing, 22 were assisted with support regarding a placing request to special school (or special class), 5 parents were assisted to ASN Tribunal, 69 were supported in discussions with their child's consultant, 83 were assisted in discussions with the child's specialist nurse, 32 were supported in discussions with CAMHS, 48 assisted to get at Blue Badge via local authority, 6 assisted with Guardianship, 105 referred to other specialist voluntary organisations, 33 supported regarding transport issues, 23 supported with a Section 23 assessment and 29 assisted with Self Directed Support.

Granton Information Centre

Worked with a total of 2231 clients:

- 504 of those supported were lone parents with dependent children
- 282 were couples with dependent children.

Maximise!

Supported 381 clients:

- 197 families are lone parents
- 153 larger families (3 children or more)
- 97 Black and Minority Ethnic Families
- 28 families with a child under 1 year

- 37 families with care experience

From the families engaged with **Maximise!**

- 381 individuals received advice support
- 569 advice appointments were attended
- 77 families engaged with housing advice/tenancy sustainment and 12 were supported through the appeal/tribunal process.

A total amount of £667,975.00 were secured for families.

Early analysis of the project suggests that every £1 invested returns a social and economic benefit of between £30 and £39. The Maximise! Impact Report for 2019-20 is available here:

<https://maximise.site/wp-content/uploads/2020/10/Maximise-Impact-Report-2019-20-Final.pdf>

CHAI

Advice Service

Worked with 2191 individuals, 3948 appointments were attended:

- 6438 advice issues were dealt with
- 170 appeals tribunal with a 74% success rate

The Advice Service had a total amount of £5,972,930 in financial gains.

EIJB funded service: Worked with 1,139 individuals. In the GP practices, 920 appointments were attended, with £543,362 raised in financial gains for clients.

Recovery hubs

- 402 individuals advised, resulting in £1,500,894 in financial gains
- Co-located support in mental health centres (first year):
- 123 individuals advised, with £172,254 in financial gains.

Wester Hailes Connect project: supported 6 people to move along the Strategic Skills

Employability Pipeline, with one client finding a job and one undertaking vocational training. Advice was provided to 15 people, raising £35,395 in financial gains.

Edinburgh Housing Advice Partnership: represented 537 individuals at 958 court hearings.

The Homeless Prevention Project: supported 70 clients; helped to sustain 171 at two specific sites (Melville and Almond) and achieved £143,000 in financial gains.



Citywide Evaluation: 2019

Discover! the impact



Discover

City of Edinburgh Council
Schools and Lifelong Learning



Discover contents of this report

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Discover how *Discover!* was evaluated

INTRODUCTION

This report is drawn from consistent evaluation carried out over a full year of *Discover!* from Christmas 2018/19, through February, Easter, Summer and October 2019 holidays. It covers feedback from parents/carers and a few quotes from children are included.

The report summarises the citywide findings, using information collated from across all four localities. Detailed evaluations for each holiday in each locality are available on request by contacting: discover@edinburgh.gov.uk

Findings from the evaluation of *Discover!* Christmas 2019/20 reinforced the whole year findings and no new trends are emerging. Christmas 2019/20 figures are not included in this report.

Regular staff feedback is also gathered. At the end of each day of delivery, the staff group meets and gives feedback to the Hub Lead; things that worked well, things that could be developed and ideas for improvement. This information is then considered by the Lifelong Learning Strategic team responsible for *Discover!* and is used to inform programme planning which is taken forward by the Planning Group and overseen by the Steering Group.

After most school holidays a Practice Sharing session for staff has been organised where experiences, suggestions and ideas are discussed. This is also used to inform planning and staff feedback is always balanced against the feedback from parents/carers and children. A survey monkey for all staff involved in the delivery of *Discover!* has been developed. It links to the same questions that parents/carers were asked and all questions are aligned with the aims and intended outcomes of *Discover!*

Evaluation methodology

The evaluation methodology was trialled in during the Christmas 2018/19 holiday. Some questions were then amended, and the evaluation has been consistent and robust from February 2019. Some graphs in this report do not contain information relating to Christmas 2018/19 because some questions were only asked consistently from February 2019 onwards.

- Training and support was provided for staff teams to help carry out evaluation. This ensures an impartial approach to the process, and to engage sensitively with people. Evaluation teams were made up of a diverse range of Lifelong Learning staff and included NHS colleagues.
- The evaluation teams visited each *Discover!* Hub each holiday, using a questionnaire to gather feedback from parents/carers and children. The questions are linked to the aims and intended outcomes of *Discover!* helping Lifelong Learning understand what difference *Discover!* is making for families living in poverty.

Discover GIRFEC and Children's Rights

UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD (UNCRC)

The UNCRC was agreed by governments across the world in 1989. It contains 54 articles that cover all aspects of a child's life, and sets out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights.

Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status. Of specific relevance regarding **Discover!** are the following:

Article 15: *Every child has the right to meet with other children and to join groups and organisation, as long as this does not stop other people from enjoying their rights*

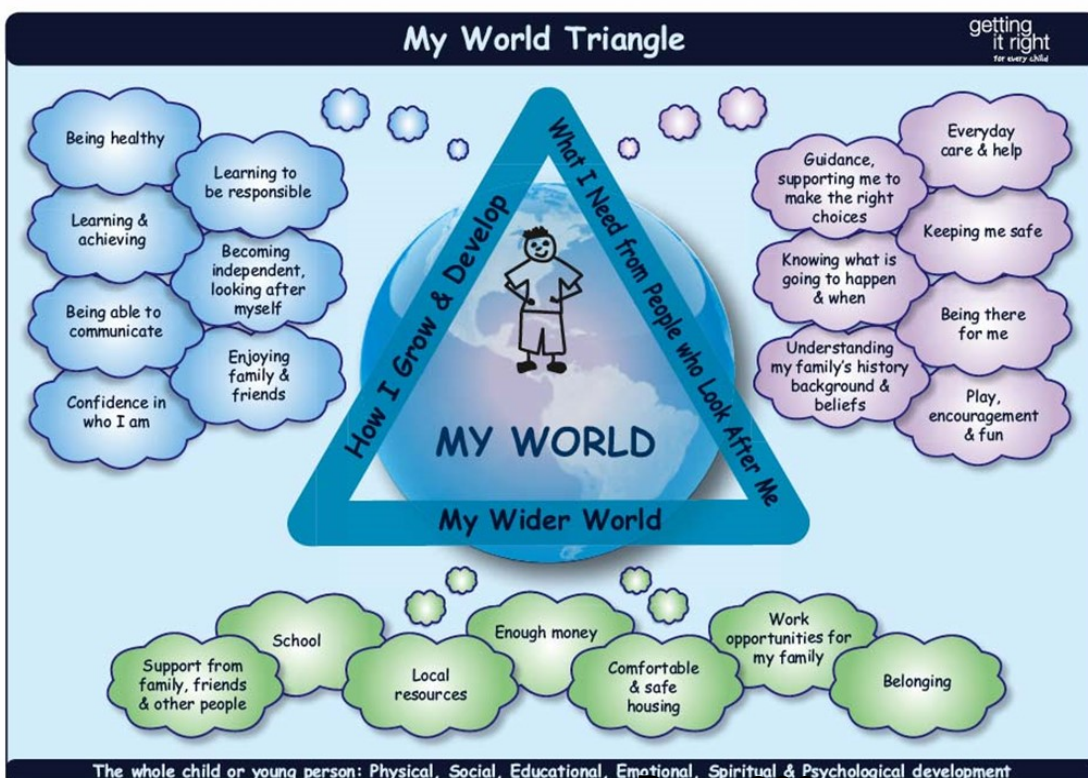
Article 27: *Every child has the right to a standard of living that is good enough to meet their physical and mental needs. Governments must help families who cannot afford to provide this*

Article 29: *Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment*

Article 31: *Every child has the right to relax, play and take part in a wide range of cultural and artistic activities*

GETTING IT RIGHT FOR EVERY CHILD (GIRFEC)

GIRFEC is the key approach to supporting children and young people in Scotland.



The child at the centre is the ethos that **Discover!** has adopted and aims to embed through each holiday programme.

My World Triangle (left) also supports GIRFEC as an assessment tool, helping consider which needs are being met.

Discover Curriculum for Excellence

curriculum for excellence

The curriculum is the **totality of experiences** which are planned for children and young people through their education, **wherever they are being educated**. It includes the ethos and life of the school as a community; curriculum areas and subjects; interdisciplinary learning; and **opportunities for personal achievement**.



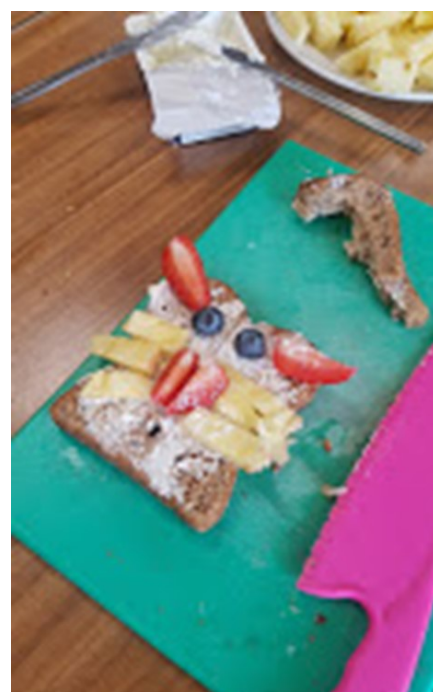
Discover the reality of poverty in Edinburgh

Despite being an affluent city, nearly 1 in 4 children in Edinburgh are living in poverty. In one electoral ward, child poverty is as high as 39% of the population and does not fall below 11% in any ward of the city. The impact of poverty on children's overall outcomes is well documented. With child poverty predicted to continue to increase, there is real need and impetus to take steps to tackle this rise and reduce the impact of child poverty. (at time of writing)

The new Child Poverty (Scotland) Act 2017 has identified the three main drivers of child poverty and sets out four statutory, ambitious, income-based targets (all after housing costs) to be achieved by 2030.

During school holidays, some families struggle with the additional cost of meals and activities, meaning many children return to school undernourished, less ready to learn, often inactive and more socially isolated. This, coupled with less structure and routine can reinforce existing health and education inequalities and undermines the impact of term time curricular, Free School Meals, breakfast clubs, after school clubs and other initiatives designed to reduce the impact of poverty. Learning loss over holiday periods is often noted by teachers, particularly for those children who are living in households affected by poverty related issues.

In response, Lifelong Learning developed **Discover!**, an initiative which builds on the success of *1 in 5: Raising Awareness of Child Poverty*. **Discover!** works closely with schools, social work and other professionals to identify the families most likely to benefit from the meals, cooking, financial support and fun learning activities on offer during the school holiday period.



*'In a nutshell, my sanity. I'm a single mum and the holidays are particularly hard. A lot of people I know go away. There's so much additional support to help us at **Discover!** Yesterday the Uniform Bank was here, it was amazing. When we're in the house, bills go up. I've got three children. Everyone puts their prices up during the school holidays. It's horrendous and difficult if you're facing difficult circumstances.'*



Discover the aims, strategic links and drivers

***Discover!* has three main Aims:**

- To reduce food and financial stress over the holiday periods
- To contribute to narrowing the poverty related attainment and achievement gap
- To reduce social isolation for children and families

***Discover!* is aligned with and contributes directly to:**

- Children's Services Plan
- Lifelong Learning Service Plan
- Education Authority Improvement Plan
- Locality Improvement Plans and Local Outcome Improvement Plan
- South East Improvement Collaborative (SEIC) Equity Workstream (Parental Engagement)
- Local Child Poverty Action Reports
- Supporting Parents and Carers Strategy 2017 - 2020
- Edinburgh Learns (Equity) Framework

***Discover!* impacts on all 3 drivers of poverty which are:**

- Cost of living
- Income from employment
- Income from social security and benefits in kind



Discover *Discover!*

Discover! is delivered in four Hubs, each one a school, in all four localities in Edinburgh. It is generally on the Tuesday, Wednesday and Thursday of all holidays and there is usually a trip on one day of each week. **Discover!** is strategically managed on a citywide basis by the Schools and Lifelong Learning Creativity, Health and Wellbeing team. It draws on the expertise of a wide range of staff and partners, including:

- Pupil Support Assistants (PSA)
- Lifelong Learning Development Officers (LLDO), Strategic team and Locality teams
- Lifelong Learning Strategic Development Officers
- Part time / sessional Youth Work staff
- various specialists, freelancers and a range of partners



The Lifelong Learning Creativity, Health and Wellbeing Teams holds strategic oversight. A proactive multi-disciplinary Planning Group meets every 3 weeks to plan and organise the programme, food, staffing, partner contributions, venues, trips and transport.



Discover *Discover!*

Children and families are not referred to ***Discover!*** rather they are advised that they may find it beneficial and a recommendation is made to the Lifelong Learning Strategic Creativity, Health and Wellbeing Team.



Recommendations to ***Discover!*** are most usually made by schools. Recommendations are also received from social workers, Lifelong Learning Officers and Family and Household Support Workers. Third Sector organisations can also recommend families.

Parents and carers must attend with their children. ***Discover!*** is offered during all school holidays including February and Christmas. Breakfast and a hot lunch is provided every day and based on evidence of greatest impact and least stigma, opportunities to learn new skills in sport, STEM, music, art, science, cooking etc. form the programme. There are also lun educational trips (for example to the museum, zoo, Castle, Dynamic Earth etc) for families to enjoy together, again with breakfast and a packed lunch.

Alongside these activities, support services such as Maximise/CHAI, Skills Development Scotland (SDS), the Council's Transaction Team and Home Energy Scotland provide advice and support on a range of services, including practical help with accessing benefits and completing grant forms.

There is also a range opportunities to support wellbeing and help reduce stress offered at each ***Discover!*** Hub, some for parents, some for children and some for families to do together. They variously include yoga, relaxation, hair and nail treatments, massage and diet advice. During the Christmas holidays, Take and Make Bags are given to all participants containing all the ingredients and recipes for at least 2 meals which the families could make at home over the Christmas and New Year holiday.

The supportive staff and imaginative, high quality programme provides valuable opportunities for families helping create memories, reduce social isolation, connect people with community activi-



Discover the profile of participant families

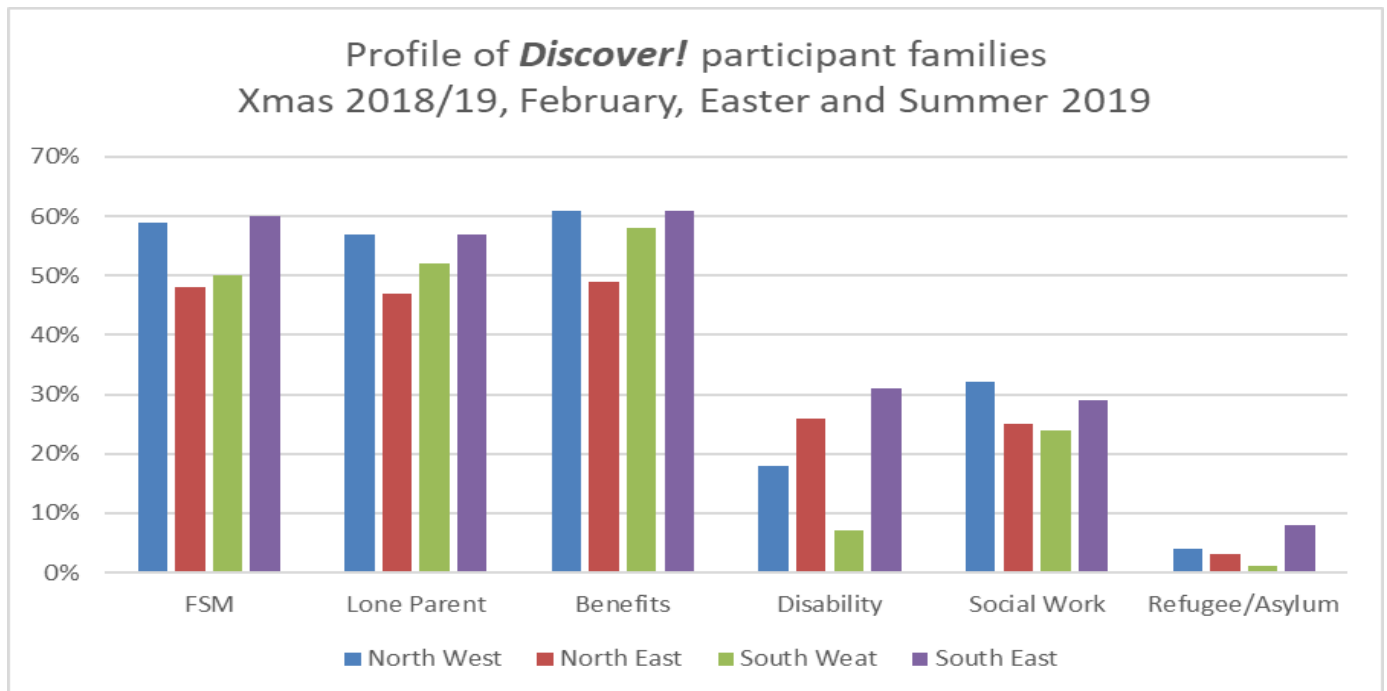
Due to high numbers attending in Summer 2019, the Lifelong Learning strategic team did not actively seek new families for October 2019, although some new recommendations continue to be made each holiday on the strength of word of mouth.

The number of families attending over several holidays has increased with many saying that **Discover!** is important to help with holiday costs and provides motivation to get out the house.

I can have fun here, I can enjoy life, it's important to have fun, adults don't have fun like children do. I learned new skills from a rugby professional yesterday. I worked hard, I had sweat pouring down my fore-

'An unexpected finding from the evaluation is just how important the family dimension of **Discover!** is, and how many families are socially isolated. The family centred and holistic approach to **Discover!** starkly reveals just how tightly inter-related financial poverty, mental and physical ill-health, low confidence and social isolation are. The impact of poverty on children's educational and health outcomes is well-documented. **Discover!** makes a contribution to children's attainment and achievement by working closely with schools, working with the family and ensuring that as many opportunities, support and information are available in the same place for families who will most benefit; all at no cost to the families.

The chart below shows the criteria for being recommended to **Discover!** and the participant family profile by criteria for each locality. Most participants meet several criteria. However the information relies on the recommendation forms being accurately completed and some recommendation forms do not contain all relevant information.



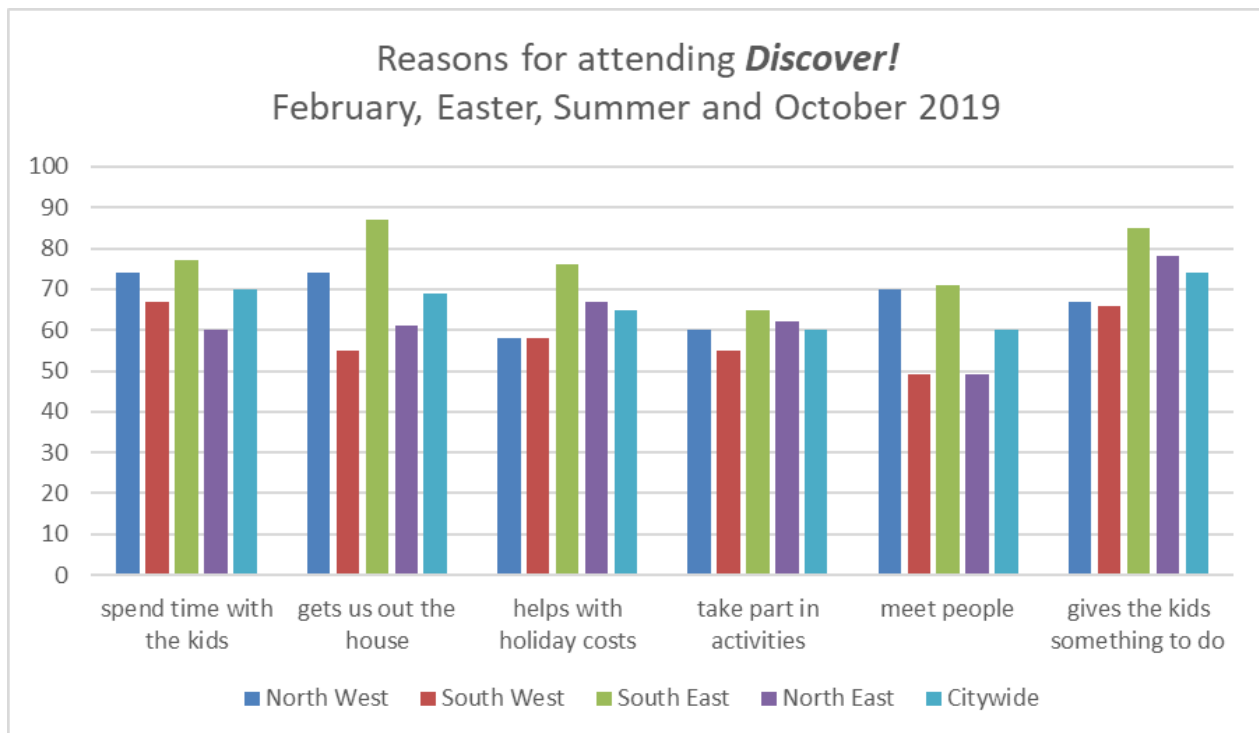
NB – October 2019 not included above



Discover people's reasons for attending

Participants were asked about their reasons for attending **Discover!**

Families were selected at random and asked to contribute to the evaluation questionnaire at each holiday. Many, but not every family contributed. The graph below shows the responses gathered.



NB: Christmas 2018/19 not included above

Some of the things parents and carers said:

Spending time with the kids. Tried family cooking in the house, they help with the dinner now but the ipad wins so cooking here is better. Looking for a family cooking class.'

*'Coming to **Discover!** helps my youngest (P1) with separation anxiety. He can see that I'm still here, but his confidence is growing to go and take part in activities and play with new friends.'*

*'If we weren't at **Discover!** I would have struggled. I find it difficult to go for days out and entertain the kids. Bills only get paid once we have been fed.'*

*'My child has a wee brother and they quarrel. It gives my child some me time and breathing space. At the end of the day he's tired. It keeps the school routine in place. He needs and likes routine. He looks forward to **Discover!** He would have struggled without it as the holidays mess with his routine.'*

*'We come to **Discover!** to shorten the holiday, to do something and save money - not to have to worry about money so much.'*

'Learning to spend time with the kids, being more patient with them—away from the pressures of work, without phones etc.'



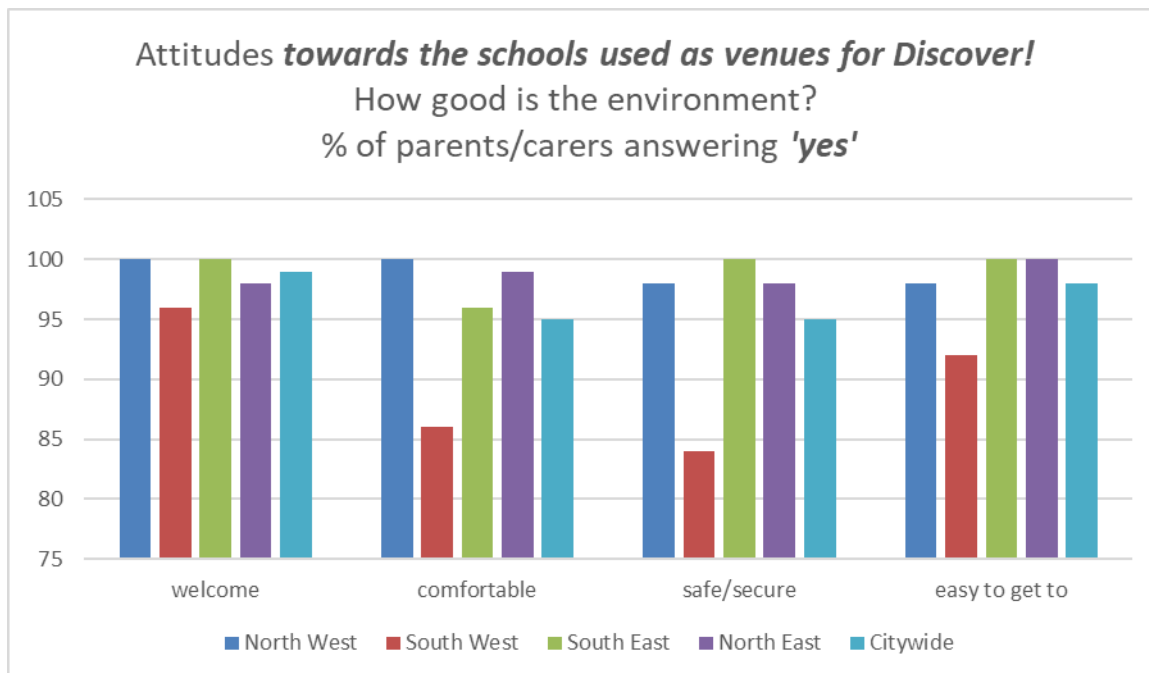
Discover why it takes place in schools

Practical

- schools and school buildings are at the heart of communities
- good physical spaces and facilities in and out of doors for activities and meeting people
- kitchens, serving areas and dining rooms where meals are served and families gather
- classrooms where family cooking sessions can take place
- PSAs, Youth Music Initiative tutors and Active Schools are involved in the delivery, helping build links between learning and activities in and out of school
- supports school transitions and breaks down barriers

Perception

- build confidence among parents who may have a negative perception of or association with school: who rarely go to into their child's school or usually go to school to attend meetings about behaviour or other issues
- support transitions into primary school from pre-school and/or into secondary from primary
- offer routine, fun learning experiences and build good memories among families
- highlight schools as places where families living in poverty can seek support and information, develop skills and learn new things



'It is safe and secure for the older ones but maybe less so the younger ones.'

'It's a big open building and kids can explore.'

'It's easy to get to by bus.'

'I really lets us have a life in the holidays. Thank you all!'



Discover the drivers of poverty and if *Discover!* is making a difference

The three drivers of poverty are:

COST OF LIVING

Parents and Carers at Discover said:

'The bus tickets have been really helpful to get us here, they really benefitted us.'

*'Home Energy helped me with the temperature chart and gave me advice at the last **Discover!** My gas bill has reduced by around £7 a month.'*

'My child would want to go to the museum in the holidays, that would mean transport costs and food and drink when we are out - it gets really expensive. When you are here it is all provided - it's brilliant.'

'I saved money on the Uniform Bank. I got shorts for my ten year old and shirts and trousers for my 12 year old. I also saved on sanitary products from Hey Girls!'

*'At the February **Discover!** Home Energy helped by giving me information on an energy compare website. This has helped me reduce my energy bills.'*

'Home Energy Scotland helped me to get a cheaper electricity/gas tariff. It has helped me save a lot, it's halved my bills from £165 - £60. They helped re-set my meter as it was timed to come on twice a day. Now it's timed for once a day and it has reduced my bills.'

INCOME FROM EMPLOYMENT

Parents and Carers at Discover said:

'Really useful future careers advice was given for my older child. I wasn't aware of the opportunities available.'

'I found out about midwifery courses.'

'I can't work at the moment. I got advice on employment. I have refugee status.'

INCOME FROM SOCIAL SECURITY AND BENEFITS IN KIND

Parents and Carers at Discover said:

*'Maximise have helped me through an appeal for my child for DLA. I have the pack now so am meeting her next week to complete the application. I first came into contact with Maximise at the October **Discover!**, they have helped me with a number of things. My child has a disability and they helped with grants for resources and equipment. The application was successful.'*

'CHAI and Maximise have helped me budget and reorganise my universal credit. I can see what money I have once I have budgeted.'

'I got help with the equipment grant, this will help buy a bed for my two year old.'

'it was great to have the information for parents along, we can speak to them here without having to call the Council, I am at risk of losing my house my social worker is moving me to another city. I am very unhappy' (refugee/asylum seeking family awaiting status)

Discover if financial stress is reduced during school holidays

Aim 1: To reduce food and financial insecurity over the holiday period



Food insecurity is defined as 'those who are worried about not having enough food for themselves and their families' Dignity: Ending Hunger Together in Scotland, June 2016.

Discover! provides breakfast and lunch each day for all participants as well as children and family cooking sessions delivered by Edinburgh Community Food. In addition there are Take and Make recipe and ingredient bags available for families to take home. Additional input from Edinburgh Community Food is supported by Aberdeen Standard.

Discover! aims to take some of the burden of the **cost of the school holidays** and provide advice and help with household finances, to parents and carers who have lived experience of poverty. Support and advice on income maximisation, benefits, home energy efficiency, small grants, housing issues and employability skills have all formed part of the **Discover!** offer. Almost all parents/carers who responded to this question, considered the support services on offer to be 'good' or 'excellent'.

Discover! works with CHAI, Maximise and Skills Development Scotland, the School Uniform Bank, Home Energy Scotland, Hey Girls (period products) and the council's Transactions Team to help reduce financial stress and increase income for participating families.

Discover if it helps reduce food insecurity over the school holidays

Aim 1: To reduce food (and financial) insecurity over the holiday period

Discover! aims to address some of the issues raised by families who live with **food insecurity**, which means being without reliable access to enough affordable nutritious food. For families most affected by poverty, mealtimes are particularly important and **Discover!** has successfully brought families together to share a good quality, nutritious breakfast and lunch.

Lunches (including packed lunches on trips days) are provided by CEC kitchens, Mitie and Crosswells (all following healthy eating guidelines). Breakfasts are usually provided by Lifelong Learning Officers working at **Discover!** (also following healthy guidelines), and depending on the venue, by the school kitchen.



Working with Edinburgh Community Food, **Discover!** also offers sessions in which families learn to cook healthy meals and experience the joy of cooking and eating together. The food cooked at

'Helps with the cost of meals. Gives us new skills like the cookery class, we can then make the recipes at home.'

'Learning to cook a stir fry and spicy rice.'

'Really enjoyed the cooking.'

'Spending time cooking together means that I trust my child more – they know what to do.'

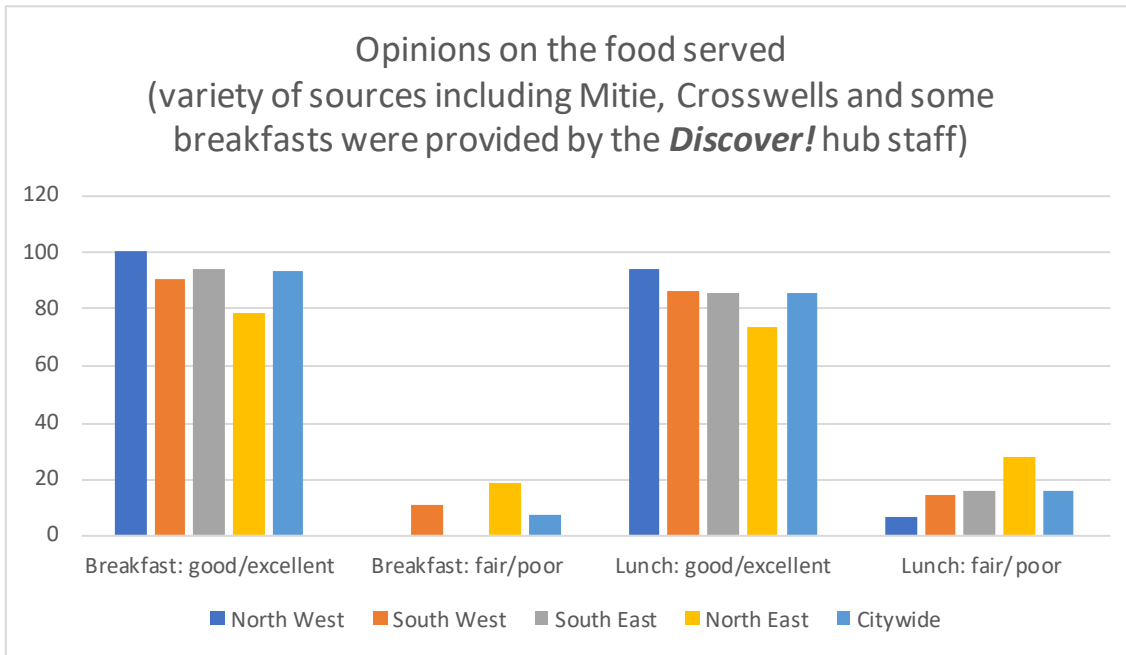
'Bond with my kids, more confident to let them help cook at home.'

'Great, quality time with the cookery, we love doing it. My child was delighted, he wants his picture taken and now he wants to help at home with the cooking.'



Discover what participants think about the food provided

Families were asked for their opinions on the food provided at breakfast and lunch times. Comments varied widely about the same meals, often based on personal taste.



Parents and carers told us about the meals that were served.

'The best thing was getting something nice to eat – it was nice food'
'The food was healthy, vegetarian and culturally appropriate'
'At times the lunches were cold, they were arriving too early'
'Not much flavour due to lack of salt'
'Not enough selection'
'There's a variety of food'
'Lots of variety with the lunches – really moved on from my days of school lunches''
'Plenty of choice'

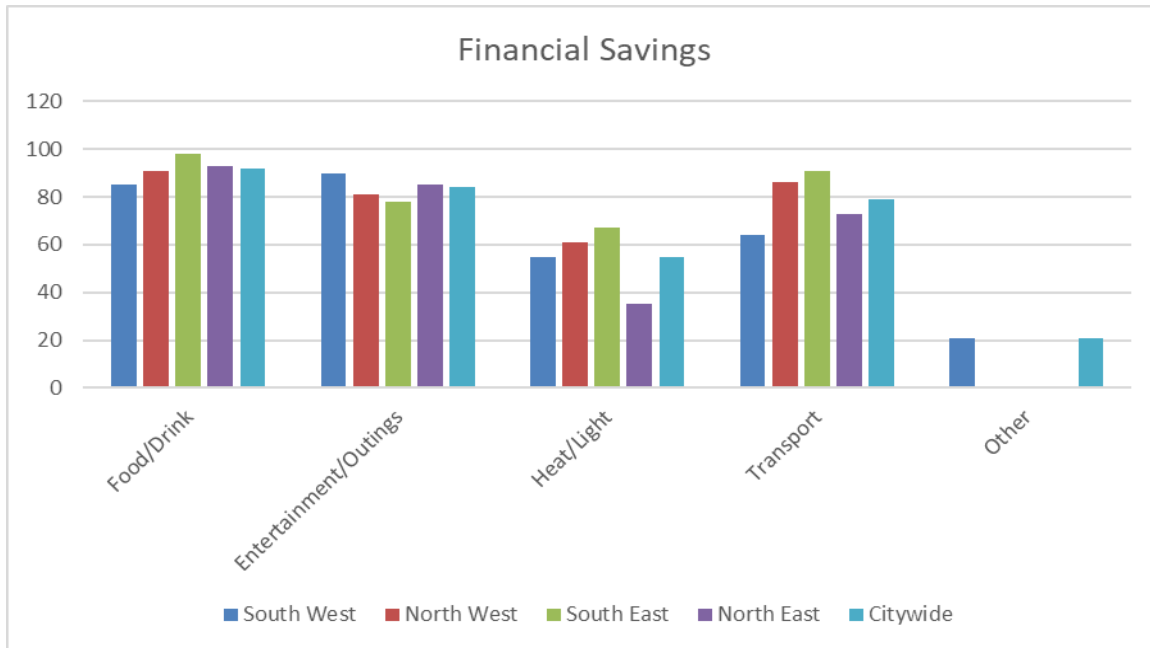
The feedback on cookery workshops at *Discover!* is overwhelmingly positive among children and adults alike.

'Cooking activities are great!'
'cooking the food together was good and then eating the food together at night.'



Discover if financial stress is reduced during school holidays

Families were asked to comment on where they felt they had saved money as a result of attending **Discover!** Heating and lighting is lower as the holidays also covered spring and summer months. All families agreed that **Discover!** does save them money during the holidays.



'My child would want to go to the museum in the holidays - that would mean transport costs and food and drink we we're out - it gets really expensive. When you come her it's all provided - it's brilliant'

'It's helped save money so I can use it for the boys at the weekend or for clothes/school uniform.'

*I don't go on trips out the local area, I'm on benefits and can't afford it. **Discover!** is great as it gets him out the local area, which is great as its giving him memories.'*

*'I have a disability so my child would be stuck in the house. I wouldn't be able to take him on the types of trips offered by **Discover!** it's too expensive. When we visited the zoo, I stayed on with my child for two extra hours. We used the bus ticket to get as back home. It was great. Normally we would go on low-cost activities, parks, museums, library etc.'*

Families also benefit from advice and information helping them maximise income from benefits and reduce household costs such as heating and food shopping. Support for grants for specific items is also available. CHAI and Maximise are regularly mentioned by parents and carers as having provided concrete support and advice. Hey Girls for free sanitary products, and the Schools Uniform Bank also provide useful financial support for families.

I share a bed with my child. I don't want to be homeless. The Council [Transactions Team] has given me advice about this—private let, help with deposit, furniture, helped me look at my finances.'



Discover how much money families are saving



'Because I have four kids I can spend £50 on a trip but I can't usually as gas and electricity is more important. Sometimes I just need to get them out the house and spend money I don't have. Sometimes I give the kids £5 just to get them out my face. I can't afford it but I need the space. I can't stay in the house, staying in with four kids drives me demented.'

'I got advice about free school meals and help with the school wear fact sheet.'

'I have save around £70 plus because of the items I received plus the transport is provided.'

Discover if there is an impact on achievement

Aim 2: To help narrow the poverty related attainment and achievement gap

Discover! aims to help to help narrow the poverty related attainment/achievement gap and achieve better outcomes for disadvantaged learners. High quality, fun learning experiences are offered as part of the programme. All the families recommended to **Discover!** have lived experience of poverty, almost all parents/carers have other caring responsibilities, mental and/or physical health issues and many experience social isolation. Almost all participating families have at least one child who has a diagnosis, anxiety, low self esteem, is a carer or is looked after.



'Keeping a routine makes going back to school easier.'

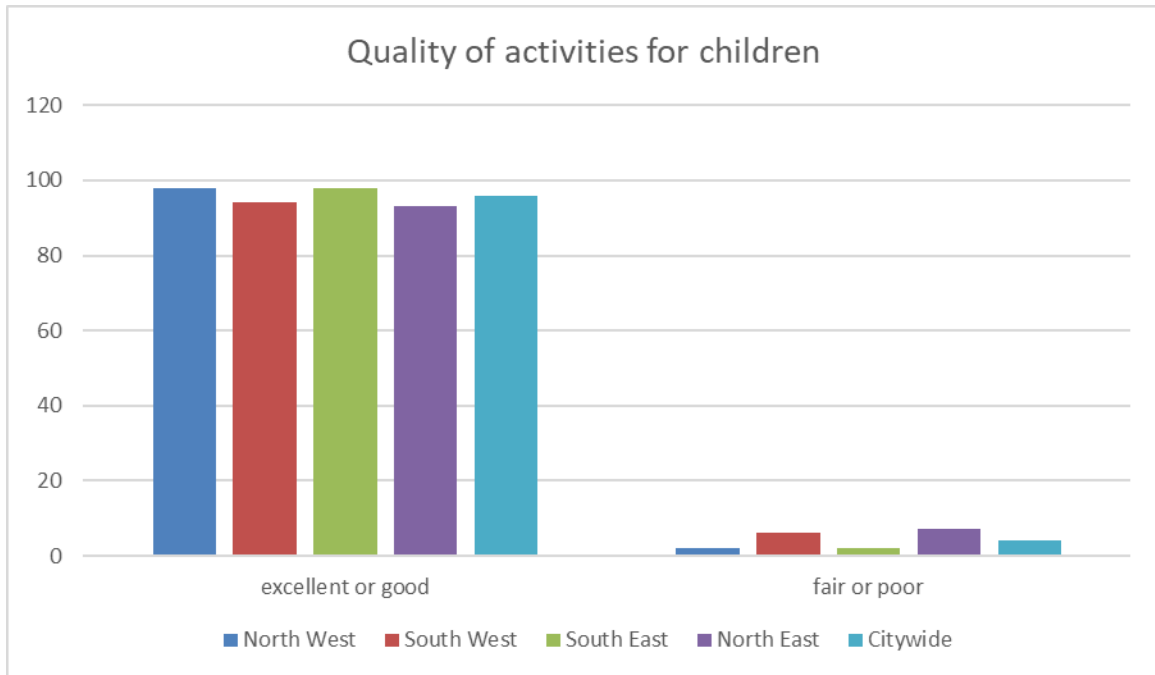
At **Discover!** families attend together although do not always do the same activities together. This helps build confidence in a safe environment, supports family learning and gives members of the same family different yet shared experiences to talk about and share. Activities are carefully chosen and quality assured. Links with existing school based activities such as Youth Music Initiative and Active Schools help bridge learning in and out of school. In lots of the activities including cookery classes, elements of literacy and numeracy are taught. Storytelling helps develop listening and talking, with fun educational books and games available for all ages. PSAs from local schools are employed during the holidays to support the children not only at **Discover!**, but also back in school.

Some schools have recommended **Discover!** as part of Child Planning Meetings. Formal evaluation with schools has not yet been carried out, but anecdotal reports are of the children returning to school after the holidays more engaged, well fed and with stories to tell and share.



Discover if there is an impact on achievement

The activities offered at **Discover!** are consistent across all four Hubs and are quality assured by Lifelong Learning Strategic Officers



All the **Discover!** trips are fun and educational helping develop confidence and skills for learning, life and work. They include learning and having fun in the outdoors, and learning about heritage, history, culture and science. The children and parents/carers participating in **Discover!** easily identify their achievements, their increasing confidence and social skills.

*'Originally I was recommended **Discover!** (February 2019). I come now because my child loves coming. It helps keep his routine and helps when he goes back to school. It's free and we go on nice trips too.'*

*'I found out about more activities like music and swimming here at **Discover!** My son goes to Sounds Like Friday now and he is playing the guitar. This occupies him, he is enjoying it very well - he is improving.'*

'My son is autistic so giving him a structured day during the holidays really helps.'





Discover what learning is taking place and how good it is

And some comments from parents/carers are:

'Both me and my wee boy were both proud that he learned to ride a bike at Bikeability without stabilisers. It's a big milestone.'

'Good variety of activities and staff check with the children that they have understood, been consulted and are enjoying things. It was good, very well organised. Everyone is very friendly.'

'It helped with my child's social skills, learning new things every day and how to do things properly.'

'Getting out the house reduces stress and there are less arguments. Doing activities with them, i.e. science activity helps us to bond.'

'Kids had fun, learned and did loads of new stuff they've not done before. Good for mental health. First time I've been out as I suffer from PTSD.'

'The children behave better, they are focussed on the activities and not arguing as much, even when we get home we talk about what we've been doing. They're excited to share their stories.'

'It's helped my child with additional support needs. It relieves stress and gives me time to have one to one with them. This helps my youngest child to be less clingy. I'm hoping he will be more independent. I can see his independence growing each day.'

'Quality time with the children. The storytelling sessions. When we go home we tell the stories back, we all play together and have discussions about the day and what we have done.'

'Boosting the children's confidence. I have two boys, 2 and 10 years. With the instruments, he is enjoying it so much (10 year old). He would like one day to perform and for people to watch and listen.'

'Discover! offers us the chance to find out about Scotland's culture, history etc. We went to visit the castle and the zoo. I couldn't afford these places.'





Discover what learning is taking place and how good it is



Some of the things that the children said:

'I enjoyed the ukulele and art because my mum was good at it, it was good to see her play.'

'If there's something you haven't tried before, you should try it – I tried music (ukulele) and enjoyed it!'

'It's the best thing in my life – it's the first time I've chopped vegetables'

'I learned not to judge people because of their problems' and 'don't be shy, I learned it's ok – I don't need to be shy, I learned that'

Abd from a parent,

'Discover is getting better every time, the activities and support services are improving: school uniform and Hey Girls, Trips every week and better quality trips. The trips are interesting and educational for all ages, even the adults. I've been coming since October 2018.'



Discover how it's helping reduce social isolation

Aim 3: To help social isolation

To help address pernicious issues associated with social isolation such as poor mental health, **Discover!** has had some success in bringing families together developing friendships and family relationships, helping to build social and cultural capital. The evidence that **Discover!** is having such an impact on social isolation is re-assuring, although the scale of isolation is revealed as far greater than was initially anticipated. A key strength of **Discover!** is that nurturing relationships, high quality and holistic nature of activities, and services offered coupled with excellent staff, is making a real impact on parental, and therefore children's social isolation.

A key recent development has been to introduce families to local activities offered by third sector organisations and Lifelong Learning service. Families are beginning to report either having taken up an activity during the term while children are back at school, or the intention to do so. Making new friends and enjoying the company of familiar faces in similar circumstances, while at **Discover!** appears to be making a difference.

*'Coming to **Discover!** has helped my English' (child)*

'I've been in the house for months, I get really anxious leaving the house and have poor health and depression' (adult)

*'I am a grandparent-carer for two children and **Discover!** helps me feel less lonely. I can ask advice from fellow parents and the children can mix with younger people instead of their grandparents all week.'*



'My child's confidence is growing, she is very shy, school is helping with this. The staff are great at Discover! there's always someone on hand to help. I can see my daughter at Discover! and how she is coming along. I can encourage her when I see her struggling.'

'It's given my child good memories. Last night at 10pm, my child who is 6 years old was still talking about what she had been doing that day and planning what she would do tomorrow.'

'My child enjoys music and sports. He met the guitar tutor here and now plays guitar (Sounds Like Friday). My two year old is feeling more independent and moves around her more confidently.'



Discover what families would be doing without it

When families are recommended to Discover, they are asked about what, if any, activities they attend in the community and particularly if they attend any community holiday provision.

Almost all recommendation forms say none, although it is recognised that this may not be fully accurate.

As part of the evaluation process during **Discover!**, and linked to the aim of reducing social isolation, parents and carers are asked what they would be doing during the holiday if not attending **Discover!** Most responses support that original recommendation form, saying they would be doing very little, due to cost. Below is a selection of quotes showing the most common responses from parents.



'This is a lifesaver for me, without this I would be very isolated, I literally only go to three people's houses'

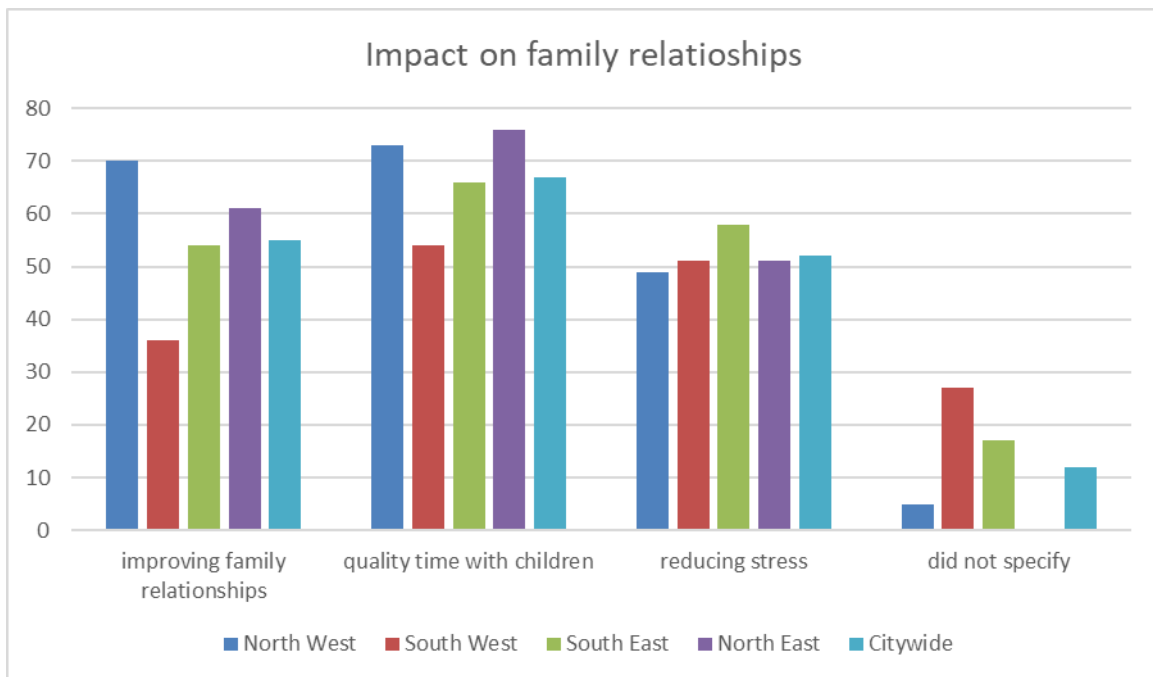
Xxx



Discover how family relationships are improved

Parents and carers were asked if attending **Discover!** helped improve family relationships. In 2 localities all parents/carers over all holidays agreed 100% that, yes it does. In the other two localities, almost all parents/carers agreed relationships were improved.

Parents and carers were then asked to explain a bit more. The most consistent response across all four localities was that **Discover!** helped reduce stress, with spending quality time with the children the next most consistent impact.



'I'm currently on a detox programme and its good to get support from the staff. I am enjoying better relationships with the kids than ever before.'





Discover the impact on family relationships



'I like that we can be together [parents and children] unlike other holiday clubs.'



The impact of parental involvement in their children's learning is well known and parental engagement in learning is an education priority, closely linked to narrowing the poverty related attainment and achievement gap.....



Discover

how it's helping tackle the links between poverty, social isolation and mental health



'I've been in the house for months. I get really anxious leaving the house. I have poor health and have depression. We don't have any money to do stuff and I'm bringing up two children on my own. I'm helping with my sister's children - she doesn't keep well either. This [Discover] burns the children's energy. I don't have money to take them places, aye you can feed the ducks and go to the park but it's not as exciting for them.'

'I've tried to get into Craigentenny at the holidays a few times but it's always full, so I think this is great. I suffer from depression, I use a food bank too. My health is bad and I was recently diagnosed with diabetes and nearly died. I struggle with anxiety and depression.'

'We are very isolated because of my son's behaviour. This is the only way we can meet people or do activities.'

*'The kids don't live with me, they live with my mum [LAC arrangement]. **Discover!** lets me have quality time with my children. The main reason I come here is to spend time with the children. They are at the age where they want to do things by themselves but **Discover!** brings us together: my daughters say, "mummy I want to do the story time with you, you come too".'*

'I am a grandparent-carer for two children and Discover! helps me feel less lonely. I can ask advice from fellow parents and the children can mix with younger people instead of their grandparents all week.'

'I'm with my daughter 24 hours a day during the holidays. This gives us the chance to spend time with people and make friends. I lack confidence to approach people.'



Discover the impact of *Discover!*

'This is such an amazing offer, thanks and well done. True 'making a difference' work. We've put it out to all parents and I've more than a few in mind who I'll be strongly encouraging to attend!'

primary Head Teacher

'Creative use of specialist staff i.e. musicians came into communal area to play. Created a lovely atmosphere'

'Good interaction from children in activities. Resources were used well, particularly construction'

'Great to have increased numbers day on day including adults who rarely ever engage'

Discover staff: PSA and Youth Workers

*'I am writing to you as I have some feedback connected to the **Discover!** sessions that I thought you might appreciate and find useful for any evaluation you are doing.*

I just began work at Colinton Primary School in my C1st role. I walked into the P1 class and sat down to tell a story. This wee voice piped up. "I know you".

"X", I said, delighted to see him again.

He attended the WHEC session with his mum X and his gran. Remember they were the family who had befriended the other family through the programme.

His gran has told me that day that he was being assessed for ASD and they were pretty sure of the diagnosis. I remember thinking how well he did focussing for quite an extended period of time.

Anyway, when I left the class his mum was in the hallway to pick him up early. Again she recognized me. She told me that since hearing the star apple story, the family have been cutting his apples ever since to show the star in the middle and that way he is eating them! Another big win!

It made my day, in fact it made my week.'

Storyteller at Discover

*'I wanted to highlight a success story I have had since [**Discover!**] on 28th December 2019 at Oxfgangs PS. I spoke at some length to one of the parents who attended that day.*

The lady was having issues with her housing and was keen to move to a more secure and appropriate tenancy due to her son's health conditions.

She has since secured a Discretionary Housing payment for a deposit and removal costs and secured a new tenancy with a garden. She applied for DHP herself and I referred her to Foursquare who assisted with tenancy support. She has moved into the new tenancy since then.'

CEC Transactions Team

Discover

The aims of **Discover!** are to:

- help reduce holiday food and financial anxiety
- contribute to reducing the poverty related attainment and achievement gap
- promote healthy eating, wellbeing and reduce social isolation

Appendix 3



Meals and Food boxes
Direct payments to families' bank accounts
Cookery and baking workshops
Recipe cards, ingredients and utensils
Food and nutrition
Benefits and household budget/savings advice
Careers advice



Fun themed learning activities
Resources and materials
Digital skills
Tutorials and workshops
Literacy and numeracy
Trips and Visits



Social and cultural capacity
Dance and physical activity
Relaxation and stress reduction
Parent/carer mentoring programme
Relationships and connections

developing skills and resilience
building social and cultural capital

Discover

moved online

Mano Pari
23 October at 11:51

We all made leave stamps my children's liked the activitie my kid are very happy Thank you Discover you gave us very interesting activity thank you so much



Page 289

View insights

144 post reach

Easter 2020

Discover in Hubs and Trips cancelled
Payment made to families bank accounts
Google calendar of activities emailed to all families
Phone calls to families

Summer 2020

Facebook Live Group established
Partnership with Edinburgh Community Food strengthened
Payments to families
Discover in a box – food, resources, art and sport materials

October 2020

Facebook Live group
Many new recommendations from schools
Strengthening focus on catch up learning
Devices to families and beginning to identify digital champions

**developing skills and resilience
building social and cultural capital**

Discover

moved online

Page 290

Hi guys, thank you so much for our awesome box this morning!
I know everyone has a story but honestly, I couldn't be more grateful, I've just become a single mummy about to transfer on to universal credit, the whole 5 week wait thing has been stressing me out monumentally, wondering how we're going to manage so to get a huge food box delivered this morning has actually made me cry!
It's just one less week of worry and that, for me, is massive.
Thank you so, so much! ❤️

Easter 2020

- Discover in Hubs and Trips cancelled
- Payment made to families bank accounts
- Google calendar of activities emailed to all families
- Phone calls to families

Summer 2020

- Facebook Live Group established
- Partnership with Edinburgh Community Food strengthened
- Payments to families
- Discover in a box – food, resources, art and sport materials

October 2020

- Facebook Live group
- Many new recommendations from schools
- Strengthening focus on catch up learning
- Devices to families and beginning to identify digital champions

**developing skills and resilience
building social and cultural capital**

I just wanted to feedback a couple of chats I had with parents when I was phoning round about the October Discover programme.....

Mum 1

Mum suffers severe anxiety due to challenging life experiences. Anxiety often inhibits her from participating in organised family activities. The provision of online Discover programme during the summer enabled mum and family to participate in activities that they would not normally do in a group setting.

Mum's confidence has increased, as she felt that she was spending quality time doing fun things with family. Mum also said that she felt more confident to join 'the real thing' when the time comes.

Mum 2

Mum and family (3 children) have previously attended in NW. However, online provision has suited family better due to 2 of children having ASD. Mum fed back that flexibility of online programme met needs of family. Option of doing activities live, or later when more convenient, worked really well. Mum said Discover online gave structure to the family's days during the holidays.

Mum also commented on how good and varied the programme was and how much work was put in to the planning!



Thanks for the Discover box! The recipe sheets were SO good. My youngest and I had a morning in the kitchen cooking, (yes, in our pyjamas 😊) We made the fishcakes, and pear and ginger pudding. Both went down a treat tonight! Thanks again.



View insights 166 post reach >
6 3 comments

Like Comment

Discover for Families
Looks great 🍌 we're so glad you've enjoyed making the recipes! 😊 ECF team 🍌
Like · Reply · Commented on by [redacted] · 2 w

Discover for Families
Hello, can I have permission to use your quote in a blog

engagement

nearly doubled from summer
185 boxes
259 members on FB group
80+ new active participants
October week
165 Posts
648 Comments
1639 Reactions

activities

205 – 215 active daily members
Live streamed workshops: eg. cookery, dance, yoga, music, sport
Posted activities: eg. outdoor nature art / games, Education Scotland resources
One to one advice sessions on home energy, savings etc

demand

No new recommendations sought for summer
Too many for October to accommodate
Increasing provision of food and activity boxes from **185** to **250** for Xmas/New Year

developing skills and resilience
building social and cultural capital



Children and young people

Increase in number of recommendations

Planning to expand to S1 – S2

Increasing focus on learning gaps including possible 1:1 catch up (with supply teachers) as identified schools and parents/carers

Parents and carers

16 parents signed up to become parent/carer mentors for new families

15 parents now attending an online 'Raising children with Confidence course'

Staff and partners

2 QIEOs joined Planning group

Very strong partnerships including with Edinburgh Community Food and Home Energy Scotland

Colleagues and delivery partners totally committed and working online

developing skills and resilience
building social and cultural capital

Discover

Overall just an amazing help financially and practically. Incredibly thoughtful and well planned and so much fun for my son and I. Can't pick a favourite activity we loved everything and learnt a lot last time

The boxes were amazing I was surprised the content surpassed my expectations and made everything so easy. I had to shield myself and my son during lockdown and getting out and about isn't always easy anyway so having everything we needed to participate was the most thoughtful thing anyone could do for us. I'm emotional as I type this as everything was incredible and we appreciated it very much.

Gave us a focus during the day which we otherwise wouldn't have, cooked together, exercised together and I know that wouldn't have happened without this as we scheduled our days around this. Helped me massively with my anxiety of having the kids all holidays so thank you.

I'm very isolated due to my health and disability and my son was too when school was off lockdown was hard and the programme running online was good for us to connect with people

I didn't chat much with people I have anxiety but I watched lots on the fab page and will be more confident to chat when it runs again I feel

The transitioning program helped my daughter to gain confidence in going to S1 and the referral for school uniform helped as well

Helped with routine which we struggled with in lockdown

People are really kind and dedicate to the project

Discover

Thanks very much for all the craft supplies and ideas we love them



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View insights 145 post reach >

You and 8 others 1 comment

This is a win even my teenagers came out his room by the smell and asked can I try it



This is new label which my son put it on his wee office tray. We both read one extremely important document for our yearly coming big event. Strongly recommend. Thanks for all stuff sent to us. Enjoy and love.



View insights 168 post reach >

You and 4 others 2 comments

Like Comment

Discover for Families
Such amazing organisation skills - I think we have found our new Discover admin volunteer! The Bonfire and Firework Activity Pack is a really good fun way to remember how to stay safe at this time of year.

Like · Reply · Commented on by Alan Stewart · 1 w

Jack Zhang · Author

Appendix 4

Edinburgh – Draft feedback on year one LCPAR

SUMMARY: It is clear that a huge amount is happening in City of Edinburgh to tackle poverty and child poverty in particular. The Local Child Poverty Action Report demonstrates commitment and joint working across a wide range of relevant strategic partners.

There is a huge amount of good and interesting practice going on in Edinburgh, including numerous interesting initiatives that other areas would no doubt be interested in learning more about, such as;

- the intention 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.
- The 'Maximise' Programme funded by Edinburgh Health and Social Care Partnership, Children 1st and Community Health and Advice Initiative (CHAI). The project tackles poverty by improving families' financial resilience, health and wellbeing and the attainment of children and young people. Funding has now been secured to deliver Maximise! in one cluster in each locality.
- The alignment of Free School Meal and School Clothing Grant eligibility
- Subsidised childcare (0-12yrs) for eligible parents in work, returning to work or studying from high SIMD areas. [I'd be really interested in learning a bit more about this. It's certainly one of the most innovative commitments I've seen around childcare]
- 1 in 5 has done an enormous amount to raise awareness of and address the impact of child poverty in schools.

In terms of the report, other strengths include:

- New structures to ensure cross-sectoral, cross-partner approach to tackling poverty and child poverty in Edinburgh, namely the Child Poverty Unit and the Edinburgh Poverty Commission.
- A thorough needs assessment drawing on a wide range of sources which shows a clear understanding of poverty in Edinburgh as it relates to the three key drivers. This includes the view of people with lived experience collected through the Edinburgh Poverty Commission.
- Clear effort to reflect the wide range of strategic commitments that have been made by a wider range of local bodies including the CPP, the Children's Partnership and third sector networks.

Areas that might benefit from further consideration include the following:

- An extensive section in the report detail relevant partnerships and governance arrangements relevant to tackling child poverty. This includes significant commitments from the third sector, the council and NHS Lothian. A subsequent section on Governance and Planning highlights links with the LOIP, the coalition's political commitments, the CPP, the HSCP and Edinburgh Children's Partnership. While these sections highlight the priority attached to child poverty by all the relevant organisations and partnerships, it can be difficult to discern a clear and cohesive shared approach or shared priorities.
- The majority (though by no means all) of the actions detailed in the table and subsequent case studies relate to education or children's services. Moving forward it might be useful to draw out what is being done or what could be done in relation to other policy areas – particularly those identified as barriers to families in Edinburgh, such as the cost of housing, the availability of employment and employability services. Some of this work may stem from the findings of the Edinburgh Poverty Commission.

- It is unclear in relation to some of the interventions described what the particular reach is in terms of families with children. Edinburgh's report, for instance, makes note of employability as relevant, including in as an action in the table on page 28. It would be useful to drill down into what is being done to ensure these services are accessible by and relevant to low income families with children – and how we know the impact they are having on those families.
- It is difficult to set local child poverty reduction targets with any confidence. However, setting targets / objectives over which local partners have more control (uptake of childcare, uptake of advice amongst families, employees receiving the living wage, affordable housing for families, reduction in arrears etc.) and which are likely to contribute to a long term reduction in child poverty might be useful in terms of ensuring a clear direction of travel and clear shared objective for partners.

The following analysis draws on characteristics described in the LCPAR Feedback Framework to provide constructive feedback on Edinburgh's LCPAR.

3. Jointly produced with the NHS / 4. Evidence of collaborative approach with local partners

3.1 The report highlights that innovative ways of working have been introduced to ensure a multi-partner, multi-disciplinary approach to tackling child poverty in Edinburgh, not least through the establishment of the Edinburgh Poverty Commission and the Child Poverty Unit.

3.2 Furthermore, an extensive section in the report detail relevant partnerships and governance arrangements relevant to tackling child poverty. This includes significant commitments from the third sector, the council and NHS Lothian. A subsequent section on Governance and Planning highlights links with the LOIP, the coalition's political commitments, the CPP, the HSCP and Edinburgh Children's Partnership

3.3 While these sections highlight the priority attached to child poverty by all the relevant organisations and partnerships, it can be difficult to discern a clear and cohesive shared approach or shared priorities. Or indeed where work may overlap or duplicate.

3.4 How to present the work of such a wide range of partners will be a challenge in any large authority area, with many partners working on many projects. One approach might be to consider how the various organisations' commitments relate to the three key drivers of poverty. This might help to identify shared priorities, opportunities for joint working and also gaps and priorities for future work.

E.g. South Lanarkshire, which reports the actions of local partners under the headings of the three key drivers of child poverty. South Lanarkshire has a section on each of the three key drivers with includes a needs assessment, overview of current action in relation to that driver (from a wide range of partners) and gaps and priorities going forward. See page 12 onwards

[file:///C:/Users/mcculloch.hanna/Downloads/190619_Agenda_Item_6_CP_Board_Local_Child_Poverty_Action_Report_Appendix_1%20\(5\).pdf](file:///C:/Users/mcculloch.hanna/Downloads/190619_Agenda_Item_6_CP_Board_Local_Child_Poverty_Action_Report_Appendix_1%20(5).pdf)

3.5 Likewise, the actions of all the various partners are presented in the narrative of the report but not subsequently included in the table of actions. Examples of this include

- The fact that the council and health board are living wage employer, committed to ensuring staff can access financial advice and support
- Work within the housing directorate to address the cost of living
- Recognition on the part of Directors and Heads of Service that actions to reduce poverty must be priorities.

3.6 Including these actions in the table (or as part of a clearer narrative about what is happening in relation to each of the key drivers as suggested above) would help to draw out, for example, who is accountable for those action, when they will be delivered, how their impact will be assessed and why it is believed that they will have an impact on *child* poverty in particular.

3.7 Given the numerous organisations and partnerships involved in the LCPAR, it might also be useful to include a diagram to give a clearer understanding of lines of communication and accountability.

In South Lanarkshire for example, the group tasked with tackling child poverty is not associated with a particular LOIP outcome. Instead it sits above the outcome groups to ensure child poverty is considered across all areas of work.

Figure 4: Governance structure around tackling child poverty



5. Evidence of wider collaborative approach with those with lived experience

5.1 Evident involvement with people with lived experience through Edinburgh's Poverty Commission. There is also a commitment to embed this in future work which is really positive. A question to consider going forward is the extent to which parents with children have been involved. There might also be scope to consider whether proactive steps can be taken to involve families belonging to the priority groups to ensure their experiences and the barriers they may face are reflected in future reports.

6. Relevant legislation has been referenced and links have been drawn with the Fairer Scotland Duty, Children and Young People Act, Education Act etc.

6.1 The report highlights the relevance of numerous local strategies and priorities. There may also be a value in drawing out links with other relevant statutory duties. For example, what can be done to ensure the Fairer Scotland assessments contribute to a reduction in child poverty? Likewise, are

there ways to encourage the spending of PEF in ways that contribute to the local strategic priorities for tackling child poverty (as expressed in the LCPAR).

6.3 A few examples of this which might be of interest.

- [In East Lothian work](#) has been done to ensure equality impact assessment, Fairer Scotland Duty and the child poverty act are considered together, with child poverty as an express part of the local integrated impact assessment.(Page 15)
- [Falkirk Pg 40](#) – which commits to “*Identify opportunities to align PEF funding with Child Poverty (Scotland) Act priorities.*” [as discussed, this is something that has been achieved to some extent in relation to Edinburgh’s Maximise programme]

8. Draws upon a clear understanding of: the needs of families experiencing poverty, including both an understanding of the levels and distribution of child poverty and it’s key drivers.

8. The LCPAR draws upon a clear understanding of: - the reach and impact of current services and policies and how far these go toward i) reducing/preventing child poverty and ii) meeting the needs of families experiencing poverty

8.1 The LCPAR lays out a clear picture of where child poverty is located in Edinburgh drawing upon a wide range of data sources. The report also highlights the particular barriers that families in Edinburgh face in relation to the three key drivers of poverty. It will be important in future reports to give more consideration to what is being done locally to address the barriers identified in the needs assessment.

8.2. While the Edinburgh’s report is extensive it might also be interesting to look at sources used in other local reports. South Lanarkshire’s data sources are attached to the covering email.

9. The report covers activity undertaken in the period from 1 April 2018 to 31 March 2019 as well as proposed future actions.

9.1 It might be useful to have a clearer distinction drawn between activities which are ongoing including when they are funded / committed to until) and those which are planned for the future.

10. There is evidence that partners are thinking creatively and acting corporately to utilise a wide range of policy levers to tackle child poverty

10.1 The report clearly demonstrates that Edinburgh is considering a wide range of policy levers in its response to child poverty.

10.2 A few aspects that might be considered in relation to future reports are:

- The majority (though not all) of the actions detailed in the table and subsequent case studies relate to education or children’s services (though initiatives such as Maximise and 1 in 5 clearly involve a wider range of services and policy areas). Moving forward it might be useful to consider what is being done or what could be done in relation to other policy areas – particularly those identified as barriers to families in Edinburgh, such as the cost of housing, the availability of childcare, employment and employability services. Some of this work may stem from the findings of the Edinburgh Poverty Commission.
- It is unclear in relation to some of the interventions described what the particular reach is in terms of families with children. What steps have been taken – or could be taken - to ensure services are accessed by children and families? Edinburgh’s report, for instance,

makes note of employability as relevant, including in as an action in the table on page 28. It would be useful to drill down into why employability services are relevant to child poverty – and what is being done to ensure these services are accessible by and relevant to low income families with children.

10.3 For example, in [Renfrewshire's report](#) there is a lot of detail about how employability services are directed towards parents at risk of poverty/in poverty:

- Employability in Renfrewshire (page 10) *“Activity includes participating in toddlers groups, Primary 1 Inductions and parent’s evenings in schools where there are likely to be parents looking for work. The team also work with volunteer groups across the area to highlight the benefits of registering with Invest. Additionally, they arrange coffee mornings to tell more people about how Invest can help them, encouraging people to engage in a more relaxed setting. This year, 118 clients who are part of a household with dependent children registered for employability support with Invest. Of these 98% lived in a lone parent household. These clients may have additional barriers – 27% of those registered have long term physical health conditions, 9% are from minority ethnic households.”*

10.5 The vast majority of action in the report are aligned with the three key drivers. It might be helpful to arrange actions in the table under the three drivers (i.e. all cost of living action in a table together, all income from social security actions in a table together). Currently numerous similar or overlapping actions are spread throughout the report which can make it difficult to get a clear understanding of what is being delivered [and therefore where potential gaps might lie].

12. Equalities and priority groups

12.1 Minimum mention of priority groups – although there is a commitment to focus more on this going forward. National partners would be happy to advise / discuss.

13. New and/or improved actions

13.1 The report makes important commitments around its future priorities including implementation of the Edinburgh Poverty Commission’s report and ensuring there is strategic leadership to co-ordinate a response. There are further commitments to ensuring a coordinated approach and identifying and addressing gaps.

13.2 In future reports it would be good to see specific and timed commitments around future actions.

14. Outcomes / targets

14.1 While there are clear structures for governance and oversight, there are not clearly stated targets / indicators etc. This is true of many year 1 LCPARs. Given the lack of local reliable data on rates of child poverty (and the wide range of external factors that influence rates of child poverty) it may not be feasible or desirable to have specific child poverty reduction targets. Setting targets over which you have more control (uptake of childcare, uptake of advice amongst families, employees receiving the living wage, affordable housing for families, reduction in arrears etc.) and which are likely to contribute to a long term reduction in child poverty might be useful in terms of ensuring a clear direction of travel and clear objective for partners.

14.3 E.g. West Lothian also has a ‘Poverty Scorecard’ which includes indicators and targets for future years (though few of these relate directly to families with children this is something that might be

achieved in future years.) https://www.westlothian.gov.uk/media/30074/Anti-Poverty-Scorecard-2018---2023/pdf/Anti-Poverty_Scorecard_2018-2023.pdf

14.4 In the absence of local indicators it will be especially important to make sure the impact of individual interventions, services etc. is monitored and/or evaluated. This is an area that is covered in a bit more depth in the [LCPAR Guidance](#).

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10am, Tuesday, 15 December 2020

Early Learning and Childcare Partner Provider Funding

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the content of this report.

Andrew Kerr

Chief Executive

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Contact: Donna Murray, Senior Education Officer

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

1

Early Learning and Childcare Partner Provider Funding

2. Executive Summary

- 2.1 This report provides an update on the following requests agreed by the Education, Children's and Families Committee on 3 March 2020:
- 2.1.1 To welcome the "independent review" of rates of Partner providers anticipated to start in August 2020 and request a report to the next Education, Children and Families Committee regarding the scope of this review and timescales. Timescale should be advanced to as soon as possible in light of sustainability concerns raised by Partner providers.
 - 2.1.2 In advance of the review, to agree that the Council ought to approach the Scottish Government regarding the ability of partner providers to charge in excess of the current hourly rate pending the outcome of the review.
 - 2.1.3 To request to know the amount allocated to each child (on an hourly basis) in Local Authority nurseries.

3. Background

- 3.1 116 providers from the private, voluntary and independent sectors along with 29 childminders are in partnership with the local authority to deliver funded early learning and childcare.
- 3.2 £5.31 per hour is the expected hourly rate assumed by the Scottish Government in the guidance sent to local authorities when they were tasked with providing the estimated cost of delivering the expansion.
- 3.3 The Education, Children and Families Committee agreed to increase the hourly rate paid to partner providers from £3.90 to £5.31 in May 2018 and this is the rate that has been paid to partners delivering 1,140 hours since August 2018.
- 3.4 Partners are also paid £3.00 per meal for each child. This is a total of £6,623.40 per child receiving the full 1,140 hours.
- 3.5 Approximately, 35% of Edinburgh's children receive their funded ELC hours in settings that are in partnership with the local authority. Assuming 35% of children continue to receive their funded ELC within partner provision, it is estimated that the annual cost by session 2021-22 paid to partners to provide 1,140 hours will be £21,618,000. Providers in partnership with the local authority also receive a wider package of benefits including;
 - 3.5.1 Access to CEC training
 - 3.5.2 Funding for additional qualifications for managers in partner settings
 - 3.5.3 Funding for specific resources
 - 3.5.4 Regular support from CEC officers in relation to meeting national guidance from Education Scotland and The Care Inspectorate.

4.1 Independent Review

Committee agreement 3 March 2020:

To welcome the “independent review” of rates of Partner providers anticipated to start in August 2020 and request a report to the next Education, Children and Families Committee regarding the scope of this review and timescales. Timescale should be advanced to as soon as possible in light of sustainability concerns raised by Partner providers.

4.2 The Early Years Team contacted Scotland Excel (ScotExcel) in February 2020, to request support to review the hourly rate paid to partner providers. ScotExcel submitted their proposal to the service in June 2020 and they were commissioned to undertake the project to enable the local authority to:

- Understand the actual costs incurred by funded providers in the city;
- Have a clear, transparent approach and methodology to setting a sustainable rate;
- Understand the financial value to individual providers of the support package offered by the local authority;
- Gain knowledge of how to undertake a sustainable rate setting process; and
- Review and implement national guidance published by Scottish Government and COSLA.

The timeline ScotExcel have set out to complete this project is provided in appendix 1 of this report.

4.3 Charging Parents

Committee agreement 3 March 2020:

In advance of the review, to agree that the Council ought to approach the Scottish Government regarding the ability of partner providers to charge in excess of the current hourly rate pending the outcome of the review.

4.4 The Scottish Government Published “The National Standard for Early Learning and Childcare – Funding Follows the Child” (December 2018). To be eligible for Scottish Government funding to deliver 1140 hours all providers will be required to meet the criteria set out in the Standard. As well as providing high quality early learning and childcare, providers will not be permitted to charge parents fees relating to the funded hours. This is detailed as follows;

National Standard Criteria 9 - Payment Processes

4.4.1 Settings delivering the funded entitlement must ensure that access to the funded hours are free at the point of access to the child and that parents and carers are not subject to any fees in relation to the funded hours. The setting must ensure that:

4.4.2 parents and carers are not asked to make any upfront payment, including a deposit or any other payment, in respect of the funded hours, therefore ensuring that the child's funded entitlement is free at the point of access;

4.4.3 no top-up fees are charged to parents and carers relating to the funded hours;

4.4.4 parents and carers are not required to purchase additional hours beyond the funded hours in order to access their child's funded entitlement at the setting;

4.4.5 additional charges to parents and carers relating to the funded hours should be optional, and limited to, for example, snacks, costs of outings or extracurricular activities such as music classes; and

4.4.6 where parents and carers choose to purchase further hours in addition to the funded hours, the associated fees and hours must be transparent and clearly set out in any parental communication and invoices.

4.5 Unfortunately, due to the impact of COVID 19 on many services across the country, the Scottish Government has delayed the commitment for statutory early learning and childcare to increase from 600 hours to 1140 hours from August 2020. A decision on the revised timetable will be made in December 2020.

4.6 **Local Authority Provision**

Committee Agreement 3 March 2020:

To request to know the amount allocated to each child (on an hourly basis) in Local Authority nurseries.

4.7 Funding for local authority settings is not allocated per child. Allocations for settings registered for early learning and funded places only, are made using the Care Inspectorate registered capacity. Where settings are staffed below the Care Inspectorate capacity due to low numbers of children, the funding is reduced accordingly.

4.8 Allocations for settings that have provision for non-funded children for example Early Years Centres where children are referred through the GIRFEC process, receive a greater staffing budget to meet the significant support needs of children and families.

5. **Next Steps**

5.1 ScotExcel will complete their review in February 2021 and submit their findings to the early years service. The findings will be shared with the Education, Children and Families Committee.

6. **Financial impact**

6.1 Edinburgh's revenue funding allocation for 2020/21 is £41.489m. The 2021/22 allocation has not been confirmed, however if Edinburgh's share of the national funding is similar to this year we can expect to receive approximately £46.3m.

6.2 Assuming 35% of children (approximately 3,500) continue to receive their funded ELC within partner provision at the hourly rate of £5.31, it is estimated that the annual cost by session 2021-22 paid to partners to provide 1,140 hours will be £23,181,900. Approximately 50% of the expected revenue budget.⁴

6.3 The amount of revenue funding paid to partners will increase should the average number of children increase.

7. **Stakeholder/Community Impact**

7.1 'A Blueprint for 2020: The Expansion of Early learning and childcare in Scotland – Early Learning and Childcare Expansion Planning Guidance for Local Authorities' issued in March 2017 by the Scottish Government set out local authorities' responsibility for the implementation and delivery of an expanded entitlement of 1140 hours of free Early Learning and Childcare in their area. The vision for expansion is underpinned by the principles of Quality, Flexibility, Accessibility and Affordability.

7.2 A significant reduction in the number of providers in partnership with the local authority would have an impact on Edinburgh's ability to deliver the principles of Flexibility and Affordability for parents.

8. Background reading/external references

8.1 [“A Blueprint for 2020: The Expansion of EARLY LEARNING AND CHILDCARE in Scotland”](#)

8.2 <https://www.gov.scot/publications/funding-follows-child-national-standard-early-learning-childcare-providers-principles-practice/>

9. Appendices

9.1 Appendix 1 – ScotExcel Timeline

Appendix 1

Task	Date
Initial Provider Workshops	1 st Sept. 2020
Follow-Up Workshop	w/c 7 th Sept. 2020
Follow-Up Workshop	w/c 21 st Sept. 2020
Follow-Up Workshop	w/c 28 th Sep. 2020
Data Elements Survey Published	2 nd Oct. 2020
Data Elements Survey Responses	23 rd Oct. 2020
Distribution of Final Survey	6 th Nov, 2020
Survey Responses Due	4 th Dec. 2020
Analysis of Survey Results	22 nd Jan. 2021
Publication of Final Report to The City of Edinburgh Council	26 th Feb. 2021

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Education, Children and Families Committee

10am, Tuesday, 15 December 2020

Corporate Parenting Action Plan

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 approve the high level 2020-2022 Corporate Parenting Plan for referral to the Council's Corporate Parenting Member Officer Group and to Finance & Resources Committee in January in order that it can be considered with the other 2021/22 budget reports.

Andrew Kerr

Chief Executive

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Corporate Parenting Action Plan

2. Executive Summary

- 2.1 The Children and Young People (Scotland) Act 2014 confers duties upon the local authority and other corporate parents to publish a corporate parenting plan, setting out our vision for Looked After children and young people, the outcomes we are trying to achieve, the actions needed to do this and the governance arrangements for monitoring progress.

The council has had a Corporate Parenting plan in place since 2012 and now needs to publish an updated version which reflects the Children's Plan and the recommendations from the Care Review, which is now being taken forward as 'The Promise'.

The revised high-level plan has been discussed with partners and reflects consultation with children and young people, particularly members of the Looked After Children's Champions Board, which has been meeting monthly for over two years.

Elected members are asked to approve the plan for submission to the Council's Member Officer Group for Corporate Parenting and submission to Full Council in March 2021.

3. Background

- 3.1 Part 9 (Corporate Parenting) of the Children and Young People (Scotland) Act 2014 outlines a range of duties for corporate parents across Scotland. Schedule 4 of the Act lists 24 individuals, organisations and groups who are corporate parents, which includes Local Authorities. These duties require corporate parents to uphold the rights and promote the wellbeing of Scotland's looked after children and care leavers.

4. Main Report

- 4.1 The council has had a corporate parenting plan in place since 2012.
- 4.2 The plan that is attached (Appendix 1) provides high level objectives that are consistent with the Children's Services Partnership's Children's Plan, reflect the key intentions of The Promise, and incorporate the views of children and young people.

Our intention is to make the plan meaningful to children and young people, with a small, yet crucial, number of measurable and deliverable outcomes.

- 4.3 The plan has been produced following discussion with elected members and partners at the October 2020 Corporate Parenting Members and Officers Group.
- 4.4 The plan is high level at this stage and reflects our ambitions as Corporate Parents. Detailed work will be undertaken on the multi-agency actions required to deliver the three outcomes and measures developed that are consistent with those used in the Children's Plan.
- 4.5 In order to progress the plan, and to support the corporate parenting work, annual funding of £145,000 is required. This will cover the costs of a Corporate Parenting Co-ordinator, two care experienced Participation Officers and an annual residential event for our care experienced young people. The service currently has £35,000 available within existing budgets to go towards the annual cost. Additional funding will need to be identified to enable this important work to be undertaken.

5. Next Steps

- 5.1 Progress on actions will be reviewed in the Council's Corporate Parenting Member Officer Group and the Children's Partnership.

6. Financial impact

- 6.1 The annual cost of this plan is £145,000. The service is currently delivered using external funding and the Council contributes £35,000. The end of external funding arrangements necessitates the need to identify additional funding of £110,000 to enable the existing service to continue and progress.

7. Stakeholder/Community Impact

- 7.1 The council must publish the plan in order to comply with its duty under the Children and Young People (Scotland) Act 2014
- 7.2 The plan is designed to promote the interests of Looked After Children, to respect their rights and to encourage their full participation in the development of our corporate parenting approach through the Looked After Children's Champions Board.
- 7.3 There no impact on sustainability arising from the plan.
- 7.4 The plan reflects consultation since 2012 with children and young people through our Young People in Care Council and, more recently, the Looked After Children Champions Board and the work of our care experienced Participation Officers.

8. Background reading/external references

- 8.1 N/A

9. Appendices

9.1 Appendix 1 – High level Corporate Parenting Plan

City of Edinburgh Council Corporate Parenting Plan

Upholding our responsibility to safeguard and promote the wellbeing of looked after children and care leavers

This plan is aligned to Edinburgh Children's Partnership Children's Service's Plan and echoes the vision of *Edinburgh's children and young people enjoy their childhood and achieve their potential.*

BEST START IN LIFE

- A considered communication plan, including training on attachment and trauma, to ensure all partners are aware of and understand their corporate parenting responsibilities so that all children are loved, safe and respected
- Clear defined structures are in place between Social Work and Education to ensure strong partnership working thrives and has as its core, clear and defined points of contact
- A broad range of care placements are available to provide a loving, stable and caring experience for children and young people who cannot live within their own family networks

BRIDGING THE GAP

- Review the work of and develop a sustainable model for the Champion's Board including the coordination and participation capacity.
- Clear monitoring and understanding of the progress and achievement of all looked after children including robust attendance processes and procedures which are monitored to increase the number of children engaging in learning
- Partners work together to guarantee that education needs are identified and met through the CYP Planning process and **young people have access to safe affordable housing options**

BE EVERYTHING YOU CAN BE

- Praise and recognition is celebrated. Corporate Parenting week publicises and highlights achievements, successes and outcomes
- Extend and expand opportunities, pathways and transition programmes to achieve positive destinations for those in S4 and above including further commitment to Edinburgh being a Family Firm Employer
- Develop a comprehensive data set to gather and analyse information on the profile and wellbeing of Edinburgh's looked after children. Children and young people receive support to understand and make sense of their own life story and their treasured memories are stored safely and in way they can access.

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Underpinning Principles

- We recognise that each service makes a valuable contribution to ensuring better outcomes, and that close and effective working relationships are crucial
- We are committed to placing children and young people at the centre of our practice through consultation, involvement in decision making and advocacy
- The actions in the Corporate Parenting Plan are monitored by the Council's Corporate Parenting Member/Officer Group

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Education, Children and Families Committee

10am, Tuesday, 15 December 2020

Edinburgh Child Protection Committee – Annual Report 2019-20

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 2019-20.
 - 1.1.2 Note the positive contribution made by services across the City in keeping children safe.
 - 1.1.3 Note that this report will also go to Full Council for information on 4 February 2021.

Andrew Kerr

Chief Executive

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Edinburgh Child Protection Committee – Annual Report 2019-20

2. Executive Summary

- 2.1 This report accompanies the Edinburgh Child Protection Committee Annual Report 2019-20 (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

- 3.1 Following the motion put forward by Councillor Dickie at Full Council on 15 October 2020.

“Council therefore requests

- That the Council, as a whole, reaffirms its commitment to the protection of children in our city, and elected members to actively seeking assurance about their protection.*
- That the Annual Child Protection Committee Report be submitted to Full Council, in one cycle, to ensure the widest commitment to open dialogue and the protection of children – and every year thereafter.”*

- 3.2 It has been agreed that this report would be submitted to the Education, Children and Families Committee annually with a referral to Full Council thereafter.

- 3.3 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:

3.3.1 Continuous improvement

3.3.2 Public information, engagement and participation

3.3.3 Strategic planning and connections

3.3.4 Annual reporting

- 3.4 Following endorsement by the Chief Officers Group (Public Protection) on 29 July 2020, the Annual Report is presented to the Education, Children and Families Committee for information and to comment as necessary.

4. Main report

- 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 Production of interim guidance for child protection in response to COVID 19 restrictions, covering issues such as the operation of key meetings and arrangements for direct contact with families.
 - 4.2.2 Embedding of the National Minimum Dataset for Child Protection Committees in Scotland. This has enabled the Committee to identify key trends and target assurance and scrutiny activity appropriately.
 - 4.2.3 Considered the findings and agreed improvement actions of audits around domestic abuse practice, specifically the pathway from initial referral to child protection investigation, and the operation of the Multi-Agency Risk Assessment Conference (MARAC) process in terms of its' impact on children.
 - 4.2.4 Implementation of staff briefings for the sharing of learning from Case Reviews with frontline staff.
 - 4.2.5 The development of an online interagency training calendar, both as e-modules and interactive sessions. This has allowed staff across the City to continue to access necessary learning opportunities around child protection despite all face-to-face training being suspended.
 - 4.2.6 Launch of the "All Of Us" campaign in partnership with NSPCC Scotland. Since March 2020, the campaign has moved primarily online, but has continued to deliver a range of events and input for families.
 - 4.2.7 Developed practice for engaging with families more directly, for example through the use of a survey and in-depth interviews gathering views on child protection processes during COVID 19 restrictions.

5. Next Steps

- 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 January 2021 and thereafter presented to the Chief Officers' Group.
- 5.2 Areas for development include:
 - 5.2.1 Review of local interagency protocols following publication of the revised National Guidance for Child Protection in Scotland (expected May 2021).
 - 5.2.2 Gathering qualitative feedback from service users to inform ongoing delivery of key processes.
 - 5.2.3 Continuing to improve our analysis of key trends within the National Minimum Dataset for Child Protection Committees in Scotland.
 - 5.2.4 Further development of the Knowledge Hub as a key forum for sharing information and promoting ongoing learning.

6. Financial impact

- 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

- 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. Participation and Engagement, including with stakeholders, is one of the themes within the Child Protection Improvement Plan. The Child Protection Committee will continue to actively consult with stakeholders going forward.
- 7.3 The Annual Report is a publicly available document, published online via the City of Edinburgh Council website at the following link: [Edinburgh Child Protection Annual Report](#).
- 7.4 There are no health and safety, governance, compliance or regulatory implications.

7.5 There are no carbon impacts or impacts on climate change and sustainable development.

8. Background reading/external references

8.1 None.

9. Appendices

9.1 Appendix one - Edinburgh Child Protection Committee Annual Report 2019-20.



Edinburgh Child Protection Committee Annual Report 2019-20

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1. Introduction

Colleagues,

I am delighted to present the Edinburgh Child Protection Committee Annual Report for 2019 - 20. In my second year as Chair, I have had the continued 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.

The Care Inspectorate (2019) recognised that “the child protection committee demonstrated a commitment to continuous improvement and was overseeing a range of self-evaluation activity”, as well as noting our strong learning culture in Edinburgh. We hope that this ethos and approach will be familiar to you all, and this report demonstrates how we have continued in this spirit despite the obvious challenges which have been presented to us all in recent months.

Of course, the impact of COVID 19 has been widespread; this pandemic has reshaped how we deliver services and its’ impact will be felt for some time to come. Over this time, the Child Protection Committee has continued to meet, albeit virtually, on a regular basis, to respond to necessary changes in society and consider how children may be impacted.

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 reflecting 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

Between 1998 and 2019, the population of Edinburgh has increased by 17.6%. This is the 3rd highest percentage change out of the 32 council areas in Scotland and more than double the national figure. Edinburgh's population in 2019 is estimated at 524,930.

The population is projected to increase to 552,585 by 2028. This is an increase of 6.6% on the 2018 figure and is the 3rd highest of the council areas and compares to a projected increase of 1.8% for Scotland as a whole. Net migration (i.e. net migration within Scotland, from overseas and from the rest of the UK) is expected to account for most of this increase (5.4% compared to 1.2% due to natural change (more births than deaths)). The secondary school aged population is projected to increase by almost 24% by 2028 whilst over the same period the primary school aged population is projected to decrease by 10%.

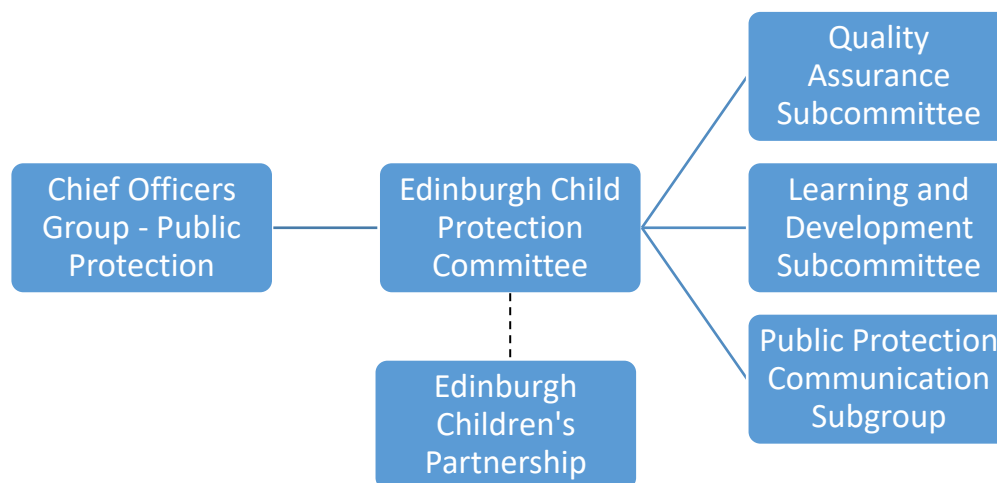
In 2019 of the 51,000 children and young people attending Edinburgh's local authority schools, 30% were Black, Asian and minority ethnic (BAME) pupils with this being an increase from 23% in 2014. One in five pupils do not have English as their main language and just under 40% of pupils are assessed as having an additional support need with 1,700 assessed as having a disability. One in ten children had a least one developmental concern recorded at their 27-30 month review with one in five children in Primary 1, around 900 pupils, at risk of being overweight or obese.

Whilst around a fifth of secondary school aged pupils attend independent schools, there was an estimated 22% of all children in Edinburgh living in poverty in 2019. This rate varies widely, with some areas recording child poverty rates as high as 35% and these rates rank among the highest levels of child poverty recorded in any local authority in Scotland.

The number of child welfare concern contacts in 2019/20, at 10,139, was 6% lower than the levels seen in the previous two years and the 1,205 inter-agency child protection discussions was in line with 2018/19. The number of children on the Child Protection Register has decreased over the last four years to historic low levels throughout 2019/20 with a monthly average of 120 and a figure of 115 in March 2020. Correspondingly there has been a decrease in the number of Child Protection Case Conferences with a total of 598 child/conference instances in 2019/20, a 24% decrease on the previous year.

The number of Looked After Children also continued the five year decreasing trend throughout 2019/20 with 1,189 children looked after in March 2020.

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 Children’s 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. This group consists of high-level representation from City of Edinburgh Council, Police Scotland and NHS Lothian, meeting on a regular basis to provide scrutiny and oversight.

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 effective and continue to improve. 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 the last year, 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.

We have ensured that all relevant multi-agency protocols are available to partner agencies as required.

Committee members are represented on the steering group to review the National Guidance for Child Protection in Scotland. This will include the facilitation of consultation on a local basis regarding proposed changes to this key national document.

Produced interim guidance for child protection in response to COVID 19 restrictions, covering issues such as the operation of key meetings and arrangements for direct contact with families.

What we will do next:

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).

Carry out horizon scanning to identify emerging priorities within the field.

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 and provides an oversight for the Public Protection Chief Officers Group (PPCOG).

What we have done:

This year, the Committee has embedded the National Minimum Dataset for Child Protection Committees in Scotland. This new framework supports benchmarking between local authority areas and ensures there is consistency of data gathered across the country.

Quarterly reporting using this dataset, supplemented by additional local performance information, is considered in detail by the Quality Assurance Subcommittee. This includes analysis and identification of trends, supported by the “prompt questions” contained within the dataset framework.

We have continued to analyse data in relation to children whose names are on the child protection register for over 18 months and have been reassured by the very low numbers of children requiring child protection plans for this length of time.

Submitted weekly data to the Scottish Government in response to COVID 19, allowing us to keep abreast of any emerging trends.

What we will do next:

We will continue to refine and improve our analysis of the data we collect, supported by the format of the National Minimum Dataset.

We will gather qualitative evidence on the impact of child protection practice upon families, through increased engagement with those who use our services.

We will continue to collate the weekly data as developed by the Scottish Government for the purposes of Covid 19, beyond lockdown as supported by the PPCOG, in order to note trends and demands arising as a result of Covid 19.

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 initial and 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:

Commissioned and considered the findings of a further round of Multi-Agency Practice Evaluations, following their inclusion in the previous years' improvement plan. Several areas of positive practice were identified, which further demonstrated the strong working relationships which exist within the City. For example, in several cases the core group meeting process was found to be working well, enabling information to be shared and jointly assess on a regular basis to support the protection of children. This process also supported positive relationships with parents' as key partners to the child protection plan.

Considered the findings and agreed improvement actions of audits around domestic abuse practice, specifically the pathway from initial referral to child protection investigation, and the operation of the Multi-Agency Risk Assessment Conference (MARAC) process in terms of its' impact on children.

Initiated and maintained a rolling actions log, including all actions resulting from case reviews, quality assurance and evaluation activity which are overseen by the Committee. This enables more efficient tracking and reporting on the wide range of activity undertaken.

What we will do next:

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

We will specifically be looking at the prevalence rates for unborn children being placed on the Child Protection Register and the conversion rate in respect of the Children's Hearing.

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:

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

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

Continued to liaise with and considered feedback from the Care Inspectorate, in their role as the central repository for SCR reports.

Implemented staff briefings for the sharing of learning from Case Reviews with frontline staff.

What we will do next:

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

Gather feedback on the use of staff briefings to further inform staff engagement and learning.

Continue to monitor the progress of the national Case Review Oversight Group and consider any local implications of this work.

5. 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 assure 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:

Responded to COVID 19 restrictions by moving a significant portion of our interagency training calendar online, both as e-modules and interactive sessions.

Hosted bespoke sessions to support the implementation of the Neglect Toolkit, including a session tailored for managers and supervisors.

Considered the learning from an independent evaluation of our training courses carried out by Dr Duncan Helm (University of Stirling).

What we will do next:

Continue to improve our processes for systematically evaluating the impact of our training programme.

Develop links across the public protection landscape to jointly plan and commission training with cross cutting relevance.

6. 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 has been 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, particularly throughout the period of COVID 19 restrictions. This has included the use of targeted online advertisements to reach our target audience.

Rolled out the “All Of Us” campaign in partnership with NSPCC Scotland. This campaign launched in January 2020 with four community events attended by hundreds of families. Since March, the campaign has moved primarily online, but has continued to link closely

with those supporting families directly to ensure key messages around support are available to all.

Begun engaging with families more directly, for example through the use of a survey gathering views on child protection processes and individual interviews under the remit of the child protection improvement plan.

What we will do next:

Present structured feedback from engagement with families to the Committee, to inform service development.

Evaluate the impact of the “All Of Us” campaign.

7. Strategic Planning and Connections¹

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:

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

Collaboration and dialogue with the Care Inspectorate and CELCIS, through membership and championing of the Learning Review Knowledge Hub.

Continued to promote interagency collaboration, including across local authority boundaries, for example through the continued investment in the eIRD system which has benefits across the public protection landscape on a Lothian-wide basis.

Committed funding, via the Public Protection budget, to support strategic objectives, such as the continued implementation of Safe and Together training to address domestic abuse.

¹ 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)

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.

8. Conclusion and next steps – Chief Officers

The Edinburgh Child Protection Committee Annual Report for 2019 – 20 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 2018 - 19 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 2019 - 20.



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

	2019		2018		2017	2016
	Number	Rate Per 1,000 population	Number	Rate Per 1,000 population	Rate Per 1,000 population	Rate Per 1,000 population
Edinburgh	122	1.6	190	2.4	3.0	3.2
East Lothian	55	2.8	36	1.9	2.4	2.5
Midlothian	49	2.8	45	2.6	3.7	3.1
West Lothian	104	2.9	82	2.3	2.0	2.2
Scottish Borders	46	2.4	50	2.6	2.0	3.4
Aberdeen	119	3.4	68	1.9	2.3	3.5
Dundee	91	3.8	73	3.0	2.9	3.4
Scotland	2,599	2.8	2,668	2.9	2.8	3.0

Source:

Scottish Government

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

Statistics at 31 July each year.

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Education, Children and Families Committee

10:00, Tuesday, 15 December 2020

Rising School Rolls Update

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the contents of the report;
 - 1.1.2 Agree that a further report with the updated school roll projections will be submitted to Committee for consideration in March 2021.

Andrew Kerr

Chief Executive

Contact: Robbie Crockatt, Learning Estate Planning Manager

E-mail: robbie.crockatt@edinburgh.gov.uk | Tel: 0131 469 3051

School Roll Projections and Rising School Rolls

2. Executive Summary

- 2.1 This report provides an update on the rising rolls programme. There have been significant delays due to the implications of the COVID-19. The updated school roll projections will not be available until March 2021.
- 2.2 This report provides an update on all the schools where rising rolls projects are continuing to be progressed or may be a future requirement.

3. Background

- 3.1 Background information can be found in the [“School Roll Projections and Rising Rolls”](#), [“Future Statutory Consultation Requirements”](#) and [“The Growing City, School Roll Projections and Future Accommodation Requirements”](#) reports considered by the Education Children and Families Committee in March 2020, May 2019 and December 2018 respectively.

4. Main report

School Roll Projections

- 4.1 Annual roll projections for all primary and secondary schools have been published in a report to the Education, Children and Families Committee each December since 2017. However, this year, the impact of COVID-19 has delayed the availability of data required to allow finalised projections to be completed. Accordingly, the publication of school roll projections will be delayed until Education, Children and Families next meeting in March 2021. This will have the benefit of allowing projections and the accompanying report to reflect a fuller understanding of the impacts on the city’s education infrastructure of CityPlan 2030.
- 4.2 It is anticipated that the projections when they are published in March 2021 will begin to show a gradual reduction in primary school rolls at a city level as the birth rate in the city continues to fall. The latest data for the 2019/20 academic year shows that the birth rate in the city fell for the seventh consecutive year to its lowest point since the 2004/05 session. Additionally, census data for September 2020

shows that the P1 intake dropped by 7% on the previous year while the total primary roll fell marginally for the second successive year.

- 4.3 However, in the secondary sector a continuation of the sharp rise in demand following years of growth in the primary sector is expected. The impact of new housing in specific areas of the city will be key in ensuring that the Learning Estate remains appropriately responsive to new demand driven by development rather than birth rates.

Rising Roll and Capital Investment Project Updates

- 4.4 The impact of COVID-19 on Rising Rolls and other Capital Investment projects has varied dependent on the ability of contracted design teams and suppliers to maintain their service levels. In some cases design teams have been furloughed for long periods of time while restrictions have slowed progress on construction sites. The following sections provide an update on accommodation pressures reported in March 2020 and on Rising Rolls and Capital Investment projects that are underway and flags areas where actions to address immediate accommodation pressures are required.

Schools Requiring Working Group

- 4.5 The following table provides an update on potential accommodation pressures reported to Education, Children and Families Committee at its meeting on 3 March 2020 that may benefit from the establishment of a Working Group to review these pressures and consider options to address them.

School	Why Form Working Group	Progress
Craigroyston High School	The capacity at Craigroyston High School is 600 pupils. Projections in 2019 showed that the school will increase annually over the next 10 years to a roll of approximately 800 pupils.	<p>A Working Group to consider issues at Craigroyston HS had been due to convene prior to Easter 2020. However, due to the impact of Covid-19 this did not take place.</p> <p>In January 2020 the number of S1 registrations for the school suggested an S1 intake of 160 pupils may be required – far exceeding the optimum intake level of 120 pupils and the projected intake of which was also 120 pupils.</p> <p>As of the September census in 2020 the S1 was 134 pupils – exceeding the optimum intake limit and projections but not suggesting the same degree of pressure as early registrations suggested.</p> <p>However, the school continues to operate beyond its capacity and</p>

		discussions with the school's management team will be progressed to establish what support may be required in the longer-term.
Firhill High School	The capacity at Firhill High School is 1,150 pupils. The roll in 2019 exceeded 1,200 pupils. Projections in 2019 suggested that while it will not increase, the school will maintain this high level over the next 10 years.	<p>Initial conversations with School Management took place and a Working Group was due to be established. This did not take place due to the impact of Covid-19.</p> <p>The 2019 projections projected an S1 intake in August 2020 of 206 pupils – a considerable drop on the previous year. The September 2020 census shows that the actual S1 roll was 207 pupils.</p> <p>The 2019 projections do not show the roll rising at Firhill HS and there is nothing to suggest that the 2020 projections will differ in this respect.</p> <p>As with all schools, actions to address unexpected changes in number may be required, however, the impact of initiatives being developed through the Adaptation and Renewal Programme may help address this. No further action will be taken prior to the publication of 2020 based projections in March by which point more accurate S1 registration data for August 2021 will also be available.</p>
Gracemount High School	The capacity at Gracemount High School is 650 pupils. The 2019 Projections showed that the school will increase annually over the next 10 years to a roll of approximately 830 pupils.	<p>A Working Group to consider issues at Gracemount HS had been proposed in March 2020. However, due to the impact of Covid-19 this did not take place.</p> <p>The projected S1 intake in August 2020 was 140 pupils and the September census shows an actual S1 roll of 139 pupils.</p> <p>An intake of 139 pupils represents a significant increase in demand for S1 places and a working group will be convened to consider options to provide extra capacity for Gracemount High School. This will be considered alongside other required investment including Early Years and St Catherine's RC Primary School.</p>

Schools Identified as Requiring Investigative Work

- 4.6 The following table identifies the school's where, following the publication of the 2019 projections and the availability of early registration data, investigative work was undertaken.

School	Why Investigate	Conclusions / Recommendations
Bun-sgoil Taobh na Pairce	School capacity is 462 pupils and the roll at the time of the census in September 2020 was 418 pupils. The 2019 Projections suggest that the roll will grow to 500 pupils by 2023.	The 2019 projections suggested a P1 intake in August 2020 of 74 pupils. The census data from September 2020 shows an actual intake of 60 which is inline with the school's capacity. Projecting GME uptake is very difficult and the school's roll will continue to be monitored closely. Future development of GME will be coordinated through the GME Education Group.
Balerno High School	School capacity is 850 pupils and the roll in 2019 was 752 pupils. Projections suggest that the roll will grow to 1091 pupils over the next 10 years.	The 2019 projection for Balerno High School is nearly 200 pupils higher than the 2018 projections. It is expected that out of catchment places will fill the S1 to its 160 capacity until 2023. Beyond 2023 the number of catchment pupils retained will exceed 160 pupils. In the longer term Balerno is part of the WAVE4 programme. It is recommended that this intake be monitored.

Live Projects

- 4.7 There were a number of schools listed in the projections published in December 2019 that were listed as being 'Live' projects. Progress on all these projects has been delayed due to the implications of COVID-19. An update on all the projects is provided in appendix 1.

5. Financial impact

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

6. Stakeholder/Community Impact

- 6.1 Where necessary Working Groups consisting of Learning Estate Planning Officers, School Management and Parent Representatives will be formed to consider the right solution for the accommodation pressures the projections may suggest.
- 6.2 Where required any statutory consultations will be conducted in line with the procedures set out in the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014.

7. Background reading/external references

- 7.1 [Education, Children and Families Committee, 18 December 2018: “The Growing City, School Roll Projections and Future Accommodation Requirements”](#)
- 7.2 Education, Children and Families Committee, 21 May 2019: [“Future Statutory Consultation Requirements”](#)
- 7.3 Education, Children and Families Committee, 3 March 2020: [“School Roll Projections and Rising Rolls”](#)

8. Appendices

- 8.1 Appendix 1 - Update on rising rolls projects.

Appendix 1 – Update on rising rolls projects.

Castleview Primary School

- 1.1. The Local Development Plan identifies a requirement for 3 additional classroom spaces and a dining hall extension to meet projected demand for places from pupils generated by the significant amount of new housing in the area.
- 1.2. A desktop study and a visit to the school to assess requirements by Learning Estate Planning Officers in early 2020 suggested that the requirement for this was not imminent. This remains the position and the intake in 2021 will be closely monitored with the appropriate solution identified and progressed at the appropriate time.

Maybury Primary School (affecting Corstorphine, Cramond and Hillwood Primary Schools)

- 1.3. In the 2019 projections Corstorphine, Cramond and Hillwood Primary Schools continued to show significant growth in later years due to the Maybury and Cammo developments which are located within their catchment areas. This will remain the case in the 2020 projections. However, following Council approval in March 2020 to establish a new Maybury Primary School incorporating sections of the Corstorphine, Cramond and Hillwood Primary School catchment areas, the accommodation pressures indicated by projections at Corstorphine, Cramond and Hillwood Primary Schools should disappear.
- 1.4. The design and development work for the new Maybury Primary School was delayed between April 2020 and October 2020 due to the Covid-19 pandemic. However, since October design work has progressed well and the school is on course for delivery by August 2023.
- 1.5. The new Passivhaus school will initially be double stream but it is anticipated will expand to three stream once the Maybury and surrounding developments complete. A nursery and GP surgery will also be accommodated with the school to offer greater service provision from a single site.
- 1.6. The new school has been designed with significant input from teachers and educationalists across the Council and reflects the need for more inclusive and agile learning and teaching spaces.

Deanpark Primary School

- 1.7. Following the Council's approval in March 2019 of the recommendation arising from the statutory consultation proposing to realign the catchment areas of Currie Primary School, Nether Currie Primary School, Dean Park Primary School, Currie High School and Balerno High School, work began to identify how Deanpark Primary School could best be extended.
- 1.8. A working group consisting of officers from the Council's Learning Estate Planning Team, school management and parent representatives met with an architect in December 2019 to consider a number of options allowing the delivery of additional classroom space by August 2021. A further meeting in February 2020 allowed

Education, Children and Families Committee 15 December 2020 Full Committee

these options to be refined. However, since then, Covid-19 has created difficulties receiving information from suppliers to allow options to be costed and explored further.

- 1.9. As access to supplier input increases re-engagement with the Working Group will begin in December 2020 ahead of wider engagement with the parent forum and local community in the new year. The delay will mean that new classroom space will now not be ready until August 2022 (subject to any further restrictions).

Echline and Queensferry Primary Schools

- 1.10. The roll projections for Echline and Queensferry Primary Schools show that both schools will exceed their capacity as a result of pupils generated from the high number of significant housing developments within their catchment areas.
- 1.11. The most significant of these is the Builyeon Road development which is located within Echline's catchment area. A statutory consultation proposing the establishment of a new Builyeon Road Primary School will be progressed once a masterplan for the new development is finalised.
- 1.12. A statutory consultation proposing the realignment of the catchment areas of Queensferry Primary School and Echline Primary School concluded in November 2019. Should this proposal progress it would ease pressure on Queensferry Primary School, which is currently under pressure from new housing in the Scotstoun area, and require that Echline Primary School be extended from 12 to 14 classes. The recommended outcomes of this consultation were due to be considered by full Council at its meeting on Thursday 12 March 2020 but this was put back and subsequently delayed by the Covid-19 pandemic. The outcomes paper will now be considered by full Council at its meeting in January 2021.
- 1.13. Should additional classrooms at Echline be required the intention would be to combine the requirement for the new classrooms with expansion of Early Years provision at Echline Primary. This will drive efficiencies and allow a more holistic approach to the design development.

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

- 1.14. Rising rolls at Fox Covert Primary School have previously required the construction of a 4 classroom extension, completed in August 2017. As part of this development a second phase was planned allowing the delivery of a further 2 classrooms at a later date.
- 1.15. This phase 1 extension is now full. While the roll at Fox Covert has now stabilised, projections continue to show some growth. Additionally, the LDP identifies a requirement for additional classroom space at the adjoining St Andrew's Fox Covert RC Primary to support demand for Roman Catholic places from the Maybury and Cammo housing developments.
- 1.16. Work on the phase 2 extension began in March 2020 and was due to be completed in August 2020. The interruption to works caused by the Covid-19 pandemic mean

that this completion date could not be achieved. The extension will now complete in December 2020.

Frogston Primary School (affecting Gilmerton and Gracemount Primary Schools)

- 1.17. The projections for Gilmerton and Gracemount Primary Schools in 2019 showed considerable growth. However, it is likely that the 2020 projections to be published in March 2021 will show significant reductions in the pressure on these schools due to the completion of the new Frogston Primary School in April 2021. This new school, which incorporates sections of the catchment areas of both Gracemount and Gilmerton, was due to be completed in August 2020 but was delayed due to the Covid-19 pandemic.

Kirkliston Primary School

- 1.18. A statutory consultation proposing the establishment of a P1 and P2 annexe of Kirkliston Primary School at Kirkliston Leisure Centre concluded in June 2020 when the Council's Policy and Sustainability Committee approved the proposal. Design work on the new annexe which also incorporates a nursery to replace the existing nursery space within Kirkliston Community Centre has progressed well. A virtual information event for parents was held in October 2020 and a Planning Application was submitted in November 2020. The new building is scheduled to be completed for August 2022.
- 1.19. Until such time as the new Early Stages Hub is complete, the 4 classroom temporary unit delivered in August 2019 will remain in place.

Newcraighall Primary School

- 1.20. The New Brunstane housing development is within the catchment area of Newcraighall Primary School. Estimated pupil generation from this development has pushed the school roll projection for Newcraighall Primary School beyond the school's available capacity. Accordingly, a statutory consultation proposing the relocation of Newcraighall Primary School to a new, larger site and building within the new development was undertaken. The relocation of the school was subsequently approved by full Council on 12 March 2020.
- 1.21. The design team undertaking the design of Maybury Primary School will also develop a Passivhaus school building for the relocated Newcraighall Primary School. This work will progress in the new year.

Canaan Lane Primary School (affecting South Morningside Primary School and James Gillespie's Primary School)

- 1.22. The work to construct a new primary school on Canaan Lane has been delayed as a result of the Covid-19 pandemic. The new school, which will take pressure off both South Morningside Primary School and James Gillespie's Primary School was due to open in August 2021. The new school will now not open until August 2022.
- 1.23. Critical to the opening of the new school is the transition of South Morningside Primary School pupils from the Deanbank and Canaan Lane sites to the South

Morningside Primary School main site on Comiston Road. The gradual transition of classes to the main site will take a number of years and will require careful control of intakes at both South Morningside Primary and the new Canaan Lane Primary once it opens. Officers from the Schools and Lifelong Learning and the Learning Estate Planning Team are working with school management to ensure that this transition avoids unnecessary disruption.

St Catherine's RC Primary School

- 1.24. St Catherine's RC Primary School will be rebuilt following the findings that it would no longer be economically prudent to continue investing in the fabric of the existing building. An initial engagement meeting with St Catherine's RC Primary School parents took place in January 2020 to let them know that an architect has been commissioned to produce a masterplan for the design that takes account of the feedback received during the "My Gracemount" consultation in 2019.
- 1.25. Work on the feasibility work has been delayed as a result of the Covid-19 pandemic but resumed in October 2020. Further engagement with parents from St Catherine's RC Primary School, with neighbouring schools and with the wider community will take place following the conclusion of the masterplanning work being undertaken.

St David's RC Primary School

- 1.26. Rising rolls at St David's RC Primary School have previously required the construction of a 4 classroom extension, completed in August 2015. As part of this development a second phase was planned allowing the delivery of further classrooms at a later date.
- 1.27. Work on the delivery of the second phase has been delayed as a result of Covid-19 and legal issues concerning construction on a PPP site. Discussions between the Council's legal team and the contractors legal team remain in progress.
- 1.28. St David's RC Primary School will require new classroom space in August 2021 and delivery of the second phase of the extension build for that date remains the target.

Victoria Primary School

- 1.29. The new Victoria Primary School building is currently under construction on a site in the Western Harbour. The school had been scheduled for completion in Easter 2021, however, due to Covid-19 delays the school will now open in August 2021.

Boroughmuir High School

- 1.30. The process of appointing a contractor to complete the extension of Boroughmuir High School is reaching a conclusion. Subject to approval by the Finance and Resources Committee on 3 December 2020, the successful contractor will be appointed in December with a full programme of works agreed thereafter. The target completion date for the extension remains August 2022.
- 1.31. In March 2020 the "School Roll Projections and Rising Rolls" report highlighted that, even with the extension, projections suggest that Boroughmuir will not have

sufficient capacity to accommodate demand and that a catchment review may be necessary. Further consideration of this requirement will be set out in the report to Education, Children and Families Committee in March 2021 with the publication of the new roll projections.

Castlebrae

- 1.32. The replacement Castlebrae High School is due to open in January 2022.

Craigmount High School

- 1.33. Craigmount High School shows significant growth in later years due to the Maybury development being located within its catchment area. A statutory consultation proposing the establishment of a new Maybury Primary School was concluded in March 2020 when a meeting of the full Council approved the proposal. This proposal included aligning the new Maybury Primary School with Craigmount High School.
- 1.34. Also, as reported to Education, Children and Families Committee in March 2020, proposals for the development of a new West Edinburgh/Kirkliston High School, (which depending on its location could ultimately be the cluster secondary school for the new Maybury Primary School), will be considered as part of the City Plan 2030. In the meantime, it is necessary to develop an expansion strategy for Craigmount High School which, if the West Edinburgh High School option cannot be delivered in a suitable location, will be required to expand from its current 1,400 pupil capacity to around 1,800 pupils. A feasibility study was delayed by the Covid-19 pandemic. However, this will now be restarted and a Working Group established.

James Gillespie's High School

- 1.35. The 2019 projections for James Gillespie's High School demonstrate that it no longer has the capacity to support a growing Gaelic Medium Education (GME) intake and growth within its non-GME catchment population.
- 1.36. Design work on proposals for the new accommodation at Darroch was delayed due to the Covid-19 pandemic. Darroch was previously used as an annexe of James Gillespie's High School when the new school building was being constructed. The use of this building by GME pupils will provide an immersive environment and take pressure of facilities on the main James Gillespie's High School site. The works at Darroch are scheduled for completion in Easter 2022.
- 1.37. In the long-term, proposals are being developed to create a dedicated GME secondary school and an informal consultation process considering four options is underway. The realignment of GME pupils with a new GME school will significantly reduce the pressure on James Gillespie's High School.

Liberton High School

- 1.38. Liberton High School is a part of the WAVE4 programme and an application has been made to the Scottish Government for funding to allow its replacement. A detailed design process was due to begin in February 2020 but was delayed due to the Covid-19 pandemic.

- 1.39. In the short-term, the Rising Rolls at Liberton High School will be met through the provision of modular accommodation. Six new classrooms were due to be delivered for August 2020 to provide capacity for the 2020/21 session but were delayed due to Covid-19. These will now open in January 2021 and will remain at the school until they are surplus to requirement.
- 1.40. The December 2019 projections projected an S1 intake of 160 pupils. However the actual intake was 181. The projections published in March 2021 should reflect this difference and it is anticipated that the long-term roll projection for Liberton High School will increase over those published in 2019.

Portobello High School

- 1.41. Minor works to reconfigure some classroom spaces were due to be undertaken in Summer 2020 but were delayed due to Covid-19. This work will now take place in Summer 2021 and will provide the school with sufficient capacity to address the rising rolls.

Queensferry High School

- 1.42. The new Queensferry High School opened in August 2020. The school includes within its projections the development site at Builyeon Road which will be served by a new primary school.
- 1.43. Queensferry's catchment area also includes Kirkliston. Queensferry's capacity cannot support both Kirkliston and a developing Builyeon Road Primary School. As reported to Education, Children and Families Committee in March 2020, a solution is required to provide Kirkliston with a permanent and sustainable catchment secondary school. The solution will only be determined as part of the education infrastructure appraisal produced as a supporting document for the City Plan 2030.

The Royal High School

- 1.44. Plans are being progressed for an extension of The Royal High School which will allow it to accommodate projected demand. The new extension was programmed for delivery in August 2021 however, due to the Covid-19 delays the extension will now not be delivered until at least August 2022.
- 1.45. In the short-term, to address the accommodation pressures the school faces temporary classrooms have been established at the front of the school.
- 1.46. Dining is also a significant issue for the school with the present small dining facility struggling to accommodate growing demand. A feasibility study to explore how the dining room could be physically extended into an adjacent internal courtyard was delayed due to Covid-19. However, this piece of work will now be progressed with a view to assessing the viability of this and other options.

Trinity Academy

- 1.47. Trinity Academy is part of the WAVE4 programme. Funding has been provided to allow the construction of new PE facilities for the school on the Bangholm playing fields site. This new provision now also has planning approval.

1.48. The scope and brief for a second, more extensive phase of works is in development with involvement of school management and a Parent Working group. Detailed wider public consultation will follow as plans develop.

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Education, Children and Families Committee

10am, Tuesday, 15 December 2020

School Admissions and Appeals Policy

Executive/routine
Wards
Council Commitments

1. Recommendations

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

1.1.1 Approve the updated policy and procedures.

1

Andrew Kerr

Chief Executive

Contact: Arran Finlay, Senior Education Officer

E-mail: arran.finlay@edinburgh.gov.uk Tel: 0131 469 3063

Schools Admissions and Appeals Policy

2. Executive Summary

- 2.1 Under the [Education \(Scotland\) Act 1980](#), the provision and delivery of education at a local level is the statutory responsibility of Local Authorities. Under Section 1 of the Act, it is the Council's duty to provide adequate and efficient school education for all school age children. The current admissions policy for the City of Edinburgh Council (the Council) was approved by the Education, Children and Families Committee in March 2016. The Council delegates the responsibility for managing the provision of school places to Communities and Families; with day to day administration performed by the Customer Assessment and Finance Transactions Team. Head teachers are then responsible for all admissions after the start of term in August.
- 2.2 Internal Audit carried out an audit on School admissions, appeals, and capacity planning and this work was concluded on the 22 November 2019 with a final draft report circulated on the 31 January 2020, and their findings and opinion are based on the conclusion of the work as of the 22 November 2019.

3. Background

- 3.1 The [Education \(Lower Primary Class Sizes\) \(Scotland\) Regulations 1999](#) (as amended) sets out the legislative requirements for maximum class sizes. These requirements are included within the Council's admissions policy and used when considering placing requests.
- 3.2 Children and young people are admitted to schools in the areas where they stay; known as the catchment areas for the school. Each catchment area has both a Roman Catholic and non-denominational school at both primary and secondary level. There is also a Gaelic provision citywide catchment for the Gaelic Primary, Bun-sgoil Taobh na Pàirce, and Secondary at James Gillespie's High School.
- 3.3 The Council aims to provide places for P1 and S1 pupils at their chosen catchment school by the end of February each year. If there are places available after catchment demand is met, placing requests for non-catchment pupils at P1, S1 will be allocated by the Customer Assessment and Finance Transactions Team. Non-annual placement requests for all years are managed by schools themselves and decisions made by headteachers.
- 3.4 A template letter which should be used to set out the grounds for refusing a request is available via the Orb, the Council's intranet. The letter must include the reasons for turning down the request; the child's place on the waiting list at that time; the allocated school; and the right of appeal against the decision. Head teachers are also responsible for maintaining waiting lists in line with the Council's procedures.

4. Main report

- 4.1 The objective of this internal audit review was to assess the adequacy of design and operating effectiveness of the key controls established to manage the school's admission, appeals and capacity planning processes. This included processes undertaken prior to the beginning of term; and processes for maintaining school rolls during the year.
- 4.2 This audit did not review the decisions made by the Placing Appeals Committees as these are independent committees and did not consider the process for managing second stage appeals heard by the Sheriff Court.
- 4.3 The review identified a number of significant and moderate weaknesses in both the design and operating effectiveness of key governance and operational controls supporting the school admissions, appeals, and capacity planning processes. Consequently, only limited assurance can be provided that the risks associated with these processes are being managed and that the Council's objective of delivering efficient and effective processes that are aligned with applicable legislation and regulations, statutory requirements and Council policies is being achieved.
- 4.4 It was established that the Council policies, procedures and guidance published on both the Council's external website and intranet (the Orb) and standard forms and letters used by schools require to be reviewed, refreshed and updated to confirm that they are aligned with applicable legislative, regulatory requirements.
- 4.5 It was also noted that annual training on the registration, appeals and capacity planning processes is no longer available, and that this is likely to have an impact on the understanding of all teams and divisions involved in delivery, and may also be contributing to the inconsistencies in application of the processes highlighted in our review.
- 4.6 The [Admission to Mainstream Schools Policy](#) published on the Council website has not been reviewed since March 2016, and does not detail key topics such as exceptional circumstance categories or shared care arrangements. A lack of reference to exceptional circumstance the policy was also highlighted in a Sheriff Court Placing Appeal judgement in August 2019. Additionally, the Senior Responsible Officer for the policy is no longer employed by the Council.
- 4.7 Prior to the audit, the new Senior Education Officers (Primary and Secondary) had created a review group for this policy and procedure. This consists of:
- Senior Education Officers – Primary and Secondary 3
 - Devolved Finance & Resources Officer
 - School Estate Planning Manager
 - Customer Manager
 - Transactions Team Manager
 - Senior Transactions Officers
 - Senior Solicitor
 - Committee Officer
 - Operations Manager

This group is reviewing the process, policy and procedure of School Admissions. Many of the changes have already been implemented and the approval of this new updated Policy and Procedure will allow for the final changes to be put in place.

- The training for Headteachers was reinstated in the 2019/20 session as an annual event. New and Acting Headteachers also receive training upon appointment.
- A review of documentation on the council websites has been undertaken.
- The School Handbook master has been reviewed and updated.

4.8 The key changes from August 2021 onwards are:

4.8.1 Applications for Catchment should be received by 24 December each year - this brings it in line with Non catchment applications and will allow for applications to be dealt with quicker, allowing our more vulnerable pupils to receive places earlier than they currently do, as we have to wait for 28 February currently before allocating places. It also allows another 2 months for planning if any additional resource is required in a school/building.

4.8.2 In secondary schools one reserved place for every 40 incoming catchment pupils will be kept at each year stage where possible. – It is currently for every 60 catchment pupils – by changing it to 40 pupils, this will give families moving into the area more opportunity to gain a place in their catchment school. It may though be harder to gain a non catchment place moving from P7 – S1.

4.9 Appendices 1 and 2 are the updated Admission to Schools Policy and the Admission to Schools Procedure.

5. Next Steps

5.1 If the report is approved by the Education, Children and Families Committee we will:

5.5.1 Share the updated Policy and Procedure with Headteachers in January 2021.

5.5.2 Share the updated Policy and Procedure with parents and add it to the council website in August 2021. Current policy and procedure will remain in place for the admissions for August 2021.

6. Financial impact

6.1 There is no financial impacts arising from this report.

7. Stakeholder/Community Impact

7.1 The following have been involved in reshaping the policy. We have also considered feedback from parents/carers and young people regarding the current timing and stress which families feel whilst waiting to know if their child has a place.

- Senior Education Officers – Primary and Secondary
- Devolved Finance & Resources Officer
- School Estate Planning Manager
- Customer Manager
- Transactions Team Manager
- Senior Transactions Officers
- Senior Solicitor
- Committee Officer
- Operations Manager

4

8. Background reading/external references

8.1 n/a

9. Appendices

9.1 Appendix 1 Admission to Schools Policy

9.2 Appendix 2 Admission to Schools Procedure

Policy Title - Admissions in Mainstream Schools

Management Information	
Lead Officer	Name: Arran Finlay
	Designation: Senior Education Officer
	Tel: 0131 469 3063
Lead Service Area	Schools & Lifelong Learning, Communities and Families
Last Review Date	December 2017
Implementation Date	December 2020
Review Date	August 2022
Date Agreed	tbc
Agreed by	tbc
Has Screening for Equality Impact been undertaken for this procedure	Yes/No: tbc <i>(please specify)</i> Date tbc
Has Implementation and Monitoring been considered for this procedure	Yes/No: tbc <i>(please specify)</i> Date tbc
If appropriate has Health and Safety section had oversight of this procedure Name of Health and Safety contact	N/A

Definition: Policy – A course of action or set of standards adopted by the City of Edinburgh Council.

This document may be out of date if printed, the latest version is available on the Council Intranet.

1. PURPOSE

The policy document provides a formal framework for the admissions to mainstream schools.

The policy and associated procedure document will ensure consistency across all schools.

2. SCOPE

This policy covers the admission of pupils to all stages in mainstream schools and in particular to those pupils in P1 and S1 in August of any school year.

3. DEFINITIONS

Reserved places: Places reserved for children and young people moving into the school catchment through the year.

R.C. school: Roman Catholic school.

School Catchment: An area from which children and young people are eligible to attend a local school. This area is based on the child's home address.

Composite Class: A class in which there are pupils at more than one stage of the primary school

Team Teaching: Team Teaching is where two teachers teach a class that has more than the maximum number of pupils for that particular stage, for example if the Council place more than 25 children in a P1 class there will be two teachers

Mainstream Schools: Schools which meet the needs of the majority of pupils and are non specialist provisions

Placing Request: A request for a placement in a school

Non Catchment Placing Request: A Request for a placement in a school which is not the catchment school for the address of the individual

Department: Communities and Families Department

Exceptional: a pupil whose circumstances are deemed exceptional by the Committee on Pupil/Student Support

Intake Limit: the number of pupils to be admitted into a year group as decided by the Department

In time Catchment Application/Non-Catchment Placing Request – applications received by 24th December each year (from 2021)

This document may be out of date if printed, the latest version is available on the Council Intranet.

4. POLICY STATEMENT & CONTENT

4.1 Statement

There are duties, under Section 1 of the Education Act 1980 (“the Act”), on local authorities to provide appropriate school education for all school age children, living in their area.

The Act describes who a person of school age is - that is a child or young person who has reached the age of five years, but has not yet reached the age of sixteen

All admissions must comply with class size legislation and national agreements

4.2 Content

Allocation of Placements

Key principles applied by the Council to the provision of school places:

- Children and young people are admitted to schools in the areas where they stay. These are known as the catchment areas for the school. There are separate catchment boundaries for RC and non-denominational schools at both primary and secondary level and pupils have the option of attending either of their catchment schools, subject to availability of places;
- In areas of the City, *for example new building developments*, which currently fall outside existing catchment areas, the Council will identify an ‘appropriate school’ for pupils living in those areas. This is normally based on distance and geography;
- Pupils living in the City of Edinburgh Council area have priority for places over pupils living in other local authority areas;
- **The Council aims to provide places for P1 and S1 pupils at their catchment school if they are living in a property in the catchment area and register with the school by 24th December of the year preceding that in which they will start in P1 and S1.**
- If there are places available after catchment demand is met placing requests for non-catchment pupils will be allocated,
- Entitlement to a place in a school is based upon home address and not on attendance at early years or primary establishments.

This document may be out of date if printed, the latest version is available on the Council Intranet.

4.3 Class Sizes and Organisation

The council meets the legislation on class sizes, in line with the Education (Lower Primary Class Sizes) (Scotland) Regulations 1999 and through national agreement.

This means a class size maximum of:

P1	25 pupils
P2/P3	30 pupils
P4 – P7	33 pupils

In secondary schools practical class sizes are a maximum of 20, non practical class are a maximum of 33 in S1 and S2 and 30 in S3 – S6.

The most efficient arrangement of class size and provision of teaching staff in P1 and S1 for each new session is sought for each school after taking account of demand for catchment places in non denominational schools and of demand from pupils who are baptised Roman Catholic in RC schools;

P1 intake limits, classroom size restrictions and limits on the overall pupil numbers will be applied where necessary to assist in managing school provision;

Additional classes are not normally created specifically to cater for non-catchment placing requests. This includes situations where granting requests in one year would result in the need for additional classes at other year stages.

4.4 Oversubscribed Roman Catholic Schools

Where catchment applications for denominational schools exceed the available school capacity, or would cause accommodation issues at a future stage, priority will be given to baptised Roman Catholic pupils. Additional staff will not normally be employed to support a P1 intake greater than that required to meet the RC baptised catchment demand unless by doing so resolves potential accommodation issues at another school.

Where a Roman Catholic school is oversubscribed the following actions will be taken:

- Priority will be given to catchment Baptised Roman Catholics (BRC) in allocating places;

- in the event that there are insufficient places for all catchment BRC then BRC may be prioritised into other RC schools;
- Non BRC, or BRC who do not obtain a place at their catchment RC school and who choose not to be prioritised into another RC school, would be given places at their non-denominational catchment school.

4.5 Oversubscribed Non Denominational Schools

At times when there are oversubscribed non denominational schools the decision may be made to prioritise placing requests out of the school.

4.6 Reserved Places

- One place per class will be reserved for pupils moving into a school catchment in each class in primary school and two places reserved for each team teaching class where possible.
- **In secondary schools one reserved place for every 40 incoming catchment pupils** will be kept at each year stage where possible. In some areas of the city new housing developments mean that there is the potential for higher than normal movement into particular catchment areas. Where it is possible to do so, in these areas additional places may be reserved in each class in order to try and ensure that pupils moving into the area can obtain a place at their catchment school.
- Where possible a reserved place shall be maintained until a child moves into the catchment. Where this happens the reserved place is given to the child, and is no longer available. If placing requests appeals are granted either by the Appeal Committee or a Sheriff this may result in fewer reserved places being available due to the increased class size.

4.7 Team Teaching and Composite Classes

Team teaching and composite class are part of the organisation in many primary schools.

Arrangements in primary schools may be implemented where catchment numbers are expected to exceed capacity based on P1 class sizes of 25. This normally involves

raising the P1 intake to multiples of 30 to meet the class size 30 at P2 and P3. Team teaching classes may be organised at other stages in primary schools.

Regardless of the type of class, the same selection criteria must be used for all classes in a given school. Head Teachers will use a range of criteria. The selection criteria include:

- Meeting learners needs
- Age (stage appropriate)
- Friendships
- Gender balance
- Exceptional circumstances

Not all the above criteria need to be used but more than one criterion must be used. The specific criteria chosen will vary across schools, and professional judgment will be used to best meet the needs of learners in individual schools. More information held in the “Class Organisation in Primary Schools” procedure.

4.8 Implementation

The implementation of this policy will be 2021 – 2023.

5. RESPONSIBILITIES

The City of Edinburgh Council’s Chief Education Officer has overall responsibility for this policy.

The P1/S1 Intakes Advisory Group is formed from relevant council teams annually to determine intake limits for each school and advise the Committee on Pupil/Student Support

The City of Edinburgh Council’s Transactions Team are responsible for the day to day administration of the procedure for P1 and S1 and advising parents of policy. The responsibility will transfer to Headteachers at the start of session

Headteachers are responsible for collecting information on catchment children, registering P1 children, advising parents of the policy and the administration of other stages

6. LEGISLATIVE CONTEXT

The Council delegates to Communities and Families the function of managing the provision of school places using principles and practices that are in line with the [Education \(Scotland\) Act 1980](#) and other relevant legislation.

7. ASSOCIATED DOCUMENTS

[Education \[Scotland\] Act 1980](#)

[The Education\[Appeal Committee Procedures\] \[Scotland\] Amendment Regulations 2006](#)

[The Education\[Lower Primary Class Sizes\] \[Scotland\] Regulations 1999](#)

[The Education \(Lower Primary Class Sizes\) \(Scotland\) Amendment Regulations 2010](#)

Organising Classes in Primary Schools <https://www.edinburgh.gov.uk/compositeclassprocedure>

Procedure Title - Admissions in Mainstream Schools

Management Information	
Lead Officer	Name: Arran Finlay
	Designation: Senior Education Officer
	Tel: 0131 469 3063
Lead Service Area	Schools & Lifelong Learning, Communities and Families
Last Review Date	December 2017
Implementation Date	December 2020
Review Date	August 2022
Date Agreed	tbc
Agreed by	tbc
Has Screening for Equality Impact been undertaken for this procedure	Yes/No: tbc <i>(please specify)</i> Date tbc
Has Implementation and Monitoring been considered for this procedure	Yes/No: tbc <i>(please specify)</i> Date tbc
If appropriate has Health and Safety section had oversight of this procedure Name of Health and Safety contact	N/A

Definition: Procedure – An agreed method or approach to comply with Policy, Legislation and Departmental Decisions.

This document may be out of date if printed. The latest version is available on the Council Intranet.

1. PURPOSE

This procedure aims to provide clear guidance for all staff in the management of admissions to mainstream schools. It accompanies the Admissions to Mainstream Schools Policy.

2. SCOPE

This procedure covers the admission of pupils to all stages in mainstream schools and in particular to those pupils in P1 and S1 in August of any school year.

3. DEFINITIONS

Reserved places: Places reserved for children and young people moving into the school catchment through the year.

Proofs of residence: A copy of council tax and a utility bill.

R.C. school: Roman Catholic school.

School Catchment: An area from which children and young people are eligible to attend a local school. This area is based on the child's home address.

Composite Class: A class in which there are pupils at more than one stage of the primary school

Team teaching: Team Teaching is where two teachers teach a class that has more than the maximum number of pupils for that particular stage, for example if the Council place more than 25 children in a P1 class there will be two teachers

Mainstream schools: Schools which meet the needs of the majority of pupils and are non specialist provisions

Placing Requests: A request for a placement in a school

Non Catchment Placing Request: A request for a placement in a school which is not the catchment school for the address of the individual

Department: Communities and Families Department

Exceptional: a pupil whose circumstances are deemed exceptional by the Committee on Pupil/Student Support

Shared Care: a pupil who lives for an equal amount of time with each parent

Intake Limit: the number of pupils to be admitted into a year group as decided by the Department

In time Catchment Application/Non-Catchment Placing Request; applications received by 24th December each year

4. ACTIONS

Catchment Registration and Placing Requests for P1 and S1

- 4.1 Catchment registration and the handling of placing requests across the city is a major but routine organisational procedure undertaken by the Department on an annual basis. This process commences in November with schools being asked to register their catchment children, and parents being asked to make their placing requests by mid-December. Head Teachers are involved throughout the process and are asked to consult with parents in early February, where necessary, to share with them plans for P1 intakes and class organisations for August. Schools are made aware that class organisations can change between now and the start of the session. The Committee on Pupil Student Support meets in February each year to agree exceptionality and to prioritise pupils the waiting list – this does not guarantee them a place at the school.
- 4.2 It is important to note that numbers of pupils do change, sometimes on a daily basis, as a result of parents making late registrations often requiring changes to class organisations. The initial figures are analysed during January to establish class organisations and identify any accommodation issues and identify where catchment pupil numbers might exceed school capacity. Proposed intakes are based on these figures. The process continues to be managed by the Department through to the start of session in August when the waiting list is returned to the school to manage. However, consideration will be given to whether in the future this process would also be best managed by the department centrally rather than by schools.
- 4.3 The process is characterised by complex patterns of pupil flow across the city and a constantly evolving picture as late applications are made and pupils are withdrawn. Nearly all schools experience a drop between the number of catchment P1 pupils registered in January and the number taking up a place in August. In many schools this drop can be significant and is explained by parents successfully making a placing request to another school, deciding to defer entry, choosing the private sector or moving house within the intervening period.

- 4.4 These changes make it difficult not to over-plan for placements and many schools which initially appear to have more catchment pupils than can be accommodated are likely to have no difficulty in ultimately accommodating their catchment intake in August it also means that some placing requests refused in April will be successful by August. There can, however, be no guarantees and some schools require careful monitoring of their numbers throughout the process. For some schools the final organisation of the classes may not be known until late in the process because of complex cross catchment movement of pupils.
- 4.5 Communities and Families publish a timeline outlining the process involved in P1 and S1 placements on an annual basis. See attached Appendix One.
- 4.6 If a placing request is refused a parent has the right to appeal in the first instance to an independent committee and if that is unsuccessful to the Sheriff Court.

Catchment Registration and Placing Requests for Other Stages

- 4.7 Placing requests at other stages follow the same procedures as for P1 and S1. These requests are managed by Headteachers. If there are no available places the Headteacher will refuse the place and add the names to the waiting list and will issue the formal refusal letter.
- 4.8 School staff involved in the placement process must ensure that there is not a conflict of interest where a child joining a waiting list is known to them, in such cases the Business Manager or Head Teacher must be informed (or the transactions team if the conflict lies with the HT). If a child is known to a member of staff e.g. their own child or a child of a family member, friend or colleague, this must be declared to ensure the waiting list remains fair and impartial for all. Details can be found here : <https://orb.edinburgh.gov.uk/conduct-behaviour/conflicts-interest?documentId=2337&categoryId=201111>
- 4.9 At all stages in primary and secondary schools if a placing request is refused a parent has the right to appeal in the first instance to an independent committee and if that is unsuccessful to the Sheriff Court.

Waiting lists

- 4.10 Those children who are refused a place will be placed on a waiting list. The priority order for the waiting list in P1 and S1 is determined by the Committee on Pupil Student Support comprising representatives of Education Children and Families Committee who meet in February each year. The usual priority order is:
- Exceptional Children
 - Siblings;
 - Edinburgh children;
 - Out of Edinburgh Children.
- 4.11 Within each category (other than exceptional) distance [to the school from the home] is then used to determine the place on the waiting list; the shorter the distance the higher the place on the waiting list.

Key considerations for Parents

- 4.12 There are six key points for parents to consider when applying for school places:
- Places are allocated to children based on their residence and all parents must provide proof of residence for a catchment place when they register their child for school;
 - All pupils have two catchment schools, non-denominational and Roman Catholic. Parents must choose which of these is their preferred school;
 - Children attending a nursery class in a primary school are only entitled to a place in the primary school if they live in the catchment area of the primary school;
 - In a non denominational school catchment places for P1 and S1 will only be allocated automatically to children living in the school catchment by the 24th December in the year before they begin primary or secondary school. After that date, they will be treated as late catchment requests.
 - If a denominational Roman Catholic school is oversubscribed with catchment children, priority will be given to catchment baptised Roman Catholics, where proof is provided.

- If a placing request is successful for one child, it does not guarantee that requests for younger siblings will be successful. This could mean that siblings would attend different schools.

Fraud Prevention

- 4.13 The Council is obliged to make random spot checks of addresses as part of fraud prevention, and parents may be asked to provide proof of residence at any time before the school session begins. The Corporate Fraud team will investigate all claims of false addresses being used to gain a school place and, if established, the place will be withdrawn.

5. RESPONSIBILITIES

The Senior Education Officers have overall responsibility for the maintenance of this procedure

Head Teachers are responsible for ensuring their staff follow this procedure

6. POLICY BASE

The procedure has been developed to implement the Admissions to Mainstream Schools Policy

7. ASSOCIATED DOCUMENTS

Admissions To Mainstream Schools Policy – [link to be added once both documents approved and online](#)

8. RECORD KEEPING

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

Procedure Title - Admissions in Mainstream Schools**Procedure Number -**

Record Title	Location	Responsible Officer	Minimum Retention Period
Education Records	Education Establishments	Head Teachers	As per records retention schedule
Placing Requests	Transactions Team, Waverley Court BC C.3	Transactions Team Manager/Customer Manager	As per records retention schedule
Placing Appeal Paperwork	Committee Services	Corporate Governance Manager	As per records retention schedule

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Authorised by: []

Original Issue: []

Lead Officer: []

Current Version: []

Review Date: []

Education, Children and Families Committee

10.00am, Tuesday 15 December 2020

Revenue Monitoring 2020/21 – month six position

Executive/routine Wards Council Commitments	Routine City-wide
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1. Recommendations

- 1.1 Members of the Education, Children and Families Committee are asked to:
- 1.1.1 note the net residual budget pressure of £14.0m which remains at month six, of which £12.8m relates to the impact of the Covid-19 pandemic;
 - 1.1.2 note that approved savings and operational efficiencies in 2020/21 total £4.547m, with £4.141m on track to be delivered in full; £0.306m assessed as amber, pending further detailed implementation plans and £0.100m assessed as being at risk of not being delivered;
 - 1.1.3 note that measures are being taken to reduce budget pressures.

Andrew Kerr

Chief Executive

Contact: Brendan O'Hara, Acting Principal Accountant

E-mail: brendan.o'hara@edinburgh.gov.uk | Tel: 0131 469 3620

Revenue Monitoring 2020/21 – month six position

2. Executive Summary

- 2.1 The report sets out the projected month six revenue monitoring position for the Communities and Families service, based on analysis of actual expenditure and income to the end of September 2020, and expenditure and income projections for the remainder of the financial year.
- 2.2 The total projected (full year) gross budget pressure is currently £19.9m, partially offset by one-off mitigations totalling £5.9m, resulting in a net residual budget pressure of £14.0m.
- 2.3 Of this pressure, £12.8m relates to the impact of the Covid-19 pandemic.
- 2.4 Efforts are being made to identify management action to reduce the budget pressure, while addressing the impact of the pandemic, however, given the magnitude of these pressures, there is a significant level of overspend.

3. Background

- 3.1 The total 2020/21 net budget for Communities and Families is £439.2m
- 3.2 This report sets out the projected overall position for the Communities and Families revenue expenditure budget for 2020/21, based on analysis of month six data.

4. Main report

Overall Position

- 4.1 The Communities and Families service is projecting net budget pressures of £14.0m at month six.

Gross Budget Pressures and Management Action

- 4.2 To date, projected gross budget pressures of £19.9m have been assessed. The main service areas affected include temporary accommodation, secure services, residential care, outdoor centres and community access to secondary schools. The majority of these pressures relate to the impact of Covid-19 which has resulted in increased costs and

reduced income. Non-recurring mitigations of £5.9m have been identified, which leaves a net residual budget pressure of £14.0m.

4.3 Temporary accommodation

The cost of temporary accommodation continues to grow, due to a shortage of suitable move-on accommodation and an increasing average length of stay. Due to Covid-19 restrictions, the number of allocations that could be made to permanent accommodation was temporarily reduced, however, the Council and its partners are now beginning to let homes again which is having a positive impact. The financial impact in 2020/21 will depend on the number of homeless presentations as restrictions are relaxed, and how quickly allocations to permanent accommodation can be made. The net pressure forecast for 2020/21 is currently £9.0m which is related to the impact of Covid-19. This is based on the number of households currently in temporary accommodation, including those previously rough sleeping or using night shelters, and those with no recourse to public funds (NRPF). The forecast pressure allows for an element of growth in numbers over the remainder of the financial year.

4.4 Secure Services, Residential Care and Out of Council residential schools

Employee cost pressures have arisen within Secure Services and Young People's Centres due to the need for agency staff and locums to cover for staff absences related to Covid-19. Significant costs have also been incurred for out-of-authority secure placements, and pressures have arisen in out-of-council residential schools, due to Covid-related disruption to normal planning processes. The estimated pressure is £3.9m which is partially mitigated through additional income related to Unaccompanied Asylum Seekers of £1.1m, a number of which are accommodated within the Council's residential units.

4.5 Outdoor Centres

Covid-19 has resulted in significant losses of income in outdoor centres, which has been partially mitigated by cost reductions from furlough arrangements of £0.3m, which are reported corporately. The net pressure is estimated at £1.5m.

4.6 Community access to secondary schools

Recurring pressures of £0.4m have been further compounded by £0.5m of Covid-related income losses.

4.7 Appendix 1 provides further details on these areas of pressure and mitigating action.

4.8 Communities and Families is fully committed to making all efforts to identify mitigations to reduce the existing pressures, and to identify and implement management actions required to address these. These include vacancy control measures, identification of income generation opportunities and an examination of the scope to stop or reduce planned levels of expenditure. Work is ongoing to change the current mix of temporary accommodation, reducing the reliance on expensive and unsuitable accommodation, and to achieve the aims of the Rapid Rehousing Transition Plan.

Savings Delivery – Approved Savings 2020/21 Budget

- 4.9 The approved budget savings and operational efficiencies for Communities and Families for 2020/21 total £4.547m. Progress in the delivery of the savings programme is reviewed regularly.
- 4.10 A red, amber, green (RAG) analysis has been undertaken in consultation with Heads of Service. This indicates that, based on actions planned or already undertaken, £4.141m of savings and efficiencies are on track to be delivered in full (green); £0.306m, mainly relating to fees and charges, requires further work (amber); and £0.100m, relating to library services is at risk of not being delivered. Further details are included in Appendix 2.

5. Next Steps

- 5.1 Work is ongoing to identify mitigating measures through continued workforce and discretionary expenditure controls to manage financial risks and take timely remedial action, where any further adverse variances become apparent.

6. Financial impact

- 6.1 The report highlights projected net budget pressures of £14.0m for 2020/21, of which £12.8m relates to the impact of the Covid-19 pandemic. This position is subject to active monitoring, management of risks and identification of further mitigation.

7. Stakeholder / Community Impact

- 7.1 There is no direct relevance to the report's contents. The Council undertook a budget engagement exercise when developing the 2020/21 revenue budget.
- 7.2 There is no direct relevance of the report's contents to impacts on carbon, adaptation to climate change and sustainable development. The Council's revenue budget includes expenditure impacting upon carbon, adaptation to climate change and contributing to sustainable development. In addition, all budget proposals are now subject to an upfront assessment across these areas.

8. Background reading / external references

- 8.1 None

9. Appendices

- 9.1 Appendix 1 Summary of forecast net revenue budget pressures;
- 9.2 Appendix 2 Summary of approved budget savings 2020/21

Appendix 1

Forecast Areas of Budget Pressure and Management Action

Service area	Pressures	Mitigation One-off	Net Residual Pressure	COVID	Non-COVID	Description
Children's Services	£m	£m	£m	£m	£m	
Home to School Transport - Additional Support Needs	0.2	0.2	0.0	0.0	0.0	One-off savings relate to April - June reduced payments to providers
Secure Services	2.0		2.0	0.4	1.6	Estimated staff cost pressures (£0.5m), and costs for out of authority secure placements. Increase in usage and forecast to continue for remainder of the year. £0.4m of staff costs COVID related and £0.2m for therapeutic support, the latter to seek to be funded from SG grant
Residential Care	0.6		0.6	0.3	0.3	Estimated staff cost pressures within YPCs, with increased costs for locums and agency staff providing cover for staff absences due to Covid
Out of Council residential schools	1.3		1.3	0.5	0.8	Delays in case planning and need to make new placements. 5 new placements in September / October
Children's Services- Counselling in Schools	0.0	0.5	-0.5	0.0	-0.5	Savings assume full complement of 23 FTE counsellors (GR6), effective Sept 2020 - Mar 2021
Unaccompanied Asylum-Seeking Children - income	0.0	1.1	-1.1	0.0	-1.1	Recoveries for existing UASC cases agreed with Home Office
Fostering, Kinship, Adoptions and day care	0.0	0.2	-0.2	0.0	-0.2	Estimated underspent mainly in Adoption
Schools & Lifelong Learning - Schools						
Schools – non-devolved costs	0.5		0.5	0.0	0.5	Costs of cleaning materials, grounds maintenance and refuse collection
Schools	0.3	0.2	0.1	0.0	0.1	Demographic pressures in DSM staff budgets due to rising school rolls. Mitigated by one-off funding from excess carry forwards
Schools & Lifelong Learning - Non-schools						
Outdoor Centres	1.8	0.0	1.8	1.8	0.0	Assumes no income during 2020/21 with partial mitigation from furlough
Edinburgh Leisure - Community Access to Secondary Schools	1.0	0.1	0.9	0.5	0.4	£0.38m recurring pressure, £0.4m April - Dec net COVID impact. £0.3m non-sports lets pressure. £0.17m PPP savings
Libraries - income	0.5	0.7	-0.2	-0.3	0.1	Income pressure due to COVID (£0.4m) assuming 6 libraries opening from Oct and others from Jan. Savings from vacancies and FTC not extended £0.6m plus other £0.1m. Approved saving for book transfers not delivered (£0.1m)
Primary school lets	0.3	0.2	0.1	0.1	0.0	Pressure assuming school lets re-start from January. FM savings £0.2k.
Adult education	0.5	0.3	0.2	0.2	0.0	Pressure assuming only January term running. £0.5m loss of income, £0.3m tertiary staff and other savings.

S&LL - Localities	0.1	0.1	0.0	0.0	0.0	Staffing and supplies pressures offset by £0.1m tertiary budget savings (Term2)
Active Schools	0.3	0.2	0.1	0.1	0.0	£0.3m loss of income assuming re-opening from January offset by Tertiary savings £0.2m
Early Learning and Childcare	0.0	0.6	-0.6		-0.6	Pre-expansion vacancies April - Nov
Instrumental Music Service	0.0	0.1	-0.1		-0.1	Staff savings
Wester Hailes Education Centre	0.4	0.2	0.2	0.2	0.0	Loss of income assuming re-opening from November £0.4m and savings from vacancies not filled £0.2m
Safer & Stronger Communities						
Temporary Accommodation	9.0		9.0	9.0	0.0	Continuing growth due to a shortage of suitable move-on accommodation. Due to Covid-19 restrictions, there has been a further increase in average length of stay and a reduction in allocations being made to permanent accommodation. Pressures offset by underspend in PSL accommodation and £0.3m of funding towards food costs
Community Justice - non-section 27	0.0	0.3	-0.3	0.0	-0.3	Staff and non-staff underspends
Family & Household Support	0.2	0.3	-0.1	0.0	-0.1	Staff vacancies, pressure on HRA recharges
Operational Support						
Home to School Transport - mainstream	0.2	0.2	0.0	0.0	0.0	One-off savings relate to estimated April - June reduced payments to providers
School Estate Planning	0.0	0.1	-0.1	0.0	-0.1	Employee costs capitalised
Department-wide						
Efficiency and Management savings	0.4		0.4	0.0	0.4	Approved saving
	19.6	5.6	14.0	12.8	1.2	

Appendix 2

Approved budget savings 2020/21 with RAG assessment

Proposal description/area	2020/21 approved saving	Saving RAG assessment		
	£m	Green	Amber	Red
SCHOOLS & LIFELONG LEARNING				
School Efficiencies (DSM)	1.200	1.200		
Early Years (restructure of staffing)	0.600	0.600		
Edinburgh Leisure Service Payment	0.500	0.500		
Quality Improvement Officers	0.120	0.120		
Library service	0.100			0.100
Heritage language	0.021	0.021		
	2.541	2.441	0.000	0.100
SAFER & STRONGER COMMUNITIES				
Police funding	1.600	1.600		
Adoption of Scottish Government Framework for electricity and gas	0.060		0.060	
Night Noise Team	0.100	0.100		
	1.760	1.700	0.060	0.000
DEPARTMENT-WIDE				
Increase in fees and charges by RPI + 2%	0.246		0.246	
	0.246	0.000	0.246	0.000
Total approved savings	4.547	4.141	0.306	0.100

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Education, Children and Families Committee

10.00am, Tuesday 15 December 2020

Internal Audit: Overdue Findings and Key Performance Indicators at 30 October 2020 – referral from the Governance, Risk and Best Value Committee

Executive/routine
Wards
Council Commitments

1. For Decision/Action

The Governance, Risk and Best Value Committee has referred the attached report to the Education, Children and Families Committee for information.

Andrew Kerr

Chief Executive

Contact: Martin Scott / Natalie Le Couteur, Committee Services

Email: martin.scott@edinburgh.gov.uk / natalie.le.couteur@edinburgh.gov.uk

Referral Report

Internal Audit: Overdue Findings and Key Performance Indicators at 30 October 2020

2. Terms of Referral

- 2.1 On 8 December 2020, the Governance, Risk and Best Value Committee considered a report on Internal Audit Overdue Findings and Key Performance Indicators at 30 October 2020 which provided an overview of the status of overdue Internal Audit (IA) findings as at 30 October 2020. A total of 126 open IA findings remain to be addressed across the Council as at 30 October 2020. This includes the one remaining historic finding and excludes open and overdue IA findings for the Edinburgh Integration Joint Board and the Lothian Pension Fund.
- 2.2 The Governance, Risk and Best Value Committee agreed:
- 2.2.1 To note the status of the overdue Internal Audit (IA) findings as at 30 October 2020.
 - 2.2.2 To refer the report to the relevant Council Executive Committees and the Edinburgh Integration Joint Board's Audit and Assurance Committee for information.
 - 2.2.3 To note that in Appendix 1, the report by the Chief Internal Auditor at paragraph 4.8 should say "increased" rather than "decreased".

3. Background Reading/ External References

[Governance, Risk and Best Value Committee – 8 December 2020 - Webcast](#)

4. Appendices

Appendix 1 – report by the Chief Internal Auditor

Governance, Risk, and Best Value Committee

10:00am, Tuesday, 8 December 2020

Internal Audit: Overdue Findings and Key Performance Indicators at 30 October 2020

Item number

Executive/routine

Executive

Wards

Council Commitments

1. Recommendations

- 1.1 It is recommended that the Committee notes:
- 1.1.1 the status of the overdue Internal Audit (IA) findings as at 30 October 2020; and
 - 1.1.2 refers this paper to the relevant Council Executive committees and the EIJB Audit and Assurance Committee for information.

Lesley Newdall

Chief Internal Auditor

Legal and Risk Division, Resources Directorate

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Internal Audit: Overdue Findings and Key Performance Indicators at 30 October 2020

2. Executive Summary

Open and overdue Internal Audit findings

- 2.1 Due to the impacts of Covid-19, the last report on overdue IA findings was presented to the Committee in December 2019 and reported the position as at 22 October 2019. A high level update on the position as at 31 March 2020 was also included in the 2019/20 IA annual opinion that was presented to the Committee in August 2020.
- 2.2 Monthly reporting on overdue IA findings to the Corporate Leadership team (CLT) recommenced in October 2020, reporting the position as at 28 September 2020.
- 2.3 With regard to resolution of the 26 historic overdue findings reopened in June 2018, only one overdue finding remains and validation of this is in progress.
- 2.4 A total of 126 open IA findings remain to be addressed across the Council as at 30 October 2020. This includes the one remaining historic finding and excludes open and overdue Internal Audit findings for the Edinburgh Integration Joint Board and the Lothian Pension Fund.
- 2.5 Of the 126 currently open IA findings:
 - 2.5.1 a total of 65 (52%) are open, but not yet overdue;
 - 2.5.2 61 (48%) are currently reported as overdue as they have missed the final agreed implementation dates. This reflects an increase of 6% in comparison to the October 2019 position (42%).
 - 2.5.3 72% of the overdue findings are more than six months overdue, reflecting an increase of 6% in comparison to October 2019 (66%) with 28% aged between six months and one year and 44% more than one year overdue.
 - 2.5.4 The historic position (more than one year overdue) has improved in comparison to the October 2019, with a decrease from 66% to 44% evident, reflecting increased management focus on this population.
 - 2.5.5 evidence in relation to 10 of the 61 overdue findings is currently being reviewed by IA to confirm that it is sufficient to support closure; and

2.5.6 51 overdue findings still require to be addressed.

- 2.6 Whilst good progress continues with resolution of all but one of the reopened historic overdue findings and findings that are more than one year overdue, it is important to ensure that management continues to focus on timely implementation of agreed management actions supporting the remaining population of open and overdue findings. This should result in an improvement in the ageing profile of overdue findings and will help to ensure that the Council is not exposed to the risks associated with these findings for a significant period of time.
- 2.7 The number of overdue management actions associated with open and overdue findings where completion dates have been revised more than once since July 2018 is 71, reflecting an increase of 38 when compared to the October 2019 position. This excludes the four month date extension that was applied to reflect the impact of Covid-19.

Key Performance Indicators

- 2.8 Recognising the impacts of Covid-19, IA key performance indicators (KPIs) have not been applied to the Covid-19 audits completed by IA during the period July to October 2020.
- 2.9 KPIs will now be applied to delivery of the remaining audits included in the refreshed 2020/21 IA annual plan approved by the Committee in September 2020. Whilst the KPIs will be applied, the ongoing Covid-19 impacts on the areas being audited will also be considered.

3. Background

- 3.1 Overdue findings arising from IA reports are reported monthly to the Corporate Leadership Team (CLT) and quarterly to the GRBV Committee.
- 3.2 This report specifically excludes open and overdue findings that relate to the Edinburgh Integration Joint Board (EIJB) and the Lothian Pension Fund (LPF). These are reported separately to the EIJB Audit and Assurance Committee and the Pensions Audit Sub-Committee respectively.
- 3.3 Findings raised by IA in audit reports typically include more than one agreed management action to address the risks identified. IA methodology requires all agreed management actions to be closed in order to close the finding.
- 3.4 The IA definition of an overdue finding is any finding where all agreed management actions have not been evidenced as implemented by management and validated as closed by IA by the date agreed by management and IA and recorded in relevant IA reports.
- 3.5 The IA definition of an overdue management action is any agreed management action supporting an open IA finding that is either open or overdue, where the individual action has not been evidenced as implemented by management and validated as closed by IA by the agreed date.

- 3.6 Where management considers that actions are complete and sufficient evidence is available to support IA review and confirm closure, the action is marked as ‘implemented’ by management on the IA follow-up system. When IA has reviewed the evidence provided, the management action will either be ‘closed’ or will remain open and returned to the relevant owner with supporting rationale provided to explain what further evidence is required to enable closure.
- 3.7 A ‘started’ status recorded by management confirms that the agreed management action remains open and that implementation progress ongoing.
- 3.8 A ‘pending’ status recorded by management confirms that the agreed management action remains open with no implementation progress evident to date.
- 3.9 An operational dashboard has been designed to track progress against the key performance indicators included in the IA Journey Map and Key Performance Indicators document that was designed to monitor progress of both management and Internal Audit with delivery of the Internal Audit annual plan. The dashboard is provided monthly to the Corporate Leadership Team to highlight any significant delays that could potentially impact on delivery of the annual plan.

4. Main report

- 4.1 The 126 open IA findings across the Council have been split into the following two categories to enable separate monitoring and reporting of the historic findings that were reopened in June 2018:
- 4.1.1 Current findings (125 in total) shows progress with findings raised, tracked, and reported on as part of the routine IA assurance cycle; and
- 4.1.2 Historic overdue findings (1 in total) highlight progress with closure of the 26 historic findings that were reopened in June 2018.
- 4.2 A total of 61 open IA findings (60 current and 1 historic) are overdue.
- 4.3 The movement in open and overdue IA findings during the period 22 October 2019 to 30 October 2020 is as follows:

	Analysis of changes between 22/10/19 and 30/10/20				Analysis at 30/10/20	
	Position 22/10/19	Added	Closed	Position 30/10/20	Current	Historic reopened
Open	101	69	(44)	126	125	1
Overdue	42	51	(32)	61	60	1

Appendix 1 provides a graphic of the analysis detailed at 4.1 and 4.2 above.

Current Overdue Findings

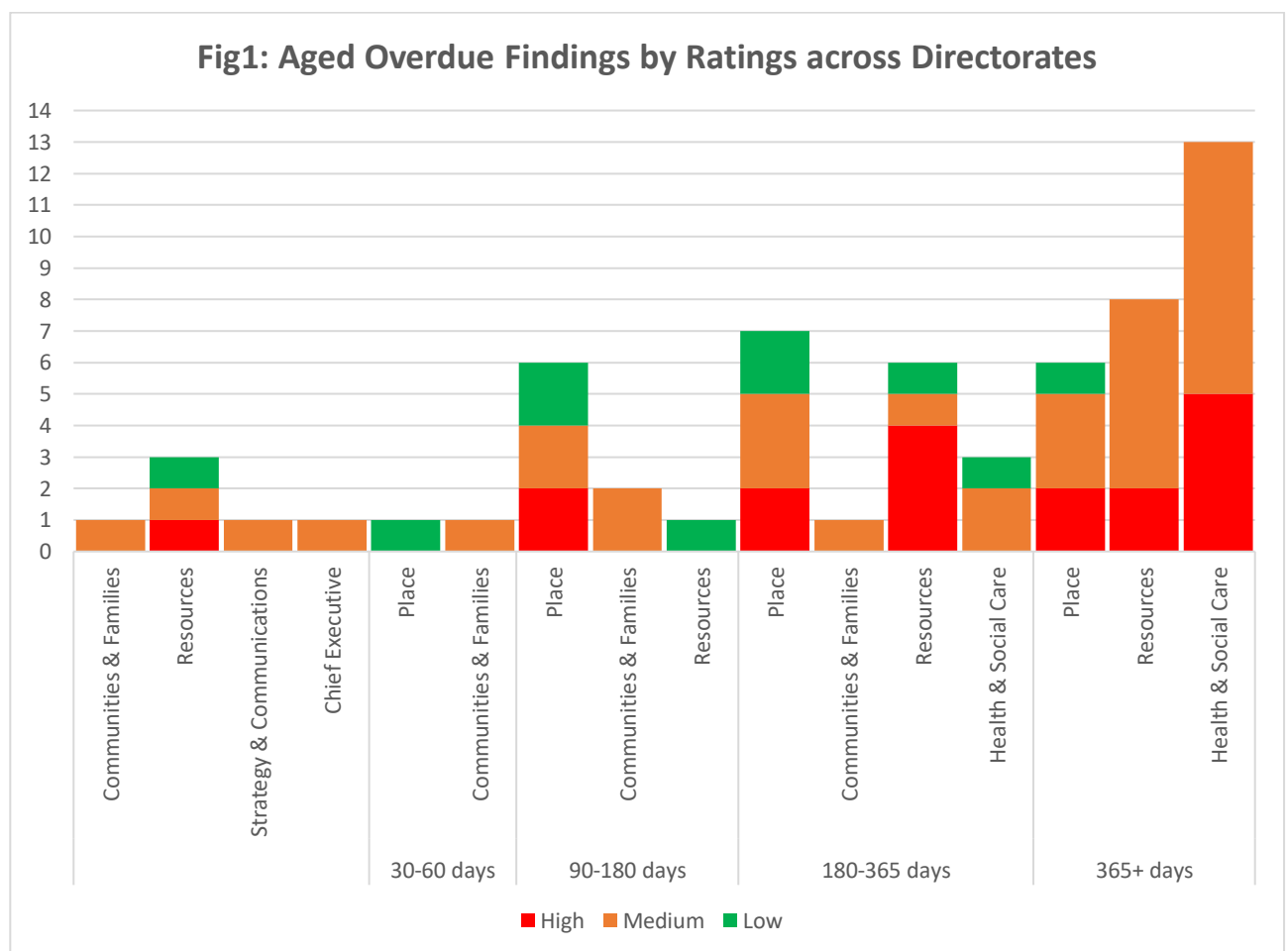
- 4.4 Of the 126 currently open findings, 61 (48%) comprising 18 High; 33 Medium; and 10 Low rated findings are now 'overdue'.
- 4.5 However, IA is currently reviewing evidence to support closure of 10 of these findings (3 High, 5 Medium and 2 Low), leaving a balance of 51 overdue findings (15 High; 28 Medium; and 8 Low) still to be addressed.

Historic Overdue Findings

- 4.6 IA is currently reviewing evidence recently provided to support closure of the one final remaining medium rated historic finding. This work will be completed by December 2020.

Overdue findings ageing analysis

- 4.7 Figure 1 illustrates the ageing profile of all 61 current and historic overdue findings by rating across directorates as at 30 October 2020.



- 4.8 This analysis of the ageing of the 61 overdue findings outlined below highlights that Directorates continue to make good progress with resolving findings between six months and one-year overdue, as the proportion of those findings, has significantly decreased. However, there has been an increase in the proportion of findings less

than six months overdue, as well as a rise in the proportion of findings that are overdue by more than one year.

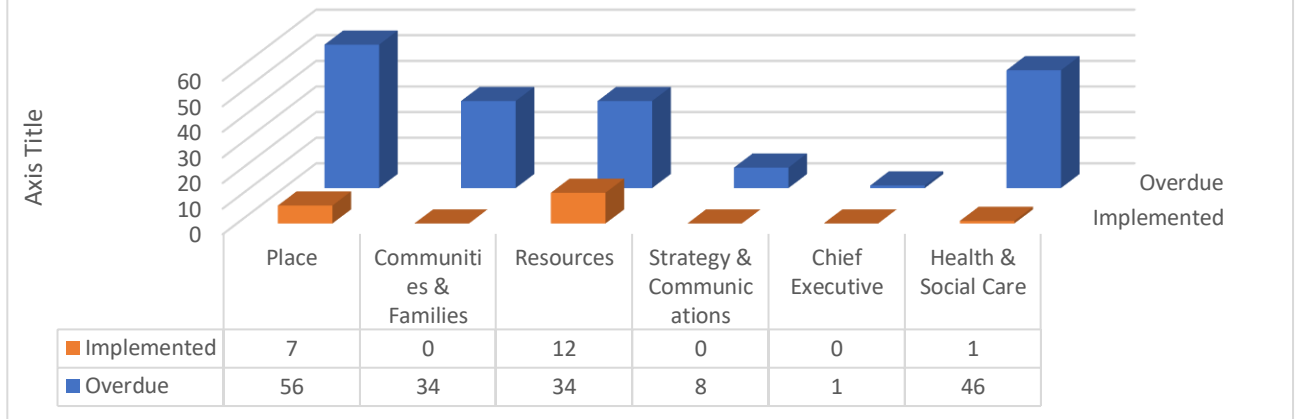
- 8 (13%) less than 3 months (90 days) overdue, in comparison to 26% as at October 2019;
- 9 (15%) between 3 and 6 months (90 and 180 days) overdue, in comparison to 7% as at October 2019;
- 17 (28%) between 6 months and one year (180 and 365 days) overdue, in comparison to 16% as at October 2019; and
- 27 (44%) more than one year overdue, in comparison to 50% as at October 2019.

It should be noted that findings more than 180 days old include the one remaining medium rated historic finding to be closed (see 4.6 above) that is currently being reviewed by IA.

Agreed Management Actions Analysis

- 4.9 The 126 open IA findings are supported by a total of 376 agreed management actions. Of these, 179 (48%) are overdue as the completion timeframe agreed with management when the report was finalised has not been achieved. This reflects a 16% increase from the October 2019 position (32%).
- 4.10 Of the 179 overdue management actions, 20 have a status of 'implemented' and are currently with IA for review to confirm whether they can be closed, leaving a balance of 159 to be addressed.
- 4.11 Appendix 2 provides an analysis of the 179 overdue management actions highlighting:
- their current status as at 30 October 2020 with:
 - 20 implemented actions where management believe the action has been completed and it is now with IA for validation;
 - 119 started where the action is open, and implementation is ongoing; and
 - 40 pending where the action is open with no implementation progress evident to date.
 - 44 instances (24%) where the latest implementation date has been missed; and
 - 76 instances (42%) where the implementation date has been revised more than once.
- 4.12 Figure 2 illustrates the allocation of the 179 overdue management actions across Directorates, and the 20 that have been passed to IA for review to confirm whether they can be closed.

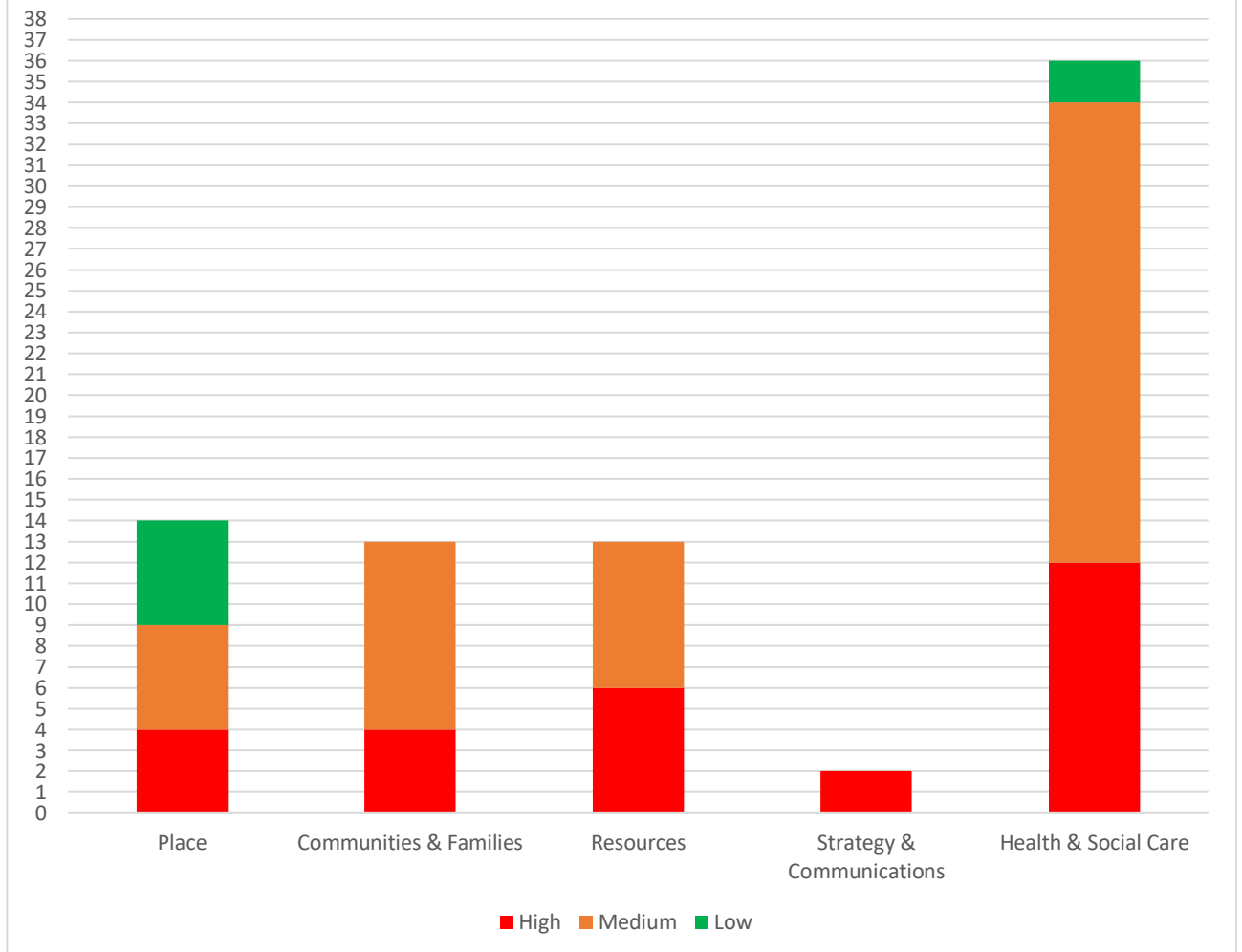
Figure 2: Overdue and Implemented Management Actions by Directorate



Revised Implementation Dates

- 4.13 Figure 3 illustrates that there are currently 78 open management actions (including those that are overdue) across directorates where completion dates have been revised between one and five times since July 2018. This number excludes the automatic extension applied by IA to reflect the impact of Covid-19.
- 4.14 This reflects an increase of 45 in comparison to the position reported in October 2019 (33).
- 4.15 Of these 78 management actions, 28 are associated with High rated findings; 43 Medium; and 7 Low, with the majority of date revisions in Health and Social Care directorate.

Figure 3 - management actions with more than one revised completion date since July 2018



4.16 Given the timeframes involved in reviewing open IA findings with directorates as part of the revisiting IA extension timeframes exercise, the full population of amendments to overdue findings has not been reflected in this paper. Where relevant, overdue management actions included in Appendix 2 have been manually updated to reflect extension timeframes outcomes.

Key Performance Themes Identified from the IA Dashboard

4.17 The IA dashboard has not been applied since April 2020 as the annual IA plan was paused to enable the Council to focus on implementation of Covid-19 resilience activities. The dashboard will be reinstated to support delivery of the IA annual plan with effect from October 2020.

5. Next Steps

- 5.1 IA will continue to monitor the open and overdue findings position, providing monthly updates to the CLT and quarterly updates to the Governance, Risk and Best Value Committee.

6. Financial impact

- 6.1 There are no direct financial impacts arising from this report, although failure to close findings and address the associated risks in a timely manner may have some inherent financial impact.

7. Stakeholder/Community Impact

- 7.1 If agreed management actions supporting closure of Internal Audit findings are not implemented, the Council will be exposed to the service delivery risks set out in the relevant Internal Audit reports. Internal Audit findings are raised as a result of control gaps or deficiencies identified during reviews therefore overdue items inherently impact upon effective risk management, compliance and governance.

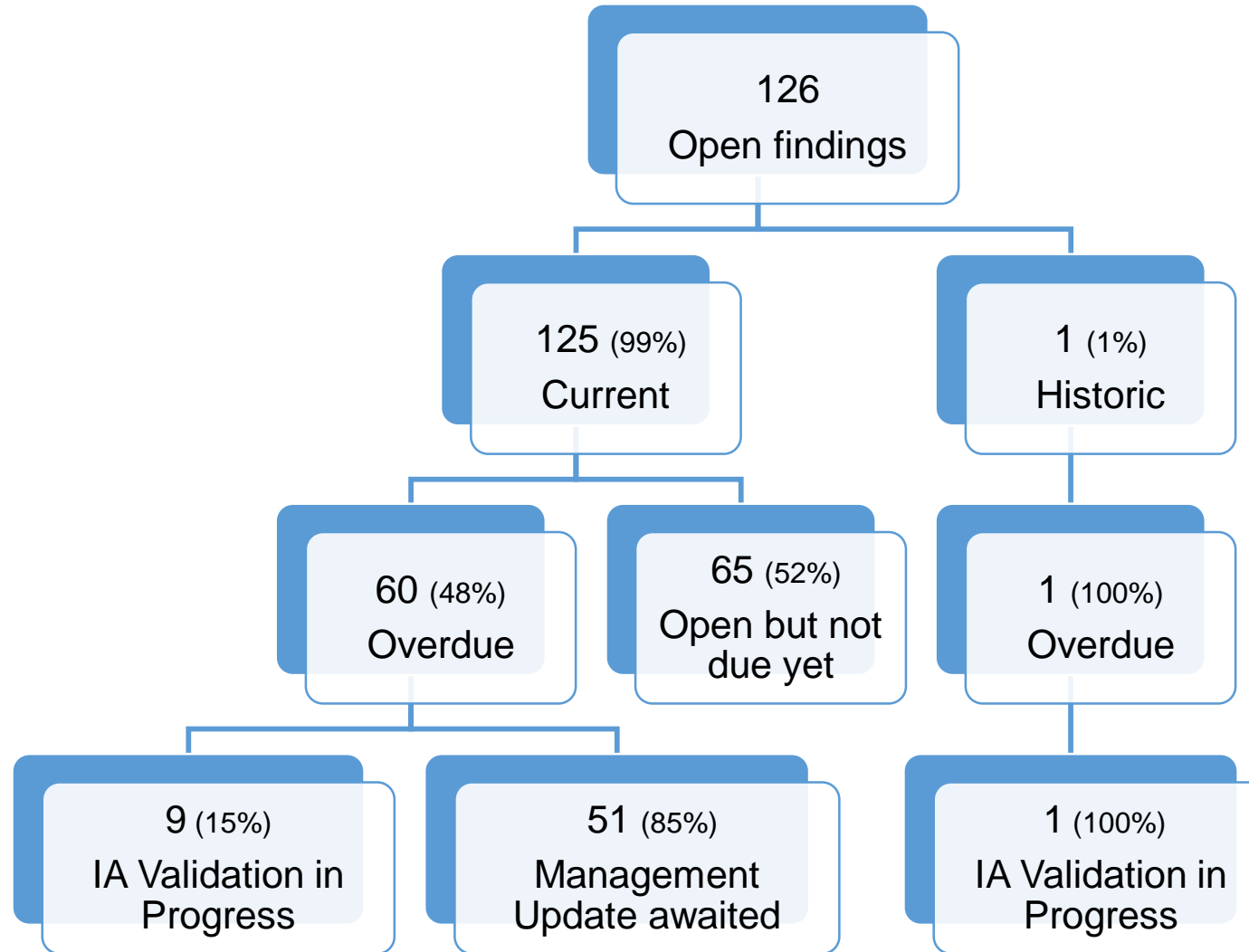
8. Background reading/external references

- 8.1 [Internal Audit report - Historic Internal Audit Findings - May 2018 Committee - Item 7.3](#)
- 8.2 [Internal Audit Report – Overdue Findings and Late Management Responses as at 22 October 2019 – December 2019 Committee - Item 11](#)

9. Appendices

- 9.1 Appendix 1 – Graphic of Open and Overdue IA Findings
- 9.2 Appendix 2 – Internal Audit Overdue Management Actions

Appendix 1 - Internal Audit Open and Overdue findings position as at 30th October 2020



Appendix 2 - Internal Audit Overdue Management Actions

Glossary of terms

1. Project – This is the name of the audit report.
2. Owner – The Executive Director responsible for implementation of the action.
3. Issue Type – This is the priority of the audit finding, categorised as Critical; High; Medium; or Low
4. Issue – This is the name of the finding.
5. Status – This is the current status of the management action. These are categorised as:
 - Pending (the action is open and there has been no progress towards implementation),
 - Started (the action is open and work is ongoing to implement the management action), and
 - **Implemented** (the service area believes the action has been implemented and this is with Internal Audit for validation).
6. Agreed Management action – This is the action agreed between Internal Audit and Management to address the finding.
7. Estimated date – the original agreed implementation date.
8. Revised date – the current revised date. **Red** formatting in the dates field indicates the last revised date is overdue.
9. Number of revisions – the number of times the date has been revised since July 2018. **Amber** formatting in the dates field indicates the date has been revised more than once.
10. Contributor – Officers involved in implementation of an agreed management action.

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
1	Portfolio Governance Framework CE1801 Issue 1: Project and portfolio management and scrutiny Paul Lawrence, Executive Director of Place and SRO	High	CE1801 Issue 1.2: Completeness and accuracy of project reporting Implemented	It was agreed at the Council's Change Board on 17 April 2019 that the management actions detailed above would be implemented by each Directorate (with the exception of the Health and Social Care Partnership where scrutiny of change and major projects is performed by the Edinburgh Integration Joint Board) and Strategy and Communications	Estimated Date: 31/12/2019 Revised Date: 01/05/2020 No of Revisions 0	Alison Coburn David Givan George Gaunt Laurence Rockey Simone Hislop

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
2	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 2: Operational Processes - Admissions & Appeals</p> <p>Stephen Moir, Executive Director of Resources</p>	High	<p>CF1901 Issue 2.3(c): Risk Based Annual Address Checks</p> <p style="background-color: green; color: black;">Implemented</p>	<p>The Transactions Team is currently engaging the Council's Business Transformation team to explore intelligent automation options for completing annual checks. Should this solution not be feasible, a risk-based methodology will be developed and documented to determine scope and extent of future checks.</p>	<p>Estimated Date: 30/06/2020</p> <p>Revised Date: 01/11/2020</p> <p>No of Revisions 0</p>	<p>Alison Roarty Jane MacIntyre Layla Smith Michelle Vanhegan Neil Jamieson Nicola Harvey Ruth Currie Sheila Haig</p>
3	<p>Historic Unimplemented Findings</p> <p>MIS1601 - issue 1 Budgetary Impact</p> <p>Stephen Moir, Executive Director of Resources</p>	Medium	<p>Recommendation 1 - Budgetary Impact</p> <p style="background-color: green; color: black;">Implemented</p>	<p>The R&M budget for 2016/17 will be closely monitored as services are now procured direct from suppliers and an imbedded due diligence process has been developed. This will inform the budget setting process, but it should, however, be noted that this has historically been based on availability and not need.</p>	<p>Estimated Date: 31/03/2017</p> <p>Revised Date: 29/06/2018</p> <p>No of Revisions 0</p>	<p>Audrey Dutton Gohar Khan Layla Smith Michelle Vanhegan Murdo MacLeod Peter Watton</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
4	ICT System Access Rights CW1809 Financial Systems Access Controls - Development of Overarching Action plan Stephen Moir, Executive Director of Resources	High	CW1809 - Development of Overarching Action plan Implemented	<p>Digital Services has confirmed that they will own the findings raised from this review and will work (in conjunction with other divisions such as information governance; finance; and human resources) to create an appropriate action plan to address the risks identified. The action plan will initially focus only on the Council's key financial systems and will consider all of the recommendations made by Internal Audit in this report. It is also acknowledged that the risks that have been highlighted are not exclusively limited to financial systems and could also extend to the Health and Social Care Partnership (the Partnership). Consequently, the action plan will include guidance to be applied by all system administrators across the Council. This will be communicated and shared with the expectation that it will be applied across all systems and divisions, including those that deliver services on behalf of and provide support to the Partnership. Following distribution of the guidance, discussions will be held with Internal Audit to determine whether the remaining systems used across the Council should be subject to a separate audit to confirm whether the user administration guidance is being consistently applied. Once the plan has been prepared and resources to support implementation identified and agreed with relevant divisions, timeframes for implementation of individual system plan actions will be discussed and agreed with Internal Audit. The plan will be prepared by March 2020.</p>	Estimated Date: 28/02/2020 Revised Date: 01/07/2020 No of Revisions 0 Agreed date to be extended as part of IA Extension Timeframes exercise – date to be advised by Service.	Alison Roarty Heather Robb Layla Smith Michelle Vanhegan Nicola Harvey

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
5	<p>Digital Services Change Initiation</p> <p>CW1901 Change Initiation: Issue 2 - Actions and responsibilities in the Partnership Board report</p> <p>Stephen Moir, Executive Director of Resources</p>	Low	<p>CW1901 Recommendation 2.1.1 - Reporting rationale for significant delays to the Partnership Board</p> <p>Implemented</p>	Agreed – will be implemented as recommended by Internal Audit.	<p>Estimated Date: 30/09/2020</p> <p>Revised Date:</p> <p>No of Revisions 0</p>	<p>Alison Roarty Derek Masson Heather Robb Jackie Galloway Layla Smith Michelle Vanhegan Nicola Harvey</p>
Page 396 6	<p>Digital Services Change Initiation</p> <p>CW1901 Change Initiation: Issue 2 - Actions and responsibilities in the Partnership Board report</p> <p>Stephen Moir, Executive Director of Resources</p>	Low	<p>CW1901 Recommendation 2.1.2 - Reporting themes impacting change requests to the Partnership Board</p> <p>Implemented</p>	Agreed – will be implemented as recommended by Internal Audit.	<p>Estimated Date: 30/09/2020</p> <p>Revised Date:</p> <p>No of Revisions 0</p>	<p>Alison Roarty Derek Masson Heather Robb Jackie Galloway Layla Smith Michelle Vanhegan Nicola Harvey</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
7	Lone working HSC1902: Lone Working - Issue 5: Health and Safety Risk Management and Covid-19 Impacts Judith Proctor, Chief Officer	Medium	HSC1902: Issue 5.1(b) - COVID-19 lone worker risk assessments Implemented	A reminder will be issued to all Partnership localities and services to request that all current risk assessments are reviewed to ensure they take account of the changing working environment. Further changes to risk assessment templates and procedures will be addressed as part of the wider detailed action plan.	Estimated Date: 30/09/2020 Revised Date: No of Revisions 0	Angela Lindsay Angela Ritchie Cathy Wilson Deborah Mackle Helen Elder Mike Massaro-Mallinson Moira Pringle Nikki Conway Tom Cowan
Page 397	Non-Housing Invoices Schedule of Rates Stephen Moir, Executive Director of Resources	Medium	New non-housing contractor framework Implemented	The non-Housing contractor framework will be re-tendered during 2017. The inclusion of detailed best-value and due-diligence options will be considered as part of the process. This may include schedule of rates, gain share, penalties etc or a combination.	Estimated Date:31/08/2017 Revised Date:31/03/2019 No of Revisions 2	Audrey Dutton Gohar Khan Layla Smith Mark Stenhouse Michelle Vanhegan Murdo MacLeod Peter Watton
9	Non-Housing Invoices Availability of documentation Stephen Moir, Executive Director of Resources	Medium	CAFM Implemented	It is anticipated that CAFM will be in operational use (services being implemented on a rolling programme thereafter) in early 2017 with a non-Housing R&M implementation process in place for FY 2017/18	Estimated Date: 01/04/2017 Revised Date: 31/08/2018 No of Revisions 1	Audrey Dutton Gohar Khan Layla Smith Michelle Vanhegan Murdo MacLeod Peter Watton

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
10	Local Development Plan Financial Modelling Paul Lawrence, Executive Director of Place and SRO	High	Funding Implemented	Challenge of infrastructure proposals will be performed at the LDP Action Programme oversight group. Complete and agree Financial Model of 2018 LDP Action Programme Annual Report to CLT and F&R Committees Prepare update to Financial Model in line with next LDP project plan.	Estimated Date: 31/03/2018 Revised Date: 01/10/2020 No of Revisions 2	Alison Coburn Claire Duchart David Leslie David Givan George Gaunt Kate Hopper Michael Thain Sandra Harrison
Page 398	Local Development Plan Governance arrangements over infrastructure appraisals Paul Lawrence, Executive Director of Place and SRO	Medium	Infrastructure Governance arrangements Implemented	Establish and agree appropriate roles, resources and the responsibilities for delivery the above matters as an early action in the project plan for LDP 2. Oversight will be provided by the Project Board to ensure that all individual appraisals performed across Service Areas have applied these recommendations. (sept 18)	Estimated Date: 31/03/2018 Revised Date: 01/10/2020 No of Revisions 2	Alison Coburn Claire Duchart David Leslie David Givan George Gaunt Kate Hopper Michael Thain Sandra Harrison

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
12	Planning and S75 Developer Contributions End to end developer contribution processes, procedures, and training Paul Lawrence, Executive Director of Place and SRO	High	PL 1802 Iss 2 Rec 2.1 process documentation, guidance, and standardised documentation Implemented	Planning is working with Finance and Legal Service on a number of key areas of the end to end process. Significant progress has been made including; the pilot and use of a transport officer proforma, to identify and detail infrastructure requirements: and the introduction of standard legal agreements. Planning continues to work with legal services to finalise developer contribution templates for planning officers and this will inform a standardised approach to key consultee infrastructure requests. All Internal Audit recommendations will be implemented as detailed above (with the exception of 3), with Planning leading the process. As an alternative to IA recommendation 3, the rationale detailing why either no agreement; or a section 69 or 75 agreement has been developed and applied, will be documented.	Estimated Date: 31/03/2020 Revised Date: 01/08/2020 No of Revisions 0	Alison Coburn Alison Henry Annette Smith Bruce Nicolson David Leslie David Givan George Gaunt Graham Nelson Hugh Dunn Kevin McKee Michael Thain Michelle Vanhegan Nick Smith Rebecca Andrew
13	Waste & Cleansing Services - Performance Management Framework PL1807 Issue 1: Waste and Cleansing Performance Management Framework Paul Lawrence, Executive Director of Place and SRO	Low	PL1807 1.1 Waste and Cleansing budget uplift Implemented	Finance colleagues will be engaged to ensure that the Waste and Cleansing budget is rebased to reflect actual demographic changes and includes street cleansing.	Estimated Date: 29/05/2020 Revised Date: 01/10/2020 No of Revisions 0	Alison Coburn Andy Williams David Givan Gareth Barwell George Gaunt Karen Reeves

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
14	<p>Waste & Cleansing Services - Performance Management Framework</p> <p>PL1807 Issue 1: Waste and Cleansing Performance Management Framework</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	Low	<p>PL1807 1.2 Performance Indicators</p> <p>Implemented</p>	<p>This indicator will be included as a question in quarterly survey and the results included in annual Waste and Cleansing performance reports. The next annual Waste and Cleansing performance report is due to be presented to the Transport and Environment Committee in May 2020.</p>	<p>Estimated Date: 29/05/2020</p> <p>Revised Date: 01/10/2020</p> <p>No of Revisions 0</p>	<p>Alison Coburn Andy Williams David Givan Gareth Barwell George Gaunt Karen Reeves</p>
15	<p>Waste & Cleansing Services - Performance Management Framework</p> <p>PL1807 Issue 1: Waste and Cleansing Performance Management Framework</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	Low	<p>PL1807 1.3 Waste and Cleansing Policy</p> <p>Implemented</p>	<p>The Policy Handbook will not be updated to reflect items suitable for inclusion in residual waste bins as it is not updated frequently enough to ensure that this information would be up to date and accurate. A clearer link to the Scottish Government's Code of Practice on Litter and Refuse guidance will be included in all customer communications and on the website.</p>	<p>Estimated Date: 27/12/2019</p> <p>Revised Date: 01/11/2020</p> <p>No of Revisions 1</p>	<p>Alison Coburn Andy Williams David Givan Gareth Barwell George Gaunt</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
16	Property Maintenance Monitoring of outstanding jobs Stephen Moir, Executive Director of Resources	Medium	Monitoring of outstanding jobs Implemented	The AS400 system does not allow recoding or reporting on completion until invoice stage. Contractors are already confirming when jobs complete to agreed SLAs (M&E in particular). This includes outstanding jobs. New contracts being procured will require all contracts to report on performance, but this is not anticipated to be complete until end 2017 by which time CAFM will also be in place. CAFM will support monitoring of outstanding works orders. In the meantime, as noted in Finding 2, an interim monitoring/tracking process has been developed for condition survey high risk/urgent items	Estimated Date: 31/12/2017 Revised Date: 31/05/2019 No of Revisions 3	Audrey Dutton Gohar Khan Layla Smith Mark Stenhouse Michelle Vanhegan Murdo MacLeod Peter Watton
Page 401 17	Supplier Management Framework and CIS Payments RES1809 Issue 2: Contracts and Grants Management Strategic Direction Stephen Moir, Executive Director of Resources	High	RES1809 Issue 2.1: Identification of High-Risk Contracts and Contracts and Grants Management Capacity Implemented	Currently, there are approximately 120 Tier 1 contracts on the Council's contract register, and 291 Tier 2 contracts. The C&GM Team will assist services in identifying those contracts they have which should be categorised as either Tier 1 or Tier 2, and this will be dealt with under the Council's contract management framework, including at contract mobilisation post contract award. This work will be dependent upon active service area engagement. Commercial and Procurement Services will shortly be commencing a review of the Council's current Commercial and Procurement Strategy (2016-2020), which will be submitted to the Finance and Resources Committee for adoption in March 2020. This will include detail on how the operational work of the team will support the strategy, including the work of the C&GM Team. A suitable section will be included in the Strategy around contract management support/training, including an estimated number of compliance reviews that are to be undertaken and the Directorates to which they relate, and if practicable specific contracts. Compliance with the strategy is reported annually to Finance and Resources Committee, in August, so this will enable annual monitoring against this.	Estimated Date: 30/09/2020 Revised Date: 01/02/2021 No of Revisions 0	Annette Smith Gavin Brown Hugh Dunn Iain Strachan Layla Smith Michelle Vanhegan Mollie Kerr

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
18	<p>New Facilities Management Service Level Agreement</p> <p>RES1814 - Facilities Management SLA: Janitorial Services Governance Framework</p> <p>Stephen Moir, Executive Director of Resources</p>	High	<p>Facilities Management SLA: Issue 1.1 Key Performance Indicators</p> <p>Implemented</p>	<p>A suite of KPI's is currently being developed in conjunction with the Communities & Families. While an element of these are service led, Facilities Management are keen to ensure a customer led component to these. These KPI's will be based on industry standards and will be linked to Facilities Management performance data and the outcomes of quality assurance reviews. Once agreed, KPI's will be communicated through training sessions, web updates and included in the SLA and janitorial handbook which is distributed both to staff and to our customers and key stakeholders. Monthly dashboards will be produced highlighting performance against indicators. These will be both for internal service use and for customer reporting.</p>	<p>Estimated Date: 31/03/2020</p> <p>Revised Date: 01/08/2020</p> <p>No of Revisions 0</p> <p>Agreed date to be extended as part of IA Extension Timeframes exercise – date to be advised by Service.</p>	<p>Audrey Dutton Gohar Khan Layla Smith Mark Stenhouse Michelle Vanhegan Peter Watton</p>
19	<p>New Facilities Management Service Level Agreement</p> <p>RES1814 - Facilities Management SLA: Janitorial Services Governance Framework</p> <p>Stephen Moir, Executive Director of Resources</p>	High	<p>Facilities Management SLA: Issue 1.3 Ongoing quality assurance reviews</p> <p>Implemented</p>	<p>Ongoing quality assurance reviews will be established as described above. In addition to using these to measure the efficacy of our SLA delivery, these are required as part of the ISO 9001/45001 certification process and designed to give us comfort over the robustness of our policies, procedures and supporting documentation.</p>	<p>Estimated Date: 31/03/2020</p> <p>Revised Date: 01/08/2021</p> <p>No of Revisions 1</p>	<p>Audrey Dutton Gohar Khan Layla Smith Mark Stenhouse Michelle Vanhegan Peter Watton</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
20	<p>Asset Management Strategy and CAFM system 18/19</p> <p>RES1813 Asset Management Strategy and CAFM: Issue 1 - Council Property Strategy</p> <p>Stephen Moir, Executive Director of Resources</p>	High	<p>1.2 - Property Aspects of Major Projects</p> <p>Implemented</p>	<p>P&FM will recommunicate the requirement for business cases to be developed through the Asset Investment Groups; request that Strategy and Communications include it in the Strategic Change and Delivery project management toolkit; and have oversight of ensuring P&FM have input into any property changes at the Change Board. P&FM will comment on all known business cases and provide estimates of property whole life costs (not just R&M costs). For smaller projects, such as the siting of a portacabin on school grounds to accommodate increased pupil numbers, Properties and Facilities Management will design a process and supporting funding protocols to ensure that P&FM are consulted at an early stage to enable revenue costing to be prepared for the client service (for example, where additional janitorial and cleaning services are required) and for the source of funding to be established and agreed. The process and supporting funding protocols will be shared with all Directorates and Heads of Service for discussion and agreement.</p>	<p>Estimated Date: 31/03/2020 Revised Date: 01/08/2020 No of Revisions 0</p>	<p>Andrew Field Audrey Dutton Gohar Khan Layla Smith Lindsay Glasgow Michelle Vanhegan Peter Watton</p>
21	<p>Portfolio Governance Framework</p> <p>CE1801 Issue 1: Project and portfolio management and scrutiny</p> <p>Laurence Rockey, Head of Strategy & Communications</p>	High	<p>CE1801 Issue 1.4: Whole of life toolkit</p> <p>Pending</p>	<p>Strategic Change and Delivery will include guidance for project managers on whole life costing based on the approach adopted by finance</p>	<p>Estimated Date: 29/05/2020 Revised Date: 01/10/2020 No of Revisions 0</p>	<p>Alison Henry Gillie Severin Hugh Dunn Rebecca Andrew Simone Hislop</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
22	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 1: Policies, Procedures & Guidance</p> <p>Alistair Gaw, Executive Director of Communities and Families</p>	High	<p>CF1901: Issue 1.1(a) - Review of Schools Admissions Policy</p> <p>Pending</p>	<p>Following review, the policy will be presented to the Education, Children and Families committee for review and approval. The Executive Director of Communities & Families will be the policy owner, with the Senior Education Officer responsible for operational review and oversight.</p>	<p>Estimated Date: 30/04/2020</p> <p>Revised Date: 31/12/2020</p> <p>No of Revisions 1</p> <p>Current revised date agreed as part of extension exercise</p>	<p>Andy Gray Arran Finlay Claire Thompson Michelle McMillan Nickey Boyle Ruth Currie</p>
23	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 2: Operational Processes - Admissions & Appeals</p> <p>Alistair Gaw, Executive Director of Communities and Families</p>	High	<p>CF1901 Issue 2.1(a): Committee on Pupil Student Support Recording of Officer Review</p> <p>Pending</p>	<p>Communities and Families, Committee Services and Transactions will ensure the officer review of the annual placing request list and the rationale supporting recommendations made to the Committee on Pupil Student Support from 2020 onwards is formally documented.</p>	<p>Estimated Date: 30/06/2020</p> <p>Revised Date: 22/02/2021</p> <p>No of Revisions 1</p> <p>Current revised date agreed as part of extension exercise</p>	<p>Alison Roarty Andy Gray Arran Finlay Donna Rodger Hayley Barnett Laurence Rockey Layla Smith Michelle Vanhegan Neil Jamieson Nickey Boyle Nicola Harvey Ruth Currie Sheila Haig Stephen Moir</p>

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24	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 2: Operational Processes - Admissions & Appeals</p> <p>Alistair Gaw, Executive Director of Communities and Families</p>	High	<p>CF1901 Issue 2.3(a): Validation of Registration & Enrolment Applications</p> <p>Pending</p>	<p>A reminder will be sent to all schools to reinforce the requirement to confirm that adequate and valid evidence is provided to support all registrations and enrolments, including two matching proofs of address aligned with the address provided in the application.</p>	<p>Estimated Date: 30/06/2020</p> <p>Revised Date: 22/02/2021</p> <p>No of Revisions 1</p> <p>Current revised date agreed as part of extension exercise</p>	<p>Andy Gray Arran Finlay Claire Thompson Michelle McMillan Nickey Boyle Ruth Currie</p>
25	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 2: Operational Processes - Admissions & Appeals</p> <p>Alistair Gaw, Executive Director of Communities and Families</p>	High	<p>CF1901 Issue 2.3(b): Quality Assurance Checks in Schools</p> <p>Pending</p>	<p>Schools business managers will be instructed to undertake sample quality assurance checks of evidence obtained from parents to support applications to ensure compliance with procedures. This will include completion of checks prior to completion of enrolment processes. Checking of completion will form part of the Communities and Families Self-Assurance Framework from 2021 onwards.</p>	<p>Estimated Date: 30/06/2020</p> <p>Revised Date: 22/02/2021</p> <p>No of Revisions 1</p> <p>Current revised date agreed as part of extension exercise</p>	<p>Andy Gray Arran Finlay Claire Thompson Michelle McMillan Nickey Boyle Ruth Currie</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
26	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 2: Operational Processes - Admissions & Appeals</p> <p>Alistair Gaw, Executive Director of Communities and Families</p>	High	<p>CF1901 Issue 2.4: Managing Conflicts of Interest</p> <p>Pending</p>	<p>Guidance will be developed for use in all schools to ensure any conflicts of interest are recorded and managed appropriately. This will include Business Manager review and Head Teacher sign off where necessary.</p>	<p>Estimated Date: 30/06/2020</p> <p>Revised Date: 22/02/2021</p> <p>No of Revisions 1</p> <p>Current revised date agreed as part of extension exercise</p>	<p>Andy Gray Arran Finlay Claire Thompson Michelle McMillan Nickey Boyle Ruth Currie</p>
27	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 4: Data Access, Security & Retention</p> <p>Alistair Gaw, Executive Director of Communities and Families</p>	Medium	<p>CF1901: Issue 4.1: Access to Personal Data</p> <p>Pending</p>	<p>Files and shared folders will be reviewed, and appropriate access permissions and password controls implemented.</p>	<p>Estimated Date: 31/07/2020</p> <p>Revised Date: 22/02/2021</p> <p>No of Revisions 1</p> <p>Current revised date agreed as part of extension exercise</p>	<p>Alison Roarty Andy Gray Arran Finlay Donna Rodger Hayley Barnett Laurence Rockey Layla Smith Michelle Vanhegan Neil Jamieson Nickey Boyle Nicola Harvey Ruth Currie Sheila Haig Stephen Moir</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
28	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 4: Data Access, Security & Retention</p> <p>Alistair Gaw, Executive Director of Communities and Families</p>	Medium	<p>CF1901: Issue 4.2: Secure Email Transmission</p> <p>Pending</p>	<p>The Information Governance Unit and Digital Services will be engaged to discuss the recipients; nature and sensitivity of information transmitted via email to establish whether the current method is appropriately secure or whether additional steps are required. This will include consideration of email data classification labels where deemed appropriate.</p>	<p>Estimated Date: 30/09/2020</p> <p>Revised Date: 01/02/2021</p> <p>No of Revisions 0</p>	<p>Alison Roarty Andy Gray Arran Finlay Donna Rodger Hayley Barnett Laurence Rockey Layla Smith Michelle Vanhegan Neil Jamieson Nickey Boyle Nicola Harvey Ruth Currie Sheila Haig Stephen Moir</p>
29	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 4: Data Access, Security & Retention</p> <p>Alistair Gaw, Executive Director of Communities and Families</p>	Medium	<p>CF1901: Issue 4.3: Data Sharing Agreements</p> <p>Pending</p>	<p>The Information Governance Unit will be consulted to determine if data sharing agreements which meet these requirements, are currently in place with Midlothian, East Lothian and West Lothian Councils. If current agreements are not in place, or do not cover the required categories of data, specific data sharing agreements will be established.</p>	<p>Estimated Date: 30/09/2020</p> <p>Revised Date: 01/02/2021</p> <p>No of Revisions 0</p>	<p>Alison Roarty Andy Gray Arran Finlay Donna Rodger Hayley Barnett Laurence Rockey Layla Smith Michelle Vanhegan Neil Jamieson Nickey Boyle Nicola Harvey Ruth Currie Sheila Haig Stephen Moir</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
30	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 4: Data Access, Security & Retention</p> <p>Alistair Gaw, Executive Director of Communities and Families</p>	Medium	<p>CF1901: Issue 4.4(a): Document Retention & Disposal; All Services</p> <p>Pending</p>	<p>The Information Governance Unit will be engaged to confirm data retention and disposal requirements. Where necessary the data retention schedule will be updated. Document retention and disposal requirements will be reinforced across all services processing admissions and appeals including schools. All appeals information currently retained out with the relevant period will be destroyed in line with the Council's disposal guidelines and a retention schedule and destruction log maintained.</p>	<p>Estimated Date: 30/06/2020 Revised Date: 22/02/2021 No of Revisions 1</p> <p>Current revised date agreed as part of extension exercise</p>	<p>Alison Roarty Andy Gray Arran Finlay Donna Rodger Hayley Barnett Laurence Rockey Layla Smith Michelle Vanhegan Neil Jamieson Nickey Boyle Nicola Harvey Ruth Currie Sheila Haig Stephen Moir</p>
31	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 4: Data Access, Security & Retention</p> <p>Alistair Gaw, Executive Director of Communities and Families</p>	Medium	<p>CF1901: Issue 4.4(b): Document Retention & Disposal; Schools</p> <p>Pending</p>	<p>A communication will be issued to schools to request that retention schedules and destruction logs are established to ensure records are managed and disposed of in line with the Council's retention schedule.</p>	<p>Estimated Date: 30/06/2020 Revised Date: 22/02/2021 No of Revisions 1</p> <p>Current revised date agreed as part of extension exercise</p>	<p>Andy Gray Arran Finlay Claire Thompson Michelle McMillan Nickey Boyle Ruth Currie</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
32	<p>Payments and Charges</p> <p>CW1803 Payments and Charges Issue 4: Processing and recording Licensing Fees</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	Medium	<p>CW1803 Rec. 4.2 - Quality checking</p> <p>Pending</p>	<p>Licensing has existing assurance procedures for monitoring noncompliance with core procedures and processes. These will be reviewed to identify whether additional quality assurance is required proportionate to the level of risk. Any revision of the procedures will be focused on those aspects of the processes which present higher levels of legal risk and will use existing assurance data to identify areas that would benefit from more robust scrutiny. Longer term upgrades to the APP Civica Licensing should reduce the risks in this area. The review and proposed revision of assurance procedures will be agreed with Internal Audit to ensure that this risk is fully addressed.</p>	<p>Estimated Date: 20/12/2019</p> <p>Revised Date: 01/05/2020</p> <p>No of Revisions 0</p>	<p>Alison Coburn</p> <p>Andrew Mitchell</p> <p>David Givan</p> <p>Gavin Brown</p> <p>George Gaunt</p> <p>Michael Thain</p> <p>Sandra Harrison</p>
Page 409	<p>Payments and Charges</p> <p>CW1803 Payments and Charges Issue 5: Processing and recording of Parking Permit fees</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	Medium	<p>CW1803 Rec. 5.1 - Process for updating fees and charges in the Apply system</p> <p>Pending</p>	<p>Current processes and UAT (User Acceptance Testing) mechanisms do exist for updating permit prices. However, these will be reviewed and enhanced with better recording of processes and outcomes. A new procedure regarding the change of permit price process on NSL Apply will be implemented.</p>	<p>Estimated Date:29/05/2020</p> <p>Revised Date:01/10/2020</p> <p>No of Revisions 0</p>	<p>Alison Coburn</p> <p>David Givan</p> <p>Ewan Kennedy</p> <p>Gavin Brown</p> <p>Gavin Graham</p> <p>George Gaunt</p> <p>Michael Thain</p> <p>Sandra Harrison</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
34	<p>Payments and Charges</p> <p>CW1803 Payments and Charges Issue 5: Processing and recording of Parking Permit fees</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	Medium	<p>CW1803 Rec. 5.2 - Procedure for authorising payments</p> <p>Pending</p>	<p>NSL Apply offers improved control mechanisms by automating many processes and tasks, including payments. These are currently not being used. Implementations of these controls, along with a formalised payment acceptance procedure will ensure correct payments are received and further reduce any anomalies. The payment acceptance procedure will confirm that the Council does not accept part payment for parking permits and only reduces the price when the applicant is a disabled persons' blue badge holder. The procedure will establish a quality assurance payment sampling processes for implementation across Business Support teams who administer parking permits.</p>	<p>Estimated Date: 31/03/2020 Revised Date: 01/08/2020 No of Revisions 0</p>	<p>Alison Coburn David Givan Ewan Kennedy Gavin Brown Gavin Graham George Gaunt Michael Thain Sandra Harrison</p>
Page 410 35	<p>Payments and Charges</p> <p>CW1803 Payments and Charges Issue 5: Processing and recording of Parking Permit fees</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	Medium	<p>CW1803 Rec. 5.3 - Ongoing risk-based quality assurance</p> <p>Pending</p>	<p>A quality assurance payment acceptance procedure will be developed to ensure the accuracy of parking permit payments. This process will be based on the Internal Audit recommendations.</p>	<p>Estimated Date: 31/03/2020 Revised Date: 01/08/2020 No of Revisions 0</p>	<p>Alison Coburn David Givan Ewan Kennedy Gavin Brown Gavin Graham George Gaunt Michael Thain Sandra Harrison</p>
36	<p>Emergency Prioritisation & Complaints</p> <p>CW1806 Issue 1: ATEC 24 Operational Framework</p>	Medium	<p>CW1806 Issue 1.1(7): ATEC 24 Review of Operational Processes - Key Safes</p> <p>Pending</p>	<p>7. The key safe business case, or an alternative approach, will be progressed and an installation programme implemented to allow the numbers of individual safes to be maximised.</p>	<p>Estimated Date: 30/04/2020 Revised Date: 01/05/2021 No of Revisions 1</p>	<p>Andy Jones Angela Ritchie Cathy Wilson Craig ODonnell Katie McWilliam Lindsay Munro Sylvia Latona Tony Duncan</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
	Judith Proctor, Chief Officer					
37	Emergency Prioritisation & Complaints CW1806 Issue 1: ATEC 24 Operational Framework Judith Proctor, Chief Officer	Medium	CW1806 Issue 1.4(1): ATEC 24 Quality Assurance Framework - Methodology Pending	1. A documented quality assurance process aligned to Technology Enabled Care Services Association (TSA) guidelines will be developed and communicated for call handling and response visits. The process will include quality assurance roles and responsibilities, frequency and scope of quality assurance checks, sampling methodologies to be applied.	Estimated Date: 30/04/2020 Revised Date: 01/02/2021 No of Revisions 1	Andy Jones Angela Ritchie Cathy Wilson Craig ODonnell Katie McWilliam Lindsay Munro Sylvia Latona Tony Duncan
Page 411 38	Emergency Prioritisation & Complaints CW1806 Issue 1: ATEC 24 Operational Framework Judith Proctor, Chief Officer	Medium	CW1806 Issue 1.4(2): ATEC 24 Quality Assurance Framework - Application Pending	2. Quality assurance outcomes will be linked to supervision and training and performance objectives, with regular one to ones scheduled to ensure action is taken to address any competence issues or gaps identified.	Estimated Date: 30/04/2020 Revised Date: 01/02/2021 No of Revisions 1	Andy Jones Angela Ritchie Cathy Wilson Craig ODonnell Katie McWilliam Lindsay Munro Sylvia Latona Tony Duncan
39	Emergency Prioritisation & Complaints CW1806 Issue 1: ATEC 24 Operational Framework	Medium	CW1806 Issue 1.4(3): ATEC 24 Quality Assurance Framework - Review Pending	3. Where systemic themes or trends are identified from quality assurance reviews, management will consider whether existing operational processes should be revisited.	Estimated Date: 30/04/2020 Revised Date: 01/05/2021 No of Revisions 1	Andy Jones Angela Ritchie Cathy Wilson Craig ODonnell Katie McWilliam Lindsay Munro Sylvia Latona Tony Duncan

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
	Judith Proctor, Chief Officer					
40	Emergency Prioritisation & Complaints CW1806 Issue 2: ATEC 24 Customer Engagement Judith Proctor, Chief Officer	Low	CW1806 Issue 2.1(1): ATEC 24 Customer Feedback - Implementatio n of Process Pending	1. Feedback processes to obtain input from service users will be implemented. These should be incorporated into a continuous improvement programme for service delivery, with improvement actions appropriately allocated and monitored.	Estimated Date: 31/01/2020 Revised Date: 01/02/2021 No of Revisions 2	Andy Jones Angela Ritchie Cathy Wilson Craig ODonnell Katie McWilliam Lindsay Munro Sylvia Latona Tony Duncan
Page 412 41	Homelessness Services CW1808 Issue 2: Homelessness data quality and performance reporting Alistair Gaw, Executive Director of Communities and Families	High	CW1808 Recommendati on 2.2.2 - Performance Information Pending	2.2.2 - We will report performance information in relation to Service Standards and key homelessness outcomes regularly on the Council's website and other forums such as social media	Estimated Date: 31/03/2020 Revised Date: 31/03/2021 No of Revisions 2 Current revised date agreed as part of extension exercise	Debbie Herbertson Emma Morgan Jackie Irvine Nichola Dadds Nicky Brown

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
42	<p>Homelessness Services</p> <p>CW1808 Issue 3: Provision of homelessness advice and information</p> <p>Alistair Gaw, Executive Director of Communities and Families</p>	Medium	<p>CW1801 Recommendation on 3.1.3: Homelessness information leaflet</p> <p>Pending</p>	<p>3.1.3 - Following the engagement events with key stakeholders, we will develop a leaflet for applicants based on the information set out above, and any other relevant information. The leaflet will be made available in all Council offices, locality offices, libraries, health centres, Citizen Advice Bureaus, charities and other local support and advice agencies.</p>	<p>Estimated Date: 30/04/2020</p> <p>Revised Date: 01/09/2020</p> <p>No of Revisions 0</p> <p>Current revised date agreed as part of extension exercise</p>	<p>Debbie Herbertson Jackie Irvine Nichola Dadds Nicky Brown</p>
Page 413 43	<p>Brexit impacts - supply chain management</p> <p>CW1905 Issue 2: Brexit governance and risk management</p> <p>Andrew Kerr, Chief Executive</p>	Medium	<p>CW1905- Recom. 2.1a: Resilience team - Adequacy & effectiveness of the Brexit risk management & governance process</p> <p>Pending</p>	<p>Resilience presented a report on Brexit planning, preparedness and governance to the Corporate Leadership Team on 8 July and will subsequently be presented to the Policy and Sustainability Committee. This includes proposals for the cessation of the cross-party Brexit working group, with all Brexit resilience planning taken forward through the Council resilience group. The paper also proposes that the Council Incident Management Team (CIMT) considers Brexit alongside Covid-19 and includes Brexit as a standing item on CIMT agendas from September 2020. Once approved by the Policy and Sustainability Committee, these new governance arrangements will be implemented. Resilience will coordinate review of the corporate Brexit risk register, in conjunction with the Commercial and Procurement Service and Corporate Risk Management teams for consideration at the CLT risk committee.</p>	<p>Estimated Date: 30/09/2020</p> <p>Revised Date:</p> <p>No of Revisions 0</p>	<p>Donna Rodger Gavin King Laurence Rockey Mary-Ellen Lang</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
44	<p>Drivers - findings only report</p> <p>1: Completion of Driver Licence checks</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	High	<p>1.3 - Driver permit revocation</p> <p>Pending</p>	<p>1. A standard reminder e mail will be prepared by the Head of Place Development and issued to employees and their line managers where permission forms have not been received 10 days prior to their expiry. 2. The e mail will highlight that driver permits will be revoked if they are not received by the required date, and employees and line managers will be made aware that they are no longer eligible to drive for the Council and 9for vocational and agency drivers) that they are no longer covered by Council insurance. 3. and 4 Permits will be revoked where permission forms are not received on time and e mail confirmation provided to employees and line managers reminding them that they can no longer drive on behalf of the Council.</p>	<p>Estimated Date:04/05/2020</p> <p>Revised Date:01/09/2020</p> <p>No of Revisions</p> <p>0</p>	<p>Alison Coburn</p> <p>David Givan</p> <p>Gareth Barwell</p> <p>George Gaunt</p> <p>Graeme Hume</p> <p>Nicole Fraser</p> <p>Scott Millar</p>
Page 414	<p>Drivers - findings only report</p> <p>1: Completion of Driver Licence checks</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	High	<p>1.4 - Risk management</p> <p>Pending</p>	<p>The risks detailed in this Internal Audit finding will be highlighted for inclusion in the Place Management Risk Register.</p>	<p>Estimated Date: 04/05/2020</p> <p>Revised Date: 04/09/2020</p> <p>No of Revisions</p> <p>0</p>	<p>Alison Coburn</p> <p>David Givan</p> <p>Gareth Barwell</p> <p>George Gaunt</p> <p>Nicole Fraser</p> <p>Scott Millar</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
46	HMO Licensing PL1803 Issue 2 - Collection and processing of HMO licence fees Paul Lawrence, Executive Director of Place and SRO	High	PL1803 Issue 2.1 BACS payment reference Pending	It should be noted that measure is in place to ensure that no application is progressed without the required fee being reconciled. This reflects the statutory process and the need to ensure that the Council treats applications for a renewal lawfully unless the reconciliation process can evidence a payment has not been made. There is no evidence from directorate monitoring the level of income from HMOs licence applications which would demonstrate that fees are not being collected. Any unmatched fee not identified will in effect contribute to the Council's general revenue account and therefore there is no financial loss to the Council. The Internal Audit recommendation outlined above is not accepted as it not believed to be achievable. Therefore Licencing; Customer; and Finance will investigate potential solutions re the BACS issue, (including any potential scope for a technology solution) to address this risk. These options will be reviewed with Internal Audit and a longer-term solution identified and implemented. It has been agreed with Internal Audit that (once the solution has been identified) another audit finding will be raised that will monitor implementation of the solution to confirm that it is operating effectively. In the meantime, a statement will be added to the Licencing pages on the Council's external website and application forms advising customers of what reference must be used to successfully make a BACs payment.	Estimated Date: 30/03/2020 Revised Date: 05/10/2020 No of Revisions 1	Alison Coburn Andrew Mitchell David Givan George Gaunt Grace McCabe Isla Burton Michael Thain Sandra Harrison
47	HMO Licensing PL1803 Issue 3 - Operational Performance and Reporting Paul Lawrence, Executive Director of Place and SRO	Medium	PL1803 Issue 3.6 HMO Key Performance Indicators and Performance Reporting Pending	The Regulatory Committee were previously advised that HMO performance data would be excluded whilst the Licencing introduced the significant change of moving towards a three-year licensing system. Performance reports therefore only included Civic and Taxi data in the period 2015-2018. Licencing will be reporting to Regulatory Committee on the first cycle of three-year licencing for HMO's prior to the setting of Licencing Fees for 2020/21 in early 2020. The Directorate will include within that report relevant performance data and make recommendations for approval for performance targets ongoing performance targets.	Estimated Date: 31/01/2020 Revised Date: 01/06/2020 No of Revisions 0	Alison Coburn Andrew Mitchell David Givan George Gaunt Grace McCabe Isla Burton Michael Thain Sandra Harrison

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
48	Road Services Improvement Plan PL1808 Issue 1. Roads Improvement Plan financial operating model and project governance Paul Lawrence, Executive Director of Place and SRO	High	PL1808 - 1.2 Roads Service Improvement Plan approval Pending	On appointment of the tier 3 and 4 management team, a re-base of the improvement plan will take place and the revised plan will be submitted to the Council's Change Board and the Transport and Environment Committee for approval, with ongoing progress updates provided to both forums.	Estimated Date: 31/07/2020 Revised Date: 01/12/2020 No of Revisions 0	Alison Coburn Cliff Hutt David Givan Gareth Barwell Gavin Brown George Gaunt Jamie Watson Nicole Fraser
Page 416 49	Road Services Improvement Plan PL1808 Issue 2. Roads services performance monitoring and quality assurance Paul Lawrence, Executive Director of Place and SRO	High	PL1808 - 2.1 Service Delivery Performance Monitoring Pending	One of the roles included in the new Roads structure is a Roads Service Performance Coordinator. The team member appointed to this role will be responsible for designing; implementing; and maintaining a performance and quality assurance framework that will incorporate the recommendations made to support ongoing monitoring and management of the Roads service. This will involve ensuring that all Roads teams develop team plans that include key performance measures; outline their respective roles and responsibilities for delivery; and are aligned with overall Council's commitments that are relevant to Roads.	Estimated Date: 31/07/2020 Revised Date: 01/12/2020 No of Revisions 0	Alison Coburn Cliff Hutt David Givan Gareth Barwell Gavin Brown George Gaunt Jamie Watson Nicole Fraser

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
50	<p>Road Services Improvement Plan</p> <p>PL1808 Issue 2. Roads services performance monitoring and quality assurance</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	High	<p>PL1808 - 2.2 Roads services quality assurance framework</p> <p>Pending</p>	<p>1. The existing Transport Design and Delivery quality framework will be revised to reflect the new Roads and Transport Infrastructure Service and rolled out across the service. As part of this review, the recommendations highlighted above will be considered and incorporated where appropriate. The Design, Structures and Flood Prevention Manager will be responsible for refreshing the quality framework once appointed. 2. A sampling regime will be designed and embedded for safety inspections to ensure that defects are being categorised properly. This process will be designed and implemented by the Team Leader for Safety Inspections to be appointed as part of the ongoing restructure. 3. A sampling regime will be designed and embedded for road defect repairs to ensure that repairs are fit for purpose and effective. 4. Key performance indicators for each team will be included in the target setting for each 4th tier manager and their direct reports to ensure focus on these measures. Emerging themes from Team Plans and quality assurance reviews will also be shared with Roads teams, and individual and team training needs will be considered based on the themes identified. This process will be designed and implemented by the Service Performance Coordinator to be appointed as part of the ongoing restructure.</p>	<p>Estimated Date: 30/06/2020</p> <p>Revised Date: 01/11/2020</p> <p>No of Revisions: 0</p>	<p>Alison Coburn Cliff Hutt</p> <p>David Givan Gareth Barwell Gavin Brown George Gaunt Jamie Watson Nicole Fraser Sean Gilchrist</p>
51	<p>Road Services Improvement Plan</p> <p>PL1808 Issue 3. Roads inspection, defect categorisation, and repairs</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	Low	<p>PL1808 - 3.2b) Inspector training and qualifications</p> <p>Pending</p>	<p>2. Ensure all relevant Inspectors are accredited by an appropriately accredited professional body.</p>	<p>Estimated Date: 31/08/2020</p> <p>Revised Date: 01/01/2021</p> <p>No of Revisions: 0</p>	<p>Alison Coburn Cliff Hutt</p> <p>David Givan Gareth Barwell Gavin Brown George Gaunt Jamie Watson Nicole Fraser Sean Gilchrist</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
52	Road Services Improvement Plan PL1808 Issue 4. Roads - Management of public liability claims Paul Lawrence, Executive Director of Place and SRO	Low	PL1808 - 4.1 Management of public liability claims Pending	A new process will be developed within the Confirm system which requires reconciliation between accident claim enquiries and those logged on the Local Authority Claims Handling System (LACHS) system.	Estimated Date: 28/05/2020 Revised Date: 01/10/2020 No of Revisions 0	Alison Coburn Cliff Hutt David Givan Gareth Barwell Gavin Brown George Gaunt Jamie Watson Jordan Walker Nicole Fraser Sean Gilchrist
Page 418	Road Services Improvement Plan PL1808 Issue 4. Roads - Management of public liability claims Paul Lawrence, Executive Director of Place and SRO	Low	PL1808 - 4.2 Management of public liability claims Pending	Quarterly meetings will be arranged between the Safety Inspection team and the Insurance team to identify trends and areas of focus. This process will be designed and implemented by the Team Leader, Safety Inspections to be appointed as part of the ongoing restructure.	Estimated Date: 30/04/2020 Revised Date: 01/09/2020 No of Revisions 0	Alison Coburn Cliff Hutt David Givan Gareth Barwell Gavin Brown George Gaunt Jamie Watson Nicole Fraser Sean Gilchrist

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
54	<p>Street Lighting and Traffic Signals</p> <p>Street Lighting and Traffic Signals: Process and quality assurance documentation and training</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	Low	<p>PL1810 Issue 3: Rec 2 - Refresher training for existing employees</p> <p>Pending</p>	<p>An essential Learning Matrix that specifies the refresher training that the team requires to complete on an ongoing basis has been developed and provided to Learning and Organisational Development for their review and feedback, with no response received as yet. The matrix will now be implemented, and employee training requirements will be assessed (and agreed) as part of the Annual Conversations.</p>	<p>Estimated Date: 20/12/2019</p> <p>Revised Date: 01/03/2021</p> <p>No of Revisions 5</p>	<p>Alan Simpson Alison Coburn Claire Duchart Cliff Hutt David Givan Gareth Barwell Gavin Brown George Gaunt Lindsey McPhillips Mark Love Nicole Fraser Robert Mansell Tony Booth</p>
Page 419	<p>Fleet Review</p> <p>Project management and governance framework</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	High	<p>4. Recommendation - Stakeholder Engagement</p> <p>Pending</p>	<p>An internal/ external stakeholder engagement plan will be developed; approved by the project Board and applied throughout the project. Any key stakeholder engagement actions will also be reflected in the project plan.</p>	<p>Estimated Date: 28/06/2019</p> <p>Revised Date: 01/09/2020</p> <p>No of Revisions 2</p>	<p>Alison Coburn Claire Duchart David Givan Gareth Barwell George Gaunt Nicole Fraser Scott Millar Veronica Wishart</p>
56	<p>Fleet Review</p> <p>Project management and governance framework</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	High	<p>5. Recommendation - Procurement Strategy and Plan</p> <p>Pending</p>	<p>A procurement and strategy plan will be designed along with the procurement team; approved by the project Board and used to support the procurement process; The request for procurement will include requirements in relation to paperless processes and compatibility with existing fleet systems; and The contractual position with CGI regarding telematics will be confirmed prior to commencement of procurement.</p>	<p>Estimated Date: 30/07/2019</p> <p>Revised Date: 01/12/2020</p> <p>No of Revisions 1</p>	<p>Alison Coburn Claire Duchart David Givan Gareth Barwell George Gaunt Nicole Fraser Scott Millar Veronica Wishart</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
57	<p>Drivers</p> <p>Recording and addressing driving incidents</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	Medium	<p>Recording and addressing driving incidents Rec 2</p> <p>Pending</p>	<p>A monthly reconciliation between the incidents reported to Fleet Services and those recorded on SHE will be performed, with line managers advised re any gaps on the SHE system that need to be addressed;</p>	<p>Estimated Date: 01/04/2019</p> <p>Revised Date: 01/09/2019</p> <p>No of Revisions 1</p>	<p>Adam Fergie Alison Coburn Claire Duchart David Givan Gareth Barwell George Gaunt Katy Miller Martin Young Nicole Fraser Scott Millar Steven Wright</p>
Page 420	<p>Supplier Management Framework and CIS Payments</p> <p>RES1809 Issue 1: Contract Management by Directorates and Service Areas</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	High	<p>RES1809 Issue 1.3(3): Contract manager support and guidance - Place</p> <p>Pending</p>	<p>Place This recommendation is accepted, and this will be added as appropriate to the Place mandatory training matrix at the next review.</p>	<p>Estimated Date: 31/08/2020</p> <p>Revised Date: 01/01/2021</p> <p>No of Revisions 0</p>	<p>Alison Coburn David Givan Gareth Barwell George Gaunt Lynne Halfpenny Michael Thain</p>
59	<p>Budget Setting and Management</p> <p>RES 1903 Issue 1: Savings proposals documentation and risk assessments</p> <p>Laurence Rockey,</p>	Medium	<p>RES 1903 Issue 1.1: Savings proposals documentation and risk assessments</p> <p>Pending</p>	<p>1. Savings plan and business case templates will both be reviewed to ensure that they align to major projects documentation. In addition, a procedural document will be created which details the amount and depth of documentation, which is required to support savings plans, based on outcomes of the prioritisation matrix assessment. 2. The Finance budget monitoring RAG (Red, Amber, Green) delivery risk assessment categories will each be formally defined, and consistently</p>	<p>Estimated Date: 30/09/2020</p> <p>Revised Date: 01/02/2021</p> <p>No of Revisions 0</p>	<p>Alison Henry Annette Smith Donna Rodger Emma Baker Hugh Dunn John Connarty Layla Smith Michelle Vanhegan</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
	Head of Strategy & Communications			applied to all savings delivery progress updates provided to Directorate management teams, CLT, and service committees.		
60	Budget Setting and Management RES 1903 Issue 3: Continuous improvement: Lessons learned and customer feedback. Laurence Rockey, Head of Strategy & Communications	Medium	RES 1903 Issue 3.1: Annual budget setting lessons learned methodology Pending	A methodology for the lessons learned process will be developed and stated in a procedure document. This work will be performed through liaison between the Change Strategy Team and Finance. The methodology will include the requirements stated above.	Estimated Date:31/05/2020 Revised Date:01/10/2020 No of Revisions 0	Alison Henry Annette Smith Donna Rodger Emma Baker Hugh Dunn John Connarty Layla Smith Michelle Vanhegan
Page 421 61	School admissions, appeals and capacity planning CF1901: School admissions, appeals and capacity planning - Issue 1: Policies, Procedures & Guidance Alistair Gaw, Executive Director of Communities and Families	High	CF1901: Issue 1.1(b) - Review of Admissions Operational Procedures Started	A working group led by the Communities and Families Senior Education Officer with representation from all service areas involved in school admissions, appeals and capacity planning, will be established to undertake a review of all procedural documents. This will include consideration of amalgamation of existing procedures, where appropriate and implementation of a review schedule and version control.	Estimated Date: 31/08/2020 Revised Date: 22/02/2021 No of Revisions 1 Current revised date agreed as part of extension exercise	Alison Roarty Andy Gray Arran Finlay Donna Rodger Hayley Barnett Laurence Rockey Layla Smith Matthew Clarke Michelle Vanhegan Neil Jamieson Nick Smith Nickey Boyle Nicola Harvey Ruth Currie Sheila Haig Stephen Moir

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
62	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 1: Policies, Procedures & Guidance</p> <p>Alistair Gaw, Executive Director of Communities and Families</p>	High	<p>CF1901: Issue 1.1(c) - Placing Appeals Procedures</p> <p>Started</p>	<p>As part of the working group led by the Communities and Families Senior Education Officer, appeals procedures which detail end to end processes to be applied across all areas involved in placing requests will be established and this will include clear roles and responsibilities.</p>	<p>Estimated Date: 31/08/2020</p> <p>Revised Date: 22/02/2021</p> <p>No of Revisions 1</p> <p>Current revised date agreed as part of extension exercise</p>	<p>Alison Roarty Andy Gray Arran Finlay Donna Rodger Hayley Barnett Laurence Rockey Layla Smith Matthew Clarke Michelle Vanhegan Neil Jamieson Nick Smith Nickey Boyle Nicola Harvey Ruth Currie Sheila Haig Stephen Moir</p>
63	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 1: Policies, Procedures & Guidance</p> <p>Alistair Gaw, Executive Director of Communities and Families</p>	High	<p>CF1901: Issue 1.1(d)/(e) - Communicatin g Guidance on Website & Orb</p> <p>Started</p>	<p>Following review and completion of working group actions, all policies and procedures will be published on the Council's website and Orb, and communicated to all relevant officers, with changes highlighted.</p>	<p>Estimated Date: 30/09/2020</p> <p>Revised Date: 01/02/2021</p> <p>No of Revisions 0</p>	<p>Alison Roarty Andy Gray Arran Finlay Donna Rodger Hayley Barnett Laurence Rockey Layla Smith Matthew Clarke Michelle Vanhegan Neil Jamieson Nick Smith Nickey Boyle Nicola Harvey Ruth Currie</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
						Sheila Haig Stephen Moir
64	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 2: Operational Processes - Admissions & Appeals</p> <p>Laurence Rockey, Head of Strategy & Communications</p>	High	<p>CF1901 Issue 2.1(b): Committee on Pupil Student Support Remit, Review & Recording of Outcomes</p> <p>Started</p>	<p>Decisions and outcomes of the annual meeting of the Committee on Pupil Student Support will be documented, and a process implemented to ensure that the outcomes are addressed by the Council. Consideration will be given to reviewing and updating the remit of the Committee. Committee members will be provided with training and support to enable them to fulfil their role in line with the agreed remit.</p>	<p>Estimated Date: 30/06/2020</p> <p>Revised Date: 30/11/2020</p> <p>No of Revisions 1</p> <p>Current revised date agreed as part of extension exercise</p>	<p>Alistair Gaw Andy Gray Arran Finlay Donna Rodger Hayley Barnett Lesley Birrell Nickey Boyle Ruth Currie</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
65	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 3: Process Documentation & Delivery Responsibilities</p> <p>Alistair Gaw, Executive Director of Communities and Families</p>	Medium	<p>CF1901 Issue 3.1(a): Development & Communication of end to end processes and role/responsibilities</p> <p>Started</p>	<p>The remit of the working group led by the Communities and Families Senior Education Officer, will include reviewing and documenting end to end processes for the annual school admissions, appeals, and capacity planning process. A matrix describing divisional roles and responsibilities for processes, which details who will be responsible; accountable; consulted; and informed for each stage will also be developed. The end to end procedures and matrix will be discussed and agreed with all divisional teams involved in the process, communicated, and published on the Council's intranet (the Orb) with training provided where required.</p>	<p>Estimated Date: 31/08/2020 Revised Date: 22/02/2021 No of Revisions 1</p> <p>Current revised date agreed as part of extension exercise</p>	<p>Alison Roarty Andy Gray Arran Finlay Donna Rodger Hayley Barnett Laurence Rockey Layla Smith Matthew Clarke Michelle Vanhegan Neil Jamieson Nick Smith Nickey Boyle Nicola Harvey Ruth Currie Sheila Haig Stephen Moir</p>
66	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 3: Process Documentation & Delivery Responsibilities</p> <p>Alistair Gaw, Executive Director of Communities and Families</p>	Medium	<p>CF1901 Issue 3.1(b): Internal Partnership Protocols</p> <p>Started</p>	<p>Internal partnership protocols will be prepared and implemented for services delivered by other divisions on behalf of Schools and Lifelong Learning, incorporating the scope of services and roles and responsibilities defined in the new end to end process documentation. Where relevant, current internal charging arrangements will be reviewed to ensure that it accurately reflect the levels of support provided. Partnership protocols and associated key performance measures / indicators will be reviewed at least every two years to ensure they remain aligned with service delivery, operational processes and relevant regulatory and professional standards. Governance arrangements to support ongoing performance monitoring will be designed and implemented to ensure that both Schools and Lifelong Learning and the service areas that support them are satisfied with the quality of services provided.</p>	<p>Estimated Date: 31/08/2020 Revised Date: 22/02/2021 No of Revisions 1</p> <p>Current revised date agreed as part of extension exercise</p>	<p>Alison Roarty Andy Gray Arran Finlay Donna Rodger Hayley Barnett Laurence Rockey Layla Smith Matthew Clarke Michelle Vanhegan Neil Jamieson Nick Smith Nickey Boyle Nicola Harvey Ruth Currie</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
						Sheila Haig Stephen Moir
67	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 3: Process Documentation & Delivery Responsibilities</p> <p>Alistair Gaw, Executive Director of Communities and Families</p>	Medium	CF1901 Issue 3.1(c): Annual Process - Debrief & Lessons Learned Started	Following completion of the annual process, a debrief meeting will be held with all teams involved to understand what worked well and what areas need to be improved. The outcomes should be recorded in a 'lessons learned' document that is used to implement the improvement opportunities identified and address any process issues in advance of the next annual process.	<p>Estimated Date:31/08/2020</p> <p>Revised Date:22/02/2021</p> <p>No of Revisions 1</p> <p>Current revised date agreed as part of extension exercise</p>	<p>Alison Roarty Andy Gray Arran Finlay Donna Rodger Hayley Barnett Laurence Rockey</p> <p>Layla Smith Matthew Clarke Michelle Vanhegan</p> <p>Neil Jamieson Nick Smith Nickey Boyle Nicola Harvey Ruth Currie Sheila Haig Stephen Moir</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
68	<p>School admissions, appeals and capacity planning</p> <p>CF1901: School admissions, appeals and capacity planning - Issue 3: Process Documentation & Delivery Responsibilities</p> <p>Alistair Gaw, Executive Director of Communities and Families</p>	Medium	<p>CF1901 Issue 3.1(d): Roles & Responsibilities outwith Annual Process</p> <p>Started</p>	<p>The working group will review the roles and responsibilities for any tasks performed out with the annual P1/S1 admissions, appeals and capacity planning process. These will be documented and communicated to all teams involved in the process. The review will include identifying key contacts for common non-annual admissions queries, for example, home schooling; private schooling; dealing with refugees; and requests for current or future capacity information, to ensure that they can be appropriately redirected and resolved.</p>	<p>Estimated Date: 31/08/2020</p> <p>Revised Date: 22/02/2021</p> <p>No of Revisions 3</p> <p>Current revised date agreed as part of extension exercise</p>	<p>Alison Roarty Andy Gray Arran Finlay Donna Rodger Hayley Barnett Laurence Rockey Layla Smith Matthew Clarke Michelle Vanhegan Neil Jamieson Nick Smith Nickey Boyle Nicola Harvey Ruth Currie Sheila Haig Stephen Moir</p>
69	<p>Resilience BC</p> <p>Resilience responsibilities</p> <p>Judith Proctor, Chief Officer</p>	High	<p>Rec 3.3 H&SC - Defining and allocating operational resilience duties</p> <p>Started</p>	<p>Operational resilience responsibilities for completion and ongoing maintenance of Directorate and Service Area Business Impact Assessments; Resilience plans; and coordination of resilience tests in conjunction with the Resilience team will be clearly defined and allocated. The total number of employees with operational resilience responsibilities will be determined with reference to the volume of business impact assessments and resilience plans that require to be completed and maintained to support recovery of critical services.</p>	<p>Estimated Date: 20/12/2018</p> <p>Revised Date: 01/09/2020</p> <p>No of Revisions 5</p>	<p>Angela Ritchie Cathy Wilson Jacqui Macrae</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
70	Resilience BC Resilience responsibilities Judith Proctor, Chief Officer	High	Rec 4.3 H&SC - Objectives for operational Resilience responsibilities Started	Corporate; management; and team member objectives for operational resilience responsibilities (for example completion of Service Area Business Impact Assessments; Resilience Plans; and coordination of Resilience tests) will be established, with ongoing oversight performed by Directors and Heads of Service to confirm that these are being effectively delivered to support the resilience responses included in both the Directorate and Council's annual governance statements.	Estimated Date: 31/07/2019 Revised Date: 01/09/2020 No of Revisions 1	Angela Ritchie Cathy Wilson Jacqui Macrae
71	Resilience BC Completion and adequacy of service area business impact assessments and resilience arrangements Paul Lawrence, Executive Director of Place and SRO	High	Rec 3.1 a) Place - Development of Resilience Plans/protocols for statutory and critical services Started	Rebased action October 2020 Following a refresh of Business Impact Assessments and the new organisational structure, resilience plans/protocols will be developed, with support and training from Resilience, for high-risk essential services. A list of these services is to be provided by Resilience for approval by CLT. Date revised to 31 December 2022.	Estimated Date: 19/06/2020 Revised Date: 31/12/2022 No of Revisions 1 Current revised date agreed as part of extension exercise	Alison Coburn Claire Duchart David Givan Gavin King George Gaunt Laurence Rockey Mary-Ellen Lang
72	Resilience BC Completion and adequacy of service area business impact assessments and resilience arrangements Stephen Moir, Executive Director of Resources	High	Rec 3.1b Resources - Development of Resilience Plans/protocols for statutory and critical services Started	Rebased action October 2020 Following a refresh of Business Impact Assessments and the new organisational structure, resilience plans/protocols will be developed, with support and training from Resilience, for high-risk essential services. A list of these services is to be provided by Resilience for approval by CLT. Date revised to 31 December 2022.	Estimated Date: 19/06/2020 Revised Date: 31/12/2022 No of Revisions 1 Current revised date agreed as part of extension exercise	Gavin King Laurence Rockey Layla Smith Mary-Ellen Lang Michelle Vanhegan

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
73	Resilience BC Completion and adequacy of service area business impact assessments and resilience arrangements Judith Proctor, Chief Officer	High	Rec 3.1c H&SC - Development of Resilience Plans/protocols for statutory and critical services Started	Rebased action October 2020 Following a refresh of Business Impact Assessments and the new organisational structure, resilience plans/protocols will be developed, with support and training from Resilience, for high-risk essential services. A list of these services is to be provided by Resilience for approval by CLT. Date revised to 31 December 2022.	Estimated Date: 19/06/2020 Revised Date: 31/12/2022 No of Revisions 1 Current revised date agreed as part of extension exercise	Angela Ritchie Cathy Wilson Gavin King Jacqui Macrae Laurence Rockey Mary-Ellen Lang
Page 428 74	Resilience BC Completion and adequacy of service area business impact assessments and resilience arrangements Alistair Gaw, Executive Director of Communities and Families	High	Rec 3.1d C&F - Development of Resilience Plans/protocols for statutory and critical services Started	Rebased action October 2020 Following a refresh of Business Impact Assessments and the new organisational structure, resilience plans/protocols will be developed, with support and training from Resilience, for high-risk essential services. A list of these services is to be provided by Resilience for approval by CLT. Date revised to 31 December 2022.	Estimated Date: 19/06/2020 Revised Date: 31/12/2022 No of Revisions 1 Current revised date agreed as part of extension exercise	Donna Rodger Gavin King Laurence Rockey Mary-Ellen Lang Michelle McMillan Nickey Boyle Ruth Currie

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
75	Resilience BC Completion and adequacy of service area business impact assessments and resilience arrangements Laurence Rockey, Head of Strategy & Communications	High	Rec 3.1e S&C - Development of Resilience Plans/protocols for statutory and critical services Started	Rebased action October 2020 Following a refresh of Business Impact Assessments and the new organisational structure, resilience plans/protocols will be developed, with support and training from Resilience, for high-risk essential services. A list of these services is to be provided by Resilience for approval by CLT. Date revised to 31 December 2022.	Estimated Date: 19/06/2020 Revised Date: 31/12/2022 No of Revisions 1 Current revised date agreed as part of extension exercise	Donna Rodger Gavin King Mary-Ellen Lang
Page 429 76	Resilience BC Completion and adequacy of service area business impact assessments and resilience arrangements Paul Lawrence, Executive Director of Place and SRO	High	Rec 6.1a Place - Review of third-party contracts to confirm appropriate resilience arrangements Started	Existing third-party contracts supporting critical services should be reviewed by Directorates in consultation with contract managers / owners to confirm that they include appropriate resilience arrangements. Where gaps are identified, Procurement Services should be engaged to support discussions with suppliers regarding inclusion of appropriate resilience clauses requiring third parties to establish adequate resilience arrangements for both services and systems that are tested (at least annually) with the outcomes shared with / provided to the Council. Where these changes cannot be incorporated into existing contracts, they should be included when the contracts are re tendered.	Estimated Date: 20/12/2019 Revised Date: 31/03/2021 No of Revisions 3 Current revised date agreed as part of extension exercise	Alison Coburn Annette Smith Claire Duchart David Givan George Gaunt Hugh Dunn Iain Strachan Mollie Kerr

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
77	Resilience BC Completion and adequacy of service area business impact assessments and resilience arrangements Stephen Moir, Executive Director of Resources	High	Rec 6.1b Resources - Review of third-party contracts to confirm appropriate resilience arrangements Started	Existing third-party contracts supporting critical services should be reviewed by Directorates in consultation with contract managers / owners to confirm that they include appropriate resilience arrangements. Where gaps are identified, Procurement Services should be engaged to support discussions with suppliers regarding inclusion of appropriate resilience clauses requiring third parties to establish adequate resilience arrangements for both services and systems that are tested (at least annually) with the outcomes shared with / provided to the Council. Where these changes cannot be incorporated into existing contracts, they should be included when the contracts are re tendered.	Estimated Date: 20/12/2019 Revised Date: 31/03/2021 No of Revisions 2 Current revised date agreed as part of extension exercise	Annette Smith Hugh Dunn Iain Strachan Layla Smith Michelle Vanhegan Mollie Kerr
Page 430 78	Resilience BC Completion and adequacy of service area business impact assessments and resilience arrangements Judith Proctor, Chief Officer	High	Rec 6.1c H&SC - Review of third-party contracts to confirm appropriate resilience arrangements Started	Existing third-party contracts supporting critical services should be reviewed by Directorates in consultation with contract managers / owners to confirm that they include appropriate resilience arrangements. Where gaps are identified, Procurement Services should be engaged to support discussions with suppliers regarding inclusion of appropriate resilience clauses requiring third parties to establish adequate resilience arrangements for both services and systems that are tested (at least annually) with the outcomes shared with / provided to the Council. Where these changes cannot be incorporated into existing contracts, they should be included when the contracts are re tendered.	Estimated Date: 20/12/2019 Revised Date: 31/03/2021 No of Revisions 2 Current revised date agreed as part of extension exercise	Alana Nabulsi Angela Ritchie Annette Smith Cathy Wilson Hugh Dunn Iain Strachan Moir Pringle Mollie Kerr Sally McGregor

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
79	<p>Resilience BC</p> <p>Completion and adequacy of service area business impact assessments and resilience arrangements</p> <p>Alistair Gaw, Executive Director of Communities and Families</p>	High	<p>Rec 6.1d C&F - Review of third-party contracts to confirm appropriate resilience arrangements</p> <p>Started</p>	<p>Existing third-party contracts supporting critical services should be reviewed by Directorates in consultation with contract managers / owners to confirm that they include appropriate resilience arrangements. Where gaps are identified, Procurement Services should be engaged to support discussions with suppliers regarding inclusion of appropriate resilience clauses requiring third parties to establish adequate resilience arrangements for both services and systems that are tested (at least annually) with the outcomes shared with / provided to the Council. Where these changes cannot be incorporated into existing contracts, they should be included when the contracts are re tendered.</p>	<p>Estimated Date: 20/12/2019 Revised Date: 31/03/2021 No of Revisions 2</p> <p>Current revised date agreed as part of extension exercise</p>	<p>Annette Smith Hugh Dunn Iain Strachan Michelle McMillan Mollie Kerr Nickey Boyle Ruth Currie</p>
Page 431 80	<p>Resilience BC</p> <p>Completion and adequacy of service area business impact assessments and resilience arrangements</p> <p>Laurence Rockey, Head of Strategy & Communications</p>	High	<p>Rec 6.1e S&C - Review of third-party contracts to confirm appropriate resilience arrangements</p> <p>Started</p>	<p>Existing third-party contracts supporting critical services will be reviewed by Directorates in consultation with contract managers / owners to confirm that they include appropriate resilience arrangements. Where gaps are identified, Procurement Services will be engaged to support discussions with suppliers regarding inclusion of appropriate resilience clauses requiring third parties to establish adequate resilience arrangements for both services and systems that are tested (at least annually) with the outcomes shared with / provided to the Council. Where these changes cannot be incorporated into existing contracts, they will be included when the contracts are re tendered and critical service plans should be documented and communicated by Corporate Resilience.</p>	<p>Estimated Date: 20/12/2019 Revised Date: 31/03/2021 No of Revisions 2</p> <p>Current revised date agreed as part of extension exercise</p>	<p>Annette Smith Donna Rodger Gavin King Hugh Dunn Iain Strachan Mary-Ellen Lang Mollie Kerr</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
81	<p>Resilience BC</p> <p>Completion and adequacy of service area business impact assessments and resilience arrangements</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	High	<p>Rec 6.2a</p> <p>Place - Annual assurance from Third Party Providers</p> <p>Started</p>	<p>Following receipt of initial assurance from all third-party providers for statutory and critical services (as per rec 6.1), annual assurance that provider resilience plans remain adequate and effective should be obtained. This should include confirmation from the provider that they have tested these plans and recovery time objectives for systems and recovery time and point objectives for technology systems agreed with the Council were achieved. It is recommended that contract managers include this requirement as part on ongoing contract management arrangements. Where this assurance cannot be provided, this should be recorded in Service Area and Directorate risk registers. Date revised to reflect that following receipt of initial assurance by 31 March 2021, annual assurance should be obtained by 31 March 2022.</p>	<p>Estimated Date:28/06/2019</p> <p>Revised Date:31/03/2022</p> <p>No of Revisions</p> <p style="text-align: center;">3</p> <p>Current revised date agreed as part of extension exercise</p>	<p>Alison Coburn</p> <p>Claire Duchart</p> <p>David Givan</p> <p>George Gaunt</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
82	<p>Resilience BC</p> <p>Completion and adequacy of service area business impact assessments and resilience arrangements</p> <p>Stephen Moir, Executive Director of Resources</p>	High	<p>Rec 6.2b Resources - Annual assurance from Third Party Providers</p> <p>Started</p>	<p>Following receipt of initial assurance from all third party providers for statutory and critical services (as per rec 6.1), annual assurance that provider resilience plans remain adequate and effective should be obtained. This should include confirmation from the provider that they have tested these plans and recovery time objectives for systems and recovery time and point objectives for technology systems agreed with the Council were achieved.</p> <p>It is recommended that contract managers include this requirement as part on ongoing contract management arrangements.</p> <p>Where this assurance cannot be provided, this should be recorded in Service Area and Directorate risk registers.</p> <p>Date revised to reflect that following receipt of initial assurance by 31 March 2021, annual assurance should be obtained by 31 March 2022.</p>	<p>Estimated Date: 28/06/2019 Revised Date: 31/03/2022 No of Revisions 2</p> <p>Current revised date agreed as part of extension exercise</p>	<p>Annette Smith Hugh Dunn Iain Strachan Layla Smith Michelle Vanhegan Mollie Kerr</p>
83	<p>Resilience BC</p> <p>Completion and adequacy of service area business impact assessments and resilience arrangements</p> <p>Judith Proctor, Chief Officer</p>	High	<p>Rec 6.2c H&SC - Annual assurance from Third Party Providers</p> <p>Started</p>	<p>Assurance will be obtained annually for statutory and critical services from third party service providers that their resilience plans remain adequate and effective; and have been tested to confirm that the recovery time objectives for systems and recovery time and point objectives for technology systems agreed with the Council were achieved. Where this assurance cannot be provided, this will be recorded in Service Area and Directorate risk registers.</p>	<p>Estimated Date: 21/06/2019 Revised Date: 31/03/2022 No of Revisions 2</p> <p>Current revised date agreed as part of extension exercise</p>	<p>Angela Ritchie Cathy Wilson Gavin King Jacqui Macrae Laurence Rockey Mary-Ellen Lang</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
84	Resilience BC Completion and adequacy of service area business impact assessments and resilience arrangements Alistair Gaw, Executive Director of Communities and Families	High	Rec 6.2d C&F - Annual assurance from Third Party Providers Started	<p>Following receipt of initial assurance from all third party providers for statutory and critical services (as per rec 6.1), annual assurance that provider resilience plans remain adequate and effective should be obtained. This should include confirmation from the provider that they have tested these plans and recovery time objectives for systems and recovery time and point objectives for technology systems agreed with the Council were achieved.</p> <p>It is recommended that contract managers include this requirement as part on ongoing contract management arrangements.</p> <p>Where this assurance cannot be provided, this should be recorded in Service Area and Directorate risk registers.</p> <p>Date revised to reflect that following receipt of initial assurance by 31 March 2021, annual assurance should be obtained by 31 March 2022.</p>	<p>Estimated Date: 28/06/2019 Revised Date: 31/03/2022 No of Revisions 2</p> <p>Current revised date agreed as part of extension exercise</p>	Anna Gray Michelle McMillan Nickey Boyle
85	Resilience BC Completion and adequacy of service area business impact assessments and resilience arrangements Laurence Rockey,	High	Rec 6.2e S&C - Annual assurance from Third Party Providers Started	<p>Following receipt of initial assurance from all third party providers for statutory and critical services (as per rec 6.1), annual assurance that provider resilience plans remain adequate and effective should be obtained. This should include confirmation from the provider that they have tested these plans and recovery time objectives for systems and recovery time and point objectives for technology systems agreed with the Council were achieved.</p>	<p>Estimated Date: 28/06/2019 Revised Date: 31/03/2022 No of Revisions 2</p> <p>Current revised date agreed as part of extension exercise</p>	Donna Rodger Mary-Ellen Lang

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
	Head of Strategy & Communications			<p>It is recommended that contract managers include this requirement as part on ongoing contract management arrangements.</p> <p>Where this assurance cannot be provided, this should be recorded in Service Area and Directorate risk registers.</p> <p>Date revised to reflect that following receipt of initial assurance by 31 March 2021, annual assurance should be obtained by 31 March 2022.</p>		
Page 135	<p>Records Management - LAAC</p> <p>CW1705 Issue 1: Project file review process</p> <p>Alistair Gaw, Executive Director of Communities and Families</p>	Medium	<p>CW1705 Issue 1.1: Review and Refresh of the project file review process.</p> <p>Started</p>	<p>Agreed actions will be implemented as recommended by Internal Audit. The project team will work to an end of January date for implementation of the quality assurance within the project team with an end of February date for Internal Audit to review the process applied.</p>	<p>Estimated Date: 28/02/2020</p> <p>Revised Date: 31/12/2020</p> <p>No of Revisions 3</p> <p>Revised due date to be further agreed with management and updated</p>	<p>Alison Roarty Ani Barclay Donna Rodger Freeha Ahmed John Arthur Laurence Rockey Louise McRae Nickey Boyle Nicola Harvey Ruth Currie Stephen Moir</p>

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87	<p>Records Management – LAAC</p> <p>CW1705 Issue 1: Project file review process</p> <p>Alistair Gaw, Executive Director of Communities and Families</p>	Medium	<p>CW1705 Issue 1.2: Process communication and training</p> <p>Started</p>	<p>Agreed actions will be implemented as recommended by Internal Audit. The project team will work to an end of January date for implementation of quality assurance within the project team with an end of February date for Internal Audit to review the process applied.</p>	<p>Estimated Date: 28/02/2020</p> <p>Revised Date: 31/12/2020</p> <p>No of Revisions 2</p> <p>Revised due date to be further agreed with management and updated</p>	<p>Alison Roarty Ani Barclay Donna Rodger Freeha Ahmed John Arthur Laurence Rockey</p> <p>Louise McRae Nickey Boyle Nicola Harvey Ruth Currie Stephen Moir</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
88 Page 437	<p>Records Management - LAAC</p> <p>CW1705 Issue 1: Project file review process</p> <p>Alistair Gaw, Executive Director - of Communities and Families</p>	Medium	<p>CW1705 Issue 1.3: Quality assurance checks</p> <p>Started</p>	<p>Project management information will be monitored weekly to identify the volume of files that have been reviewed by the project team and an independent risk based quality assurance approach developed and implemented that focuses on files that have not been 'split' by the project team, to confirm that they have been accurately classified as files that have not been merged prior to their return to Iron Mountain for archiving. Quality assurance sample sizes will be selected at the start of each week and will depend on the volumes of files reviewed by the project team and the relevant proportion of non-merged and merged files. Where merged files have been identified and split by the project team, a lighter touch approach involving peer reviews will be adopted to ensure that the project file review process has been consistently applied and appropriate actions implemented. Quality assurance outcomes will be recorded and all significant errors (for example failure to identify merged files), areas of good practices, and areas for improvement will be shared with the project team. Availability of quality resource will be monitored throughout the project to ensure that it remains adequate to complete an appropriate number of QA reviews based on file outcomes. A retrospective sample of cases already reviewed by the project team will also be selected for retrospective review based on the approach outlined above. The project team will work to an end of February date for implementation of quality assurance within the project team with an end of March date for Internal Audit to review the process applied.</p>	<p>Estimated Date: 31/03/2020</p> <p>Revised Date: 31/12/2020</p> <p>No of Revisions 3</p> <p>Revised due date to be further agreed with management and updated</p>	<p>Alison Roarty Ani Barclay Donna Rodger Freeha Ahmed John Arthur Laurence Rockey Louise McRae Nickey Boyle Nicola Harvey Ruth Currie Stephen Moir</p>

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89	<p>Records Management - LAAC</p> <p>CW1705 Issue 2: Review of additional files</p> <p>Alistair Gaw, Executive Director of Communities and Families</p>	Medium	<p>CW1705 Issue 2.1: Review of additional files</p> <p>Started</p>	<p>The total volume of files at Westerhailes will be quantified. Once this has been completed, a risk-based sample approach will be applied to review the files and identify any that may have been merged.</p>	<p>Estimated Date: 31/03/2020</p> <p>Revised Date: 31/12/2020</p> <p>No of Revisions 2</p> <p>Revised due date to be further agreed with management and updated</p>	<p>Alison Roarty Ani Barclay Donna Rodger Freeha Ahmed John Arthur Laurence Rockey Louise McRae Nickey Boyle Nicola Harvey Ruth Currie Stephen Moir</p>
90	<p>Records Management - LAAC</p> <p>CW1705 Issue 2: Review of additional files</p> <p>Alistair Gaw, Executive Director of Communities and Families</p>	Medium	<p>CW1705 Issue 2.2: Impact analysis</p> <p>Started</p>	<p>The outcomes of the review of additional files (as detailed at recommendation 2.1) will be shared with the Senior Responsible Officers together with an impact analysis detailing the resourcing and associated costs of including the files within the project scope, and recommendations made as to whether the scope of the project should be extended to include these files, or whether reliance should be placed on the new business as usual process to be implemented as detailed at Finding 3. Where the decision is taken to include the potentially merged files within the scope of the project, they will be transferred across to the project team and logged for review. The project team will work to a completion 29 May with a date of 26 June for validation by Internal Audit.</p>	<p>Estimated Date: 26/06/2020</p> <p>Revised Date: 31/12/2020</p> <p>No of Revisions 2</p> <p>Revised due date to be further agreed with management and updated</p>	<p>Alison Roarty Ani Barclay Donna Rodger Freeha Ahmed John Arthur Laurence Rockey Louise McRae Nickey Boyle Nicola Harvey Ruth Currie Stephen Moir</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
91	<p>Records Management - LAAC</p> <p>CW1705 Issue 3: Pre destruction business as usual file review process</p> <p>Alistair Gaw, Executive Director of Communities and Families</p>	Medium	<p>CW1705 Issue 3.1: Pre destruction business as usual file review process</p> <p>Started</p>	<p>The pre destruction business as usual file review process is currently being developed and will cover all of the points recommended by Internal Audit. The process will be prepared by the end January 2020 and agreed with the Health and Social Care and Communities and Families Directorates by the end of February 2020.</p>	<p>Estimated Date: 28/02/2020</p> <p>Revised Date: 31/12/2020</p> <p>No of Revisions 3</p> <p>Revised due date to be further agreed with management and updated</p>	<p>Alison Roarty Ani Barclay Donna Rodger Freeha Ahmed John Arthur Laurence Rockey Louise McRae Nickey Boyle Nicola Harvey Ruth Currie Stephen Moir</p>
Page 4396	<p>Records Management - LAAC</p> <p>CW1705 Issue 3: Pre destruction business as usual file review process</p> <p>Alistair Gaw, Executive Director of Communities and Families</p>	Medium	<p>CW1705 Issue 3.2a (C&F): Communication and training</p> <p>Started</p>	<p>Children's Practice team managers have already been briefed regarding the outcomes of the audit and a refreshed process will soon be implemented. The process will be co-produced with Business Support Team Managers, communicated and uploaded to the Orb. Given the scale of training to be provided, a CECiL based approach will be applied with support provided by Business Support and requested from Learning and Organisational Development (Human Resources), with divisions requested to track completion of the CECiL module. Locality Management teams will also receive face to face training on the new process.</p>	<p>Estimated Date: 30/06/2020</p> <p>Revised Date: 01/12/2020</p> <p>No of Revisions 2</p> <p>Revised due date to be further agreed with management and updated</p>	<p>Alison Roarty Ani Barclay Donna Rodger Freeha Ahmed John Arthur Laurence Rockey Louise McRae Nickey Boyle Nicola Harvey Ruth Currie Stephen Moir</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
93	<p>Records Management - LAAC</p> <p>CW1705 Issue 3: Pre destruction business as usual file review process</p> <p>Judith Proctor, Chief Officer</p>	Medium	<p>CW1705 Issue 3.2b (H&SCP): Communication and training</p> <p>Started</p>	<p>Health and Social Care will adopt a similar approach to Communities and Families with the new process communicated and uploaded to the Orb. A CECiL based approach will also be applied with support provided by Business Support and requested from Learning and Organisational Development (Human Resources), with completion of the CECiL module by the relevant teams tracked. Locality Management teams will also receive face to face training on the new process.</p>	<p>Estimated Date: 30/06/2020</p> <p>Revised Date: 01/11/2020</p> <p>No of Revisions 0</p> <p>Revised due date to be further agreed with management and updated</p>	<p>Cathy Wilson Jacqui Macrae Tom Cowan</p>
94	<p>Records Management - LAAC</p> <p>CW1705 Issue 3: Pre destruction business as usual file review process</p> <p>Alistair Gaw, Executive Director of Communities and Families</p>	Medium	<p>CW1705 Issue 3.3a (C&F): Quality assurance process</p> <p>Started</p>	<p>A joint risk-based quality assurance process will be established between Business Support and Team Managers in Localities. Quality assurance outcomes will be recorded, and learnings shared with team managers at Children's Practice Team meetings, enabling city wide service improvement actions to be identified and implemented where appropriate.</p>	<p>Estimated Date:30/06/2020</p> <p>Revised Date:01/11/2020</p> <p>No of Revisions 0</p> <p>Revised due date to be further agreed with management and updated</p>	<p>Alison Roarty Ani Barclay Donna Rodger Freeha Ahmed John Arthur Laurence Rockey Louise McRae</p> <p>Nickey Boyle Nicola Harvey Ruth Currie Stephen Moir</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
95	<p>Records Management - LAAC</p> <p>CW1705 Issue 3: Pre destruction business as usual file review process</p> <p>Judith Proctor, Chief Officer</p>	Medium	<p>CW1705 Issue 3.3b (H&SCP): Quality Assurance Process</p> <p>Started</p>	<p>A joint quality assurance process will be established between Business Support and Team Managers in Localities. The new Health and Social Care Partnership Chief Nurse and Head of Quality will be responsible for managerial oversight of the quality assurance processes, ensuring that lessons learned are fed back to the Localities and outcomes reported to the Clinical and Care Governance Committee for scrutiny and oversight.</p>	<p>Estimated Date: 30/06/2020</p> <p>Revised Date: 01/11/2020</p> <p>No of Revisions 0</p> <p>Revised due date to be further agreed with management and updated</p>	<p>Cathy Wilson Jacqui Macrae Tom Cowan</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
Page 442	<p>Payments and Charges</p> <p>CW1803 Payments and Charges Issue 1: Review, authorisation, and publication of fees and charges</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	Medium	<p>CW1803 Rec. 1.1 - Process documentation supporting calculation of fees and charges including review of reserve balances</p> <p>Started</p>	<p>Response from Licensing Any new fees or proposed adjustments are presented to the Committee for scrutiny and agreement. The rationale for Taxi, Civic and Houses in Multiple Occupation (HMO) licensing fees was reviewed and agreed by Regulatory Committee in 2015 and 2017 respectively and no further changes are planned at this time. As part of the annual budget process, the Place Directorate makes recommendations on any inflationary uplifts that should be applied to fees based on projected costs and the Licensing reserves position. In 2018/2019 there was no increase in the Licensing budget which reflected the reserves position at that time. In the 2019/20 budget Taxi and Civic discretionary licence fees were increased by 2.5% to reflect increased costs associate with the local government pay settlement for 2018/19 and 2019/2020. In comparison, the increase applied to fees supporting generation of other types of income across the Council was circa 5%. This demonstrates that Licensing is proactively managing both fees and reserves. For HMO Licences, the Regulatory Committee approved a revised fee structure in 2017, and there is planned reduction of current reserve balances over a 3-year period. Consequently, HMO fees for 2019/2020 were not increased. For budget 2020/2021 a review of HMO reserves will be performed with Finance and recommendations made either to the Regulatory Committee or Full Council on any further fee adjustments required to ensure the planned reduction of the reserve is achieved. There are also unplanned factors that impact the final reserves position. These include increased application volumes; the impact of vacancies and recruitment; and repairs or replacement of property or equipment (for example a replacement ramp at the Taxi Examination Centre in 2016/17 at the cost of £90K). These unplanned factors are also considered when revised fees are proposed during the budget process. The Taxi reserve increase is largely driven by increased application volumes. The reserve is also being allowed to increase in the medium term to offset planned capital spend on relocation of the Taxi</p>	<p>Estimated Date: 31/07/2020</p> <p>Revised Date: 01/12/2020</p> <p>No of Revisions 0</p>	<p>Alison Coburn Andrew Mitchell Annette Smith David Givan Gavin Brown George Gaunt Hugh Dunn John Connarty Layla Smith Michael Thain Michelle Vanhegan Sandra Harrison Stephen Moir</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
Page 443				<p>Examination Centre when the Council closes the Murrayburn depot site in the next 2-3 years to avoid potential capital budget pressures. Licensing is working with Finance to ensure there is greater certainty in setting fees when taking account of the impact of the Central Support Charges levied. In 2018 the Directorate introduced financial reporting to the Regulatory Committee in addition to the established financial reporting provided to the Finance and Resource Committee. http://www.edinburgh.gov.uk/download/meetings/id/58887/item_72_-_licence_income_for_fees_2017-2018 http://www.edinburgh.gov.uk/download/meetings/id/59029/minute_of_the_regulatory_committee_of_221018 Response from Finance At present, the allocation of central support costs in line with accountancy conventions is not finalised until after the licensing charges for the future year have been set. A mechanism to approximate allocation of central support charges in advance to allow for more considered analysis of reserve balances and costs within each budgetary process will facilitate this. There is already a framework in place to apportion income and costs across licence categories and calculate additions to or withdrawals from licensing reserves. This populates the annual City of Edinburgh Licensing Board Financial Report as required under Section 9B of the Licensing (Scotland) Act 2005. This framework where appropriate will be developed to add to existing transparency in respect of rationale and processes. The combination of both actions above will enable regular review and monitoring of reserve positions and related decision making. The implementation date allows for 2020-21 budget setting and 2019-20 final accounts processes to be completed allowing for audit evidence.</p>		

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
97	<p>Payments and Charges</p> <p>CW1803 Payments and Charges Issue 4: Processing and recording Licensing Fees</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	Medium	<p>CW1803 Rec. 4.1 - Procedures supporting processing and recording licencing fees</p> <p>Started</p>	<p>The Licensing Service processes approximately 21,000 applications per annum and the Internal Audit sample reviewed represents approximately 1% of the overall number of applications. Internal procedures will be reviewed to ensure that that they adequately cover the issues raised and all staff will receive refresher training to reinforce the importance of consistent application of the procedures. Longer term upgrades to the APP Civica Licensing system should also offer enhanced capability with mandatory sections for each licence type processed.</p>	<p>Estimated Date: 20/12/2019 Revised Date: 01/05/2020 No of Revisions 0</p>	<p>Alison Coburn Andrew Mitchell David Givan Gavin Brown George Gaunt Michael Thain Sandra Harrison</p>
Page 444 98	<p>Payments and Charges</p> <p>CW1803 Payments and Charges Issue 5: Processing and recording of Parking Permit fees</p> <p>Stephen Moir, Executive Director of Resources</p>	Medium	<p>CW1803 Rec. 5.4 - NSL income reconciliation</p> <p>Started</p>	<p>The recommendation is accepted. Financial reconciliations between the systems have commenced reinstatement. Work is underway to build a management information suite which will augment the control attributes of the reconciliation as a standalone mechanism.</p>	<p>Estimated Date: 28/02/2020 Revised Date: 30/06/2021 No of Revisions 3</p>	<p>Annette Smith Dougie Linton Gavin Graham Hugh Dunn John Connarty Layla Smith Michelle Vanhegan Susan Hamilton</p>
99	<p>Emergency Prioritisation & Complaints</p> <p>CW1806 Issue 1: ATEC 24 Operational Framework</p>	Medium	<p>CW1806 Issue 1.1(2): ATEC 24 Review of Operational Processes - Call Prioritisation</p> <p>Started</p>	<p>2. Call prioritisation procedures will be designed and implemented, including recording the rationale for call prioritisation and delivery of training to staff. A review schedule for these procedures will be implemented with the last review date and date of next scheduled review clearly identifiable i.e. every 3 years.</p>	<p>Estimated Date: 29/11/2019 Revised Date: 01/02/2021 No of Revisions 2</p>	<p>Andy Jones Angela Ritchie Cathy Wilson Craig ODonnell Katie McWilliam Lindsay Munro Sylvia Latona Tony Duncan</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
	Judith Proctor, Chief Officer					
100	Emergency Prioritisation & Complaints CW1806 Issue 1: ATEC 24 Operational Framework Judith Proctor, Chief Officer	Medium	CW1806 Issue 1.2(1): ATEC 24 Service Level Agreements - Review of all Contracts Started	All third-party contracts and supporting Service Level Agreements (SLAs) will be reviewed and updated. This will include a review of financial arrangements to ensure ATEC 24 is adequately remunerated for the levels of service provided.	Estimated Date: 31/01/2020 Revised Date: 01/12/2020 No of Revisions 2	Andy Jones Angela Ritchie Cathy Wilson Craig ODonnell Emma Szadurski Katie McWilliam Lindsay Munro Sylvia Latona Tony Duncan
Page 445	Emergency Prioritisation & Complaints CW1806 Issue 1: ATEC 24 Operational Framework Judith Proctor, Chief Officer	Medium	CW1806 Issue 1.2(2): ATEC 24 Service Level Agreements - Schedule for Future Reviews Started	2. All Telecare SLAs will be reviewed every two years to ensure that they take account of service delivery and operational processes, changes to any applicable regulations and relevant professional standards.	Estimated Date: 31/01/2020 Revised Date: 01/12/2020 No of Revisions 2	Andy Jones Angela Ritchie Cathy Wilson Craig ODonnell Emma Szadurski Katie McWilliam Lindsay Munro Sylvia Latona Tony Duncan
102	Emergency Prioritisation & Complaints CW1806 Issue 1: ATEC 24 Operational Framework	Medium	CW1806 Issue 1.2(3): ATEC 24 Service Level Agreements - Partnership Protocol Started	3. A partnership protocol will be approved and implemented for the Fallen Uninjured Person Service to reflect the current operations, funding arrangements and any planned process improvements.	Estimated Date: 29/11/2019 Revised Date: 01/03/2021 No of Revisions 3	Andy Jones Angela Ritchie Cathy Wilson Craig ODonnell Katie McWilliam Lindsay Munro Sylvia Latona Tony Duncan

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
	Judith Proctor, Chief Officer					
103	Emergency Prioritisation & Complaints CW1806 Issue 1: ATEC 24 Operational Framework Judith Proctor, Chief Officer	Medium	CW1806 Issue 1.3(1): ATEC 24 Performance Reporting - Scorecard KPIs Started	1. Key performance indicators included within the Health and Social Care scorecard will include percentage of calls answered within set targets; percentage of emergency response visits within target; and well as volumes of calls and responses.	Estimated Date: 30/09/2019 Revised Date: 01/12/2020 No of Revisions 2	Andy Jones Angela Ritchie Cathy Wilson Craig ODonnell Katie McWilliam Lindsay Munro Philip Brown Sylvia Latona Tony Duncan
104	Emergency Prioritisation & Complaints CW1806 Issue 1: ATEC 24 Operational Framework Judith Proctor, Chief Officer	Medium	CW1806 Issue 1.3(2): ATEC 24 Performance Reporting - Response Parameters Started	2. The parameters used for monitoring call handling and response times will be reviewed and updated in line with Technology Enabled Care Services Association (TSA) guidance and used to inform capacity planning; to ensure that there are sufficient call handlers and responders to meet industry standards.	Estimated Date:31/10/2019 Revised Date:01/12/2020 No of Revisions 2	Andy Jones Angela Ritchie Cathy Wilson Craig ODonnell Katie McWilliam Lindsay Munro Sylvia Latona Tony Duncan
105	Emergency Prioritisation & Complaints CW1806 Issue 1: ATEC 24 Operational Framework	Medium	CW1806 Issue 1.1(6): ATEC 24 Review of Operational Processes - Response Recording Started	6. Roll out of handheld devices to allow automated reporting will be progressed.	Estimated Date: 30/04/2020 Revised Date: 01/03/2021 No of Revisions 1	Andy Jones Angela Ritchie Cathy Wilson Craig ODonnell Katie McWilliam Lindsay Munro Sylvia Latona Tony Duncan

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
	Judith Proctor, Chief Officer					
106	Emergency Prioritisation & Complaints CW1806 Issue 1: ATEC 24 Operational Framework Judith Proctor, Chief Officer	Medium	CW1806 Issue 1.3(3): ATEC 24 Performance Reporting - Scrutiny of Performance Measures Started	3. ATEC 24 Service performance will be reported and regularly scrutinised by the Health and Social Care Partnership Executive Management Team.	Estimated Date: 30/09/2019 Revised Date: 01/12/2020 No of Revisions 2	Andy Jones Angela Ritchie Cathy Wilson Craig ODonnell Katie McWilliam Lindsay Munro Philip Brown Sylvia Latona Tony Duncan
Page 47 47	Emergency Prioritisation & Complaints CW1806 Issue 2: ATEC 24 Customer Engagement Judith Proctor, Chief Officer	Low	CW1806 Issue 2.1(2): ATEC 24 Customer Feedback - Tracking and Communication Started	2. Benefits and service improvements made as a result of customer feedback will be tracked and communicated both externally to customers, and internally to the service.	Estimated Date: 31/01/2020 Revised Date: 01/02/2021 No of Revisions 2	Andy Jones Angela Ritchie Cathy Wilson Craig ODonnell Katie McWilliam Lindsay Munro Sylvia Latona Tony Duncan
108	Emergency Prioritisation & Complaints CW1806: Issue 2: Third Party Service Provision - Health & Social Care Partnership	Medium	CW1806: Issue 2(1): SLAs - Third Party Service Provision Started	A review of the SLA for the ESCS is underway. It is likely the detail of the arrangements will differ considerably from what is currently included within the SLA. The review will, however, take into consideration the points noted above. The review of the SLA will include contributions from City of Edinburgh Council, Midlothian Council and East Lothian Council, and will be presented to the Edinburgh Health and Social Care Partnership Executive Management Team for review and approval.	Estimated Date: 30/11/2019 Revised Date: 01/10/2020 No of Revisions 2	Alistair Gaw Angela Ritchie Brian Henderson Cathy Wilson Colin Beck Fiona Benzies Jackie Irvine Nichola Dadds Nickey Boyle Tony Duncan

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
	Judith Proctor, Chief Officer					
109 Page 448	<p>Emergency Prioritisation & Complaints</p> <p>CW1806: Issue 2: Third Party Service Provision - Health & Social Care Partnership</p> <p>Judith Proctor, Chief Officer</p>	Medium	<p>CW1806: Issue 2(2): Partnership Protocol HSCP/Contact Centre</p> <p>Started</p>	<p>Agreed, once the SLA is finalised, a Partnership Protocol will be developed in conjunction with Customer Contact Centre colleagues.</p>	<p>Estimated Date: 28/02/2020</p> <p>Revised Date: 01/03/2021</p> <p>No of Revisions 2</p>	<p>Alison Roarty Alistair Gaw Angela Ritchie Brian Henderson Cathy Wilson Elspeth Thompson Fiona Benzies Jennifer Wilson Julie Rosano Layla Smith Lisa Hastie Michelle Vanhegan Neil Jamieson Nickey Boyle Nicola Harvey Stephen Moir Tony Duncan</p>
110	<p>Homelessness Services</p> <p>CW1808 Issue 2: Homelessness data quality and performance reporting</p> <p>Alistair Gaw, Executive Director</p>	High	<p>CW1808 Recommendati on 2.2.3 - Performance Reporting</p> <p>Started</p>	<p>2.2.3 - We will report performance information through a dashboard to the Housing and Economy Committee, officers are currently working with elected members to finalise the key performance indicators required.</p>	<p>Estimated Date: 31/01/2020</p> <p>Revised Date: 31/03/2021</p> <p>No of Revisions 2</p> <p>Current revised date agreed as part of extension exercise</p>	<p>Emma Morgan Jackie Irvine Nicky Brown</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
	of Communities and Families					
111	<p>Homelessness Services</p> <p>CW1808 Issue 3: Provision of homelessness advice and information</p> <p>Alistair Gaw, Executive Director of Communities and Families</p>	Medium	<p>CW1801 Recommendation on 3.1.2: Updating homelessness information on website</p> <p>Started</p>	<p>3.1.2 - Following the engagement events with key stakeholders, the Council's website will be updated to include the information set out within the recommendation, and any other information relevant to key stakeholders. Webpages will be subject to regular review to ensure the information remains up to date and in line with policies and legislation.</p>	<p>Estimated Date: 30/04/2020</p> <p>Revised Date: 31/03/2021</p> <p>No of Revisions 3</p> <p>Current revised date agreed as part of extension exercise</p>	<p>Debbie Herbertson Jackie Irvine Nichola Dadds Nicky Brown</p>
112	<p>Validation of Management Actions 2018/19</p> <p>Validation Audit CW1810 reopened finding - HSC1513: Management structure and business support arrangements</p> <p>Judith Proctor, Chief Officer</p>	High	<p>Validation Audit CW1810 - Issue 2.1 HSC1503: Partnership Management Structure</p> <p>Started</p>	<p>The Partnership's organisational management structure will be finalised, implemented, and embedded. The revised structure does not need to be approved by the IJB because it is an operational matter. It will however be presented to the EIJB for information. The revised implementation date of April 2020 will allow completion of Partnership budget and transformation Programmes.</p>	<p>Estimated Date: 31/12/2015</p> <p>Revised Date: 01/09/2021</p> <p>No of Revisions 2</p> <p>Current revised date agreed as part of extension exercise</p>	<p>Angela Ritchie Cathy Wilson</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
113	H&SC Care Homes - Corporate Report A1.1: Care Homes Self Assurance Framework Judith Proctor, Chief Officer	Medium	A1.1: Care Homes Self Assurance Framework Started	A self-assurance framework will be designed and implemented that will validate effective operation of controls in place to manage these risks. The Health and Social Care Partnership Operations Manager will be accountable for development; implementation and ongoing operation of the framework. Development and implementation support will be requested from Business Support and Quality Assurance and Compliance.	Estimated Date: 30/06/2019 Revised Date: 01/05/2021 No of Revisions 1 Current revised date agreed as part of extension exercise	Angela Ritchie Cathy Wilson Marian Gray Tom Cowan
Page 450 114	H&SC Care Homes - Corporate Report A2.3: Welfare Fund and Outings Funds Judith Proctor, Chief Officer	Medium	A2.3(2) Establishment of welfare fund committees Started	A working group has been established that will focus on welfare. The remit of the group will focus on welfare committees; constitutions; accounts; criteria and donations. 2 officers from the working group have been assigned responsibility to write and implement welfare guidelines.	Estimated Date: 31/07/2018 Revised Date: 01/05/2021 No of Revisions 5 Current revised date agreed as part of extension exercise	Angela Ritchie Cathy Wilson Marian Gray Tom Cowan
115	H&SC Care Homes - Corporate Report A2.3: Welfare Fund and Outings Funds Judith Proctor, Chief Officer	Medium	A2.3(3) Production of annual accounts and review by welfare fund committee Started	A working group has been established that will focus on welfare. The remit of the group will focus on welfare committees; constitutions; accounts; criteria and donations. 2 officers from the working group have been assigned responsibility to write and implement welfare guidelines Task assigned to Business Officer for annual accounts and daily bookkeeping. Guidelines to be written for consistency.	Estimated Date: 31/07/2018 Revised Date: 01/05/2021 No of Revisions 4 Current revised date agreed as	Angela Ritchie Cathy Wilson Marian Gray Tom Cowan

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
					part of extension exercise	
116 Page 451	H&SC Care Homes - Corporate Report A3.1: Training Judith Proctor, Chief Officer	Medium	A3.1(1) Manager review of training Started	This will be included as part of a new monthly controls process to be implemented and monitored via completion of a monthly spreadsheet. A working group has been established to document all processes to be included.	Estimated Date: 30/06/2019 Revised Date: 01/05/2021 No of Revisions 3 Current revised date agreed as part of extension exercise	Angela Ritchie Cathy Wilson Marian Gray Tom Cowan
117	H&SC Care Homes - Corporate Report A3.3: Performance & Attendance Management Judith Proctor, Chief Officer	Medium	A3.3(2) Health & Social Care Teams - 6 monthly and annual performance conversations Started	Health and Social Care Teams Will ensure that annual performance conversations (once completed) are recorded on the iTrent system.	Estimated Date: 30/06/2018 Revised Date: 01/05/2021 No of Revisions 5 Current revised date agreed as part of extension exercise	Angela Ritchie Cathy Wilson Marian Gray Tom Cowan

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
118	H&SC Care Homes - Corporate Report A3.3: Performance & Attendance Management Judith Proctor, Chief Officer	Medium	A3.3(4) Health & Social Care Teams - quarterly review of absence and performance management Started	This is the responsibility of the Unit manager for their direct reports. The Business Support Officer will ensure that the Unit Manager is aware on a monthly basis for Domestic and Handymen reporting to them. The Business Support Officer is required to monitor and report through the Customer process on a monthly basis. The staff nurse / charge nurse to be appointed at Gylemuir will ensure that this is performed for all NHS staff.	Estimated Date: 30/06/2018 Revised Date: 01/05/2021 No of Revisions 3 Current revised date agreed as part of extension exercise	Angela Ritchie Cathy Wilson Marian Gray Tom Cowan
Page 452 119	H&SC Care Homes - Corporate Report A3.4: Agency Staffing Judith Proctor, Chief Officer	Medium	A3.4(2) Analysis of the agency staff and hours worked charges Started	The BSO will assist the UM (See A2.1). A paper is being presented to the Health and Social Care Senior Management Team week commencing 15th January 2018 that proposes a solution where information will be provided to Locality Managers who will prepare reports for Care Homes. If this solution is agreed, it will be implemented immediately.	Estimated Date: 31/03/2018 Revised Date: 01/05/2021 No of Revisions 4 Current revised date agreed as part of extension exercise	Angela Ritchie Cathy Wilson Marian Gray Tom Cowan
120	H&SC Care Homes - Corporate Report A3.5: Adequacy of Resources Judith Proctor, Chief Officer	Medium	A3.5(1) Care Inspectorate Dependency Assessments requirements Started	Unit managers submit monthly reports to Cluster manager and Locality management team. Locality management team responsible for ensuring resource meets the demand based on dependency scoring.	Estimated Date: 31/01/2019 Revised Date: 01/05/2021 No of Revisions 5 Current revised date agreed as	Angela Ritchie Cathy Wilson Marian Gray Tom Cowan

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
					part of extension exercise	
Page 453	<p>Social Work Centre Bank Account Reconciliations</p> <p>Corporate Appointee Client Fund Management</p> <p>Judith Proctor, Chief Officer</p>	High	<p>Recommendation 1a - Health & Social Care</p> <p>Started</p>	<p>1. Health and Social Care: Given the considerable business support and social worker resources implications, the above recommendations will take time to design, implement and maintain. Business Support is resolving problem appointee arrangements as we go along, however, the backlog of reviews will need a programme management approach to rectify errors and support the governance required. In the meantime, associated risks will be added to the Partnership's risk register to monitor controls and progress on a monthly basis, given its high finding rating. Following the Care Home Assurance Review, the Partnership is developing a self-assurance control framework. Locality Managers have agreed for corporate appointee arrangements to be included in the assurance framework – which if found to be successful and useful, can be mirrored by the other applicable services in this report. Business Support is working on new guidelines for the administration of Corporate Appointeeship (e.g. new procedures, monthly checklists, etc.), which will support the effective delivery of the framework.</p>	<p>Estimated Date: 28/06/2019</p> <p>Revised Date: 01/08/2021</p> <p>No of Revisions 2</p> <p>Current revised date agreed as part of extension exercise</p>	<p>Angela Ritchie Cathy Wilson Colin Beck Ian Waitt Tony Duncan</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
122	Social Work Centre Bank Account Reconciliations Corporate Appointee Client Fund Management Judith Proctor, Chief Officer	High	2.2. Updating procedures to include an annual review of Corporate Appointee contracts Started	2. New guidelines will be written to ensure clarity of responsibilities. Sections will be included detailing Social Work; Business Support; and Transactions team responsibilities. The objective is to create and implement an end to end process that includes eligibility criteria, DWP processes and a full administrative process that will be applied centrally and across Locality offices; clusters; and hubs.	Estimated Date: 30/04/2018 Revised Date: 01/08/2021 No of Revisions 2 Current revised date agreed as part of extension exercise	Angela Ritchie Cathy Wilson Colin Beck Ian Waitt Tony Duncan
Page 454 123	Social Work Centre Bank Account Reconciliations Corporate Appointee Client Fund Management Judith Proctor, Chief Officer	High	Recommendation 8 Started	8. Refresher training will be offered as part of the implementation of the new guidelines to all staff involved in the process and recorded on staff training records. The training will also be incorporated into the new staff induction process.	Estimated Date: 31/05/2018 Revised Date: 01/08/2021 No of Revisions 3 Current revised date agreed as part of extension exercise	Angela Ritchie Cathy Wilson Colin Beck Ian Waitt Tony Duncan

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
124	<p>Social Work Centre Bank Account Reconciliations</p> <p>Corporate Appointee Client Fund Management</p> <p>Judith Proctor, Chief Officer</p>	High	<p>Recommendation 1b - Business Support</p> <p>Started</p>	<p>1. Business Support: Business Support will enable the review of current processes and guidelines in conjunction with Hub and Cluster Managers with sign off at the Locality Managers Forum. Business support will review all Corporate Appointee accounts and contact the relevant social worker, support worker or hub where the funds are over £16K for immediate review. Business support will advise social work when the funds exceed £16K where there is not a valid reason (for example, client deceased and social worker discussing estate with solicitor). Clarity on contact with DWP is being progressed and will be written into the new guidelines. Regular reporting will be introduced from the revised systems being implemented. This will be provided monthly at Senior Social Work level and annually for H&SC management</p>	<p>Estimated Date: 31/05/2018</p> <p>Revised Date: 01/08/2021</p> <p>No of Revisions 2</p> <p>Current revised date agreed as part of extension exercise</p>	<p>Angela Ritchie Cathy Wilson Colin Beck Ian Waitt Tony Duncan</p>
Page 455 125	<p>Edinburgh Alcohol and Drug Partnership (EADP) – Contract Management</p> <p>Risk and Supplier Performance Management</p> <p>Judith Proctor, Chief Officer</p>	High	<p>Rec 1 - Risk Management</p> <p>Started</p>	<p>A contracts management risk register will be developed describing, prioritising, and addressing risks to delivery. The risk register will be shared with and approved by the Core group by January 2018. The risk register will be refreshed quarterly and reviewed by the Core Group.</p>	<p>Estimated Date: 30/03/2018</p> <p>Revised Date: 01/03/2021</p> <p>No of Revisions 4</p> <p>Current revised date agreed as part of extension exercise</p>	<p>Alana Nabulsi Angela Ritchie Cathy Wilson Colin Beck Tony Duncan</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
126	Edinburgh Alcohol and Drug Partnership (EADP) – Contract Management Risk and Supplier Performance Management Judith Proctor, Chief Officer	High	Rec 3 - Performance Expectations Started	The existing contract management procedures will be summarised in a single document. It will include the dates information needs to come in, the key contacts, the escalation process in the event of non-performance and the priority metrics that would trigger those processes (waiting times, numbers taken onto caseloads, planned discharges). There will still be subject knowledge and judgement involved in monitoring the contracts; the escalation process cannot be reduced to an algorithm. To be agreed with the providers to confirm our shared understanding and shared with the EADP core group by January 2018.	Estimated Date: 31/01/2018 Revised Date: 01/02/2021 No of Revisions 3	Alana Nabulsi Angela Ritchie Cathy Wilson Colin Beck Tony Duncan
Page 456 127	Edinburgh Alcohol and Drug Partnership (EADP) – Contract Management Risk and Supplier Performance Management Judith Proctor, Chief Officer	High	Rec 4 - Timeframes Started	The existing contract management procedures will be summarised in a single document. It will include the dates information needs to come in, the key contacts, the escalation process in the event of non-performance and the priority metrics that would trigger those processes (waiting times, numbers taken onto caseloads, planned discharges). There will still be subject knowledge and judgement involved in monitoring the contracts; the escalation process cannot be reduced to an algorithm. To be agreed with the providers to confirm our shared understanding and shared with the EADP core group by January 2018.	Estimated Date: 31/01/2018 Revised Date: 01/02/2021 No of Revisions 3	Alana Nabulsi Angela Ritchie Cathy Wilson Colin Beck Tony Duncan
128	Edinburgh Alcohol and Drug Partnership (EADP) – Contract Management Key Person Dependency and Process Documentation	Medium	Rec 2 - Contract Management Processes Started	The existing contract management procedures will be summarised in a single document. It will include the dates information needs to come in, the key contacts, the escalation process in the event of non-performance and the priority metrics that would trigger those processes (waiting times, numbers taken onto caseloads, planned discharges). There will still be subject knowledge and judgement involved in monitoring the contracts; the escalation process cannot be reduced to an algorithm. To be agreed with the providers to	Estimated Date: 31/01/2018 Revised Date: 01/02/2021 No of Revisions 3	Alana Nabulsi Angela Ritchie Cathy Wilson Colin Beck Tony Duncan

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
	Judith Proctor, Chief Officer			confirm our shared understanding and shared with the EADP core group by January 2018.		
Page 457 157	Edinburgh Alcohol and Drug Partnership (EADP) – Contract Management Key Person Dependency and Process Documentation Judith Proctor, Chief Officer	Medium	Rec 4 - Key Supplier Contracts Started	The existing contract management procedures will be summarised in a single document. It will include the dates information needs to come in, the key contacts, the escalation process in the event of non-performance and the priority metrics that would trigger those processes (waiting times, numbers taken onto caseloads, planned discharges). There will still be subject knowledge and judgement involved in monitoring the contracts; the escalation process cannot be reduced to an algorithm. To be agreed with the providers to confirm our shared understanding and shared with the EADP core group by January 2018.	Estimated Date: 31/01/2018 Revised Date: 01/02/2021 No of Revisions 3	Alana Nabulsi Angela Ritchie Cathy Wilson Colin Beck Tony Duncan

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
130	Edinburgh Alcohol and Drug Partnership (EADP) – Contract Management Key Person Dependency and Process Documentation Judith Proctor, Chief Officer	Medium	Rec 5 - Records Management Policy Started	Records retention policy: Direction will be requested from the Information Governance team in relation to Records Management Policy requirements and how they should be applied to retention, archiving and destruction of contract management information. Any lessons learned will be shared with the Health and Social Care contracts management team.	Estimated Date: 30/03/2018 Revised Date: 01/02/2021 No of Revisions 5	Alana Nabulsi Angela Ritchie Cathy Wilson Colin Beck Tony Duncan
Page 458 131	Edinburgh Alcohol and Drug Partnership (EADP) – Contract Management Supplier Sustainability Judith Proctor, Chief Officer	Medium	Rec 2 - Contingency Plans Started	Contingency plans will be developed, discussed with existing suppliers, and approved by the Core Group.	Estimated Date: 31/01/2018 Revised Date: 01/02/2021 No of Revisions 2	Alana Nabulsi Angela Ritchie Cathy Wilson Colin Beck Tony Duncan

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
132	Localities Operating Model 1. Localities Governance and Operating Model Paul Lawrence, Executive Director of Place and SRO	High	1.1 Recommendation - Localities Operating Model Post Implementation Review Started	Management response from the Place Directorate and Strategy and Communications It is recognised the Council's localities operating model has not been fully effective and that oversight of locality performance and delivery of locality improvement plan actions could be improved. This is mainly attributable to the ambitious and complex design of the original localities operating model. The Localities operating model is in the process of being redesigned following dissolution of the Localities Committees as in February 2019, and the Internal Audit recommendations included in the first finding below will be considered and implemented (where appropriate) in the design of the new model and incorporated within reporting provided to established Council executive committees that are responsible for oversight of service delivery across the localities and monitoring progress with delivery of LIP actions. Once the new locality model has been designed, details of the new design and implementation plan will be shared with Internal Audit by 31 March 2020 to demonstrate how their recommendations will be addressed and implemented. It has been agreed with Internal Audit that new management actions will be raised at that time to track implementation progress.	Estimated Date: 31/03/2020 Revised Date: 01/11/2020 No of Revisions 1 Now in the process of being transferred to the Adaptation and Renewal Programme	Alison Coburn Alistair Gaw David Givan Evelyn Kilmurry George Gaunt Mike Avery Peter Strong Ruth Currie Sarah Burns

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
133	Localities Operating Model 1. Localities Governance and Operating Model Paul Lawrence, Executive Director of Place and SRO	High	1.2 Recommendation – Development and Delivery of Council Locality Improvement Plan Actions Started	Management response from the Place Directorate and Strategy and Communications It is recognised the Council's localities operating model has not been fully effective and that oversight of locality performance and delivery of locality improvement plan actions could be improved. This is mainly attributable to the ambitious and complex design of the original localities operating model. The Localities operating model is in the process of being redesigned following dissolution of the Localities Committees as in February 2019, and the Internal Audit recommendations included in the first finding below will be considered and implemented (where appropriate) in the design of the new model and incorporated within reporting provided to established Council executive committees that are responsible for oversight of service delivery across the localities and monitoring progress with delivery of LIP actions. Once the new locality model has been designed, details of the new design and implementation plan will be shared with Internal Audit by 31 March 2020 to demonstrate how their recommendations will be addressed and implemented. It has been agreed with Internal Audit that new management actions will be raised at that time to track implementation progress.	Estimated Date: 31/03/2020 Revised Date: 01/02/2021 No of Revisions 1 Now in the process of being transferred to the Adaptation and Renewal Programme	Alison Coburn Alison Henry David Givan Donna Rodger Evelyn Kilmurry George Gaunt Laurence Rockey Michele Mulvaney Mike Avery Paula McLeay Peter Strong Sarah Burns

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
134	Localities Operating Model 1. Localities Governance and Operating Model Laurence Rockey, Head of Strategy & Communications	High	1.3 Recommendation - Locality Service Delivery Performance Measures Started	Management response from the Place Directorate and Strategy and Communications It is recognised the Council's localities operating model has not been fully effective and that oversight of locality performance and delivery of locality improvement plan actions could be improved. This is mainly attributable to the ambitious and complex design of the original localities operating model. The Localities operating model is in the process of being redesigned following dissolution of the Localities Committees as in February 2019, and the Internal Audit recommendations included in the first finding below will be considered and implemented (where appropriate) in the design of the new model and incorporated within reporting provided to established Council executive committees that are responsible for oversight of service delivery across the localities and monitoring progress with delivery of LIP actions. Once the new locality model has been designed, details of the new design and implementation plan will be shared with Internal Audit by 31 March 2020 to demonstrate how their recommendations will be addressed and implemented. It has been agreed with Internal Audit that new management actions will be raised at that time to track implementation progress.	Estimated Date: 31/03/2020 Revised Date: 01/08/2021 No of Revisions 1 Now in the process of being transferred to the Adaptation and Renewal Programme	Alison Coburn Donna Rodger Evelyn Kilmurry Michele Mulvaney Mike Avery Paula McLeay Peter Strong Sarah Burns

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
135	<p>Localities Operating Model</p> <p>1. Localities Governance and Operating Model</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	High	<p>1.4 Recommendation - Engagement with Council centralised divisions</p> <p>Started</p>	<p>Management response from the Place Directorate and Strategy and Communications It is recognised the Council's localities operating model has not been fully effective and that oversight of locality performance and delivery of locality improvement plan actions could be improved. This is mainly attributable to the ambitious and complex design of the original localities operating model. The Localities operating model is in the process of being redesigned following dissolution of the Localities Committees as in February 2019, and the Internal Audit recommendations included in the first finding below will be considered and implemented (where appropriate) in the design of the new model and incorporated within reporting provided to established Council executive committees that are responsible for oversight of service delivery across the localities and monitoring progress with delivery of LIP actions. Once the new locality model has been designed, details of the new design and implementation plan will be shared with Internal Audit by 31 March 2020 to demonstrate how their recommendations will be addressed and implemented. It has been agreed with Internal Audit that new management actions will be raised at that time to track implementation progress.</p>	<p>Estimated Date: 31/03/2020</p> <p>Revised Date: 01/11/2020</p> <p>No of Revisions 1</p> <p>Now in the process of being transferred to the Adaptation and Renewal Programme</p>	<p>Alison Coburn David Givan Evelyn Kilmurry George Gaunt Mike Avery Peter Strong Sarah Burns</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
136	Localities Operating Model 1. Localities Governance and Operating Model Stephen Moir, Executive Director of Resources	High	1.5 Recommendation - Locality budget planning and financial management Started	Management response from the Place Directorate and Strategy and Communications It is recognised the Council's localities operating model has not been fully effective and that oversight of locality performance and delivery of locality improvement plan actions could be improved. This is mainly attributable to the ambitious and complex design of the original localities operating model. The Localities operating model is in the process of being redesigned following dissolution of the Localities Committees as in February 2019, and the Internal Audit recommendations included in the first finding below will be considered and implemented (where appropriate) in the design of the new model and incorporated within reporting provided to established Council executive committees that are responsible for oversight of service delivery across the localities and monitoring progress with delivery of LIP actions. Once the new locality model has been designed, details of the new design and implementation plan will be shared with Internal Audit by 31 March 2020 to demonstrate how their recommendations will be addressed and implemented. It has been agreed with Internal Audit that new management actions will be raised at that time to track implementation progress.	Estimated Date: 31/03/2020 Revised Date: 01/11/2020 No of Revisions 1 Now in the process of being transferred to the Adaptation and Renewal Programme	Alison Coburn Annette Smith Evelyn Kilmurry Hugh Dunn John Connarty Michelle Vanhegan Mike Avery Peter Strong Sarah Burns Susan Hamilton

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
137 Page 464	Localities Operating Model 1. Localities Governance and Operating Model Paul Lawrence, Executive Director of Place and SRO	High	1.6 Recommendation - Risk Management Started	Management response from the Place Directorate and Strategy and Communications It is recognised the Council's localities operating model has not been fully effective and that oversight of locality performance and delivery of locality improvement plan actions could be improved. This is mainly attributable to the ambitious and complex design of the original localities operating model. The Localities operating model is in the process of being redesigned following dissolution of the Localities Committees as in February 2019, and the Internal Audit recommendations included in the first finding below will be considered and implemented (where appropriate) in the design of the new model and incorporated within reporting provided to established Council executive committees that are responsible for oversight of service delivery across the localities and monitoring progress with delivery of LIP actions. Once the new locality model has been designed, details of the new design and implementation plan will be shared with Internal Audit by 31 March 2020 to demonstrate how their recommendations will be addressed and implemented. It has been agreed with Internal Audit that new management actions will be raised at that time to track implementation progress.	Estimated Date: 31/03/2020 Revised Date: 01/11/2020 No of Revisions 1 Now in the process of being transferred to the Adaptation and Renewal Programme	Alison Coburn David Givan Evelyn Kilmurry George Gaunt Mike Avery Peter Strong Sarah Burns

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
138	<p>Localities Operating Model</p> <p>1. Localities Governance and Operating Model</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	High	<p>1.7 Recommendation - Succession Planning</p> <p>Started</p>	<p>Management response from the Place Directorate and Strategy and Communications It is recognised the Council's localities operating model has not been fully effective and that oversight of locality performance and delivery of locality improvement plan actions could be improved. This is mainly attributable to the ambitious and complex design of the original localities operating model. The Localities operating model is in the process of being redesigned following dissolution of the Localities Committees as in February 2019, and the Internal Audit recommendations included in the first finding below will be considered and implemented (where appropriate) in the design of the new model and incorporated within reporting provided to established Council executive committees that are responsible for oversight of service delivery across the localities and monitoring progress with delivery of LIP actions. Once the new locality model has been designed, details of the new design and implementation plan will be shared with Internal Audit by 31 March 2020 to demonstrate how their recommendations will be addressed and implemented. It has been agreed with Internal Audit that new management actions will be raised at that time to track implementation progress.</p>	<p>Estimated Date: 31/03/2020</p> <p>Revised Date: 01/11/2020</p> <p>No of Revisions 1</p> <p>Now in the process of being transferred to the Adaptation and Renewal Programme</p>	<p>Alison Coburn David Givan Evelyn Kilmurry George Gaunt Mike Avery Peter Strong Sarah Burns</p>
139	<p>Localities Operating Model</p> <p>2. Oracle Financial System – Authorised Approval Limits</p> <p>Stephen Moir, Executive Director of Resources</p>	Low	<p>2.1 Recommendation - Authorisation Limits Review</p> <p>Started</p>	<p>A large-scale exercise, involving over 500 changes to the structure, was undertaken during the winter months realigning Place, taking into account changes relating to Transformation. A review of all Oracle Requisition Approvers for the department of Place has been initiated and is currently underway. More fundamentally, a rolling programme of all Oracle Requisition Approvers, across all divisions, has been reinstated. Prior to 2015 this was business as usual (BAU), however due to the proposed introduction of the enterprise resource planning solution and other budget cuts and staff reductions this was suspended. The significance of this regular review was recognised and reinstated in 2018. This will be rigorously implemented until firmly re-embedded as part of BAU across the business</p>	<p>Estimated Date: 26/06/2020</p> <p>Revised Date: 01/11/2020</p> <p>No of Revisions 0</p>	<p>Alison Henry Annette Smith Brenda Brownlee David Camilleri Hugh Dunn Layla Smith Michelle Vanhegan</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
140	Planning and S75 Developer Contributions Backlog of Legacy Developer Contributions Stephen Moir, Executive Director of Resources	High	PL 1802 Recommendation 1.1 Review of developer contributions held in the Finance database Started	A full review of all developer contributions held in the Finance database will be performed, and all entries reconciled to amounts held on deposit and/or in the general ledger.	Estimated Date: 31/01/2016 Revised Date: 01/02/2021 No of Revisions 1	Alison Coburn Alison Henry Annette Smith Bruce Nicolson David Leslie David Givan Hugh Dunn Layla Smith Michael Thain Michelle Vanhegan Rebecca Andrew

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
141 Page 467	Planning and S75 Developer Contributions Backlog of Legacy Developer Contributions Paul Lawrence, Executive Director of Place and SRO	High	PL 1802 Recommendation 1.2 Retrospective review of historic developer contribution legal agreements Started	<p>Planning has worked with Finance to identify the status of legacy contributions identified in 2015. Planning accepts that the status of the remaining £2.3 million backlog needs to be identified, and any associated actions identified and recorded. Whilst an agreed implementation date of 30 September 2020 is noted below, priority will be given to completing these actions as quickly as possible.1. The audit recommendations detailed above will be implemented. Finance and planning will work together to determine the risk-based sample to be included in the review. For the sample selected, Planning will determine whether or not the terms of the agreement have been fulfilled where agreements have been fulfilled, Finance will determine whether developer contributions have been received and applied. Where agreements have not been fulfilled and the Council is holding developer funds, the management action specified at 2.3 below will be applied.2. An internal record will be maintained of agreements that have not been fulfilled to prevent services from drawing down contributions to support any development work. Developers will not be advised that agreements are void and no longer applicable, as (under legislation) only developers can seek to discharge the agreement; and3. and 4 where agreements have not been fulfilled and funds are held by the Council, the developer will be contacted (where they can be traced) to ascertain whether they would accept reimbursement of funds. Where this is the case, a value should be agreed between the Council and the developer that reflects interest and indexation (where applicable) and reimbursed.</p>	<p>Estimated Date: 31/01/2016 Revised Date: 01/02/2021 No of Revisions 1</p>	Alison Coburn Alison Henry Annette Smith Bruce Nicolson David Leslie David Givan George Gaunt Graham Nelson Hugh Dunn Kevin McKee Michael Thain Michelle Vanhegan Nick Smith Rebecca Andrew

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
142	<p>Planning and S75 Developer Contributions</p> <p>Ongoing management of developer contributions</p> <p>Stephen Moir, Executive Director of Resources</p>	High	<p>PL1802 Iss 3 Rec 3.2</p> <p>Ongoing maintenance of developer contributions</p> <p>Started</p>	All recommended actions will be implemented as set out above (in IA recommendations).	<p>Estimated Date: 30/09/2020</p> <p>Revised Date: 01/02/2021</p> <p>No of Revisions 0</p>	<p>Alison Henry</p> <p>Annette Smith</p> <p>Hugh Dunn</p> <p>Layla Smith</p> <p>Michelle Vanhegan</p> <p>Rebecca Andrew</p>
Page 468 143	<p>HMO Licensing</p> <p>PL1803 Issue 1 Licensing system - Data Integrity and Performance Issues</p> <p>Stephen Moir, Executive Director of Resources</p>	High	<p>PL1803 Issue 1.1 Project Plan</p> <p>Started</p>	<p>Response from Digital Services Digital Services resources have now been allocated to work with both the Licencing team and CGI to progress the change request for the upgrade to APP Civica CX, and this will involve developing a plan to support implementation of the system upgrade that includes details of all relevant activities to be completed and implementation timeframes. Response from Licencing the Place Directorate and Digital Services have made change requests for CGI to provide analysis on the business benefits, costs and risks of moving to the APP. These change requests are outstanding from CGI from 2018. Upon receipt of this analysis the Directorate will agree with the Resource Directorate a project plan for approval by senior managers,</p>	<p>Estimated Date: 20/12/2019</p> <p>Revised Date: 31/03/2021</p> <p>No of Revisions 3</p>	<p>Alison Roarty</p> <p>Grace McCabe</p> <p>Heather Robb</p> <p>Isla Burton</p> <p>Julie Rosano</p> <p>Layla Smith</p> <p>Michelle Vanhegan</p> <p>Nicola Harvey</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
144	<p>HMO Licensing</p> <p>PL1803 Issue 1 Licensing system - Data Integrity and Performance Issues</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	High	<p>PL1803 Issue 1.2 Escalation of system issues</p> <p>Started</p>	<p>The Place Directorate has previously reported on operational performance issues to the Regulatory Committee in 2018. The Place Directorate will include a full assessment of system issues with APP within a wider performance report due to be submitted to Regulatory Committee in the last quarter of 2019/20. This report will include an update on proposed project plan for APP Cx</p>	<p>Estimated Date: 31/03/2020</p> <p>Revised Date: 31/03/2021</p> <p>No of Revisions 1</p> <p>Revised due date to be further agreed with management and updated</p>	<p>Alison Coburn Andrew Mitchell David Givan George Gaunt Grace McCabe Isla Burton Michael Thain Sandra Harrison</p>
Page 469 145	<p>HMO Licensing</p> <p>PL1803 Issue 3 - Operational Performance and Reporting</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	Medium	<p>PL1803 Issue 3.1 Inspection revisit policy</p> <p>Started</p>	<p>It is not legally possible to refuse a licence application based on number of visits as legislation requires that each case is considered on its merits and any policy that removes discretion would be at high risk of legal challenge. A new procedure is currently being drafted that will ensure a consistent approach and any decision on number of revisits is controlled by managers of the service to reduce the number of unnecessary revisits. We will amend current codes used in the APP Civica licencing system to ensure a 3-stage process for inspection and revisit is applied going forward. This will include creation of: a new unique single action code for an Initial inspection a new unique single action code for a Revisit inspection to offer a 7,14 21 or max 28-day time frame to complete any outstanding works – only available after an initial inspection has taken place a new unique action for a single Team Leader/Manager Review Inspection – only available in exceptional cases where additional guidance is sought by the inspector and must be authorised by a team leader/manager</p>	<p>Estimated Date: 31/12/2019</p> <p>Revised Date: 05/10/2020</p> <p>No of Revisions 5</p>	<p>Alison Coburn Andrew Mitchell David Givan George Gaunt Grace McCabe Isla Burton Michael Thain Sandra Harrison</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
146	HMO Licensing PL1803 Issue 4 Training and Guidance Documentation Paul Lawrence, Executive Director of Place and SRO	Low	PL1803 Issue 4.1 Induction process Started	Regulatory Services introduced a service specific induction program for all teams in 2018 in order to ensure that all new starts are appropriately supported. Written Induction packs for the licensing service were created and will be used for all new staff. The pack includes a 6-week training programme which will be tailored for each new start depending on where they sit within the service. The member of staff identified by the audit had been assigned alternate duties was not therefore familiar with the process. This has been addressed with the individual concerned. Appropriate refresher briefings will be given for all managers within the service.	Estimated Date: 30/09/2019 Revised Date: 01/02/2020 No of Revisions 0	Alison Coburn Andrew Mitchell David Givan George Gaunt Grace McCabe Isla Burton Michael Thain Sandra Harrison
Page 470 147	Road Services Improvement Plan PL1808 Issue 1. Roads Improvement Plan financial operating model and project governance Paul Lawrence, Executive Director of Place and SRO	High	PL1808 - 1.1 Roads Service Improvement Plan review (including financial operating model) Started	Accepted. The Roads Service Improvement Plan (the Plan) will be reviewed following completion of the organisational restructure and will consider the points noted in the recommendation. A review of the financial operating model will also be undertaken with the aim of embedding a new budget structure for the service. Once completed the Plan business case will be refreshed to reflect any significant changes.	Estimated Date: 30/04/2020 Revised Date: 01/09/2020 No of Revisions 0	Alison Coburn Cliff Hutt David Givan Gareth Barwell Gavin Brown George Gaunt Jamie Watson Nicole Fraser
148	Road Services Improvement Plan PL1808 Issue 3. Roads inspection, defect categorisation, and repairs Paul Lawrence,	Low	PL1808 - 3.2a) Inspector training and qualifications Started	1. Design and implement a training framework for all relevant Inspectors in line with the newly adopted 'Road Safety Inspection and Defect Categorisation Procedure'	Estimated Date: 31/01/2020 Revised Date: 01/06/2020 No of Revisions 0	Alison Coburn Cliff Hutt David Givan Gareth Barwell Gavin Brown George Gaunt Jamie Watson Nicole Fraser Sean Gilchrist

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
	Executive Director of Place and SRO					
149	Road Services Improvement Plan PL1808 Issue 3. Roads inspection, defect categorisation, and repairs Paul Lawrence, Executive Director of Place and SRO	Low	PL1808 - 3.3 Management information for planned inspections Started	On appointment, the new Service Performance Coordinator and Team Leader – Safety Inspections will work with Pitney Bowes (the supplier of the Confirm system) to develop a new process to plan and monitor safety inspection performance	Estimated Date: 31/03/2020 Revised Date: 01/11/2020 No of Revisions 1	Alison Coburn Cliff Hutt David Givan Gareth Barwell Gavin Brown George Gaunt Jamie Watson Nicole Fraser Sean Gilchrist
Page 471 150	Road Services Improvement Plan PL1808 Issue 3. Roads inspection, defect categorisation, and repairs Paul Lawrence, Executive Director of Place and SRO	Low	PL1808 - 3.4 Authentication protocol for the Confirm Connect application Started	An audit of all handsets will be undertaken, and any non-complaint handsets will be removed and replaced	Estimated Date: 31/01/2020 Revised Date: 01/06/2020 No of Revisions 0	Alison Coburn Cliff Hutt David Givan Gareth Barwell Gavin Brown George Gaunt Jamie Watson Jordan Walker Nicole Fraser Sean Gilchrist

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
151	<p>Street Lighting and Traffic Signals</p> <p>Street Lighting - Inventory and Maintenance</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	Medium	<p>PL1810 Issue 2: Rec 1 - Street lighting inventory completeness and electrical testing results</p> <p>Started</p>	<p>Clear processes will be designed and implemented to ensure that: all street lighting additions and removals are accurately recorded on Confirm; electrical testing outcomes are completely and accurately recorded on Confirm; and progress with testing is accurately monitored and reconciled. These processes will be included in the Street Lighting Operational Guide (developed under Finding No 3 below). With this action being inextricably linked with the ongoing Energy Efficient Street Lighting Programme, implementation will be phased (on a Ward by Ward basis) within six months of completion of each Ward within the Programme, with full completion by 30 June 2022. It has been agreed with Internal Audit that an implementation date of 20 December 2019 has been agreed with Internal Audit, enabling them to perform sample testing across the wards that have been completed at that time.</p>	<p>Estimated Date: 20/12/2019</p> <p>Revised Date: 01/02/2021</p> <p>No of Revisions 3</p>	<p>Alan Simpson Alison Coburn Claire Duchart Cliff Hutt David Givan Gareth Barwell Gavin Brown George Gaunt Lindsey McPhillips Nicole Fraser Robert Mansell Tony Booth</p>
152	<p>Street Lighting and Traffic Signals</p> <p>Street Lighting - Inventory and Maintenance</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	Medium	<p>PL1810 Issue 2: Rec 2 - Street Lighting Inventory Checks</p> <p>Started</p>	<p>The processes (designed and implemented above) will include a monitoring arrangement, with quarterly checks made to confirm the completeness and accuracy of the inventory in Confirm. With this action being inextricably linked with the ongoing Energy Efficient Street Lighting Programme, implementation will be phased (on a Ward by Ward basis) within six months of completion of each Ward within the Programme, with full completion by 30 June 2022. It has been agreed with Internal Audit that an implementation date of 20 December 2019 has been agreed with Internal Audit, enabling them to perform sample testing across the wards that have been completed at that time.</p>	<p>Estimated Date: 20/12/2019</p> <p>Revised Date: 01/02/2021</p> <p>No of Revisions 3</p>	<p>Alan Simpson Alison Coburn Claire Duchart Cliff Hutt David Givan Gareth Barwell Gavin Brown George Gaunt Lindsey McPhillips Nicole Fraser Robert Mansell Tony Booth</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
153	<p>Street Lighting and Traffic Signals</p> <p>Street Lighting and Traffic Signals: Process and quality assurance documentation and training</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	Low	<p>PL1810 Issue 3 - Rec 1 Operation and maintenance procedures</p> <p>Started</p>	<p>Street Lighting and Traffic Signals Operational Guides will be developed, implemented, and reviewed to ensure that processes align with current regulatory requirements. Operational Guides will be implemented within six months of implementation of the Roads Improvement Plan, or by 30 September 2019, whichever comes first.</p>	<p>Estimated Date: 30/09/2019</p> <p>Revised Date: 01/12/2020</p> <p>No of Revisions 2</p>	<p>Alan Simpson Alison Coburn Claire Duchart David Givan Gareth Barwell Gavin Brown George Gaunt Lindsey McPhillips Mark Love Nicole Fraser Robert Mansell Tony Booth</p>
Page 473 154	<p>Street Lighting and Traffic Signals</p> <p>Traffic Signals: Evidence of pre installation design and acceptance testing</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	Low	<p>PL1810 Issue 4: Rec 1 - Paperless testing checklist</p> <p>Started</p>	<p>A checklist will be introduced to record all factory and site acceptance testing and uploaded onto InView against the appropriate asset. The checklist will record engineer acceptance and review.</p>	<p>Estimated Date: 31/03/2020</p> <p>Revised Date: 01/02/2021</p> <p>No of Revisions 2</p>	<p>Alan Simpson Alison Coburn Claire Duchart Cliff Hutt David Givan Gareth Barwell Gavin Brown George Gaunt Lindsey McPhillips Mark Love Nicole Fraser Robert Mansell Tony Booth</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
155	<p>Street Lighting and Traffic Signals</p> <p>Traffic Signals: Evidence of pre installation design and acceptance testing</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	Low	<p>PL1810 Issue 4: Rec 2 - Guidance supporting testing checklist</p> <p>Started</p>	Workshop to be arranged to guide all relevant team members on the processes for completion and retention of the checklist.	<p>Estimated Date: 31/12/2019</p> <p>Revised Date: 01/02/2021</p> <p>No of Revisions 3</p>	<p>Alan Simpson Alison Coburn Claire Duchart Cliff Hutt David Givan Gareth Barwell Gavin Brown George Gaunt Lindsey McPhillips Mark Love Nicole Fraser Robert Mansell Tony Booth</p>
156	<p>Street Lighting and Traffic Signals</p> <p>Traffic Signals: Evidence of pre installation design and acceptance testing</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	Low	<p>PL1810 Issue4: Rec 3 - Checklist retention procedures</p> <p>Started</p>	Processes for the completion and retention of the checklist to be included in appropriate Operational Guide.	<p>Estimated Date: 31/03/2020</p> <p>Revised Date: 01/02/2021</p> <p>No of Revisions 2</p>	<p>Alan Simpson Alison Coburn Claire Duchart Cliff Hutt David Givan Gareth Barwell Gavin Brown George Gaunt Lindsey McPhillips Mark Love Nicole Fraser Robert Mansell Tony Booth</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
157	<p>Fleet Review</p> <p>Project management and governance framework</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	High	<p>3. Recommendation - Project Management Framework</p> <p>Started</p>	<p>Agreed. The guidance designed by Strategy and Insight will be applied to support the Fleet project management framework; Agreed – all documentation noted above will be prepared to support the project; Project documentation will be approved by the Project Board. Status reporting will be provided to Strategy and Insight for inclusion in the CLT Change Board pack; and agreed – actions will be documented; allocated; and monitored to confirm their completion.</p>	<p>Estimated Date: 28/06/2019</p> <p>Revised Date: 01/05/2020</p> <p>No of Revisions 1</p>	<p>Alison Coburn Claire Duchart David Givan Gareth Barwell George Gaunt Nicole Fraser Scott Millar Veronica Wishart</p>
Page 475	<p>Drivers</p> <p>Management and use of Driver Permits and fuel FOB cards</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	Medium	<p>Management and use of Driver Permits and Fuel FOB cards Rec 4</p> <p>Started</p>	<p>Fleet Services will perform an exercise to remove all historic leavers from their database and advise the external third party who performs the annual licence checks to ensure that no subsequent checks are performed on former employees;</p>	<p>Estimated Date: 01/02/2019</p> <p>Revised Date: 01/03/2021</p> <p>No of Revisions 3</p>	<p>Alison Coburn Claire Duchart David Givan Gareth Barwell George Gaunt Katy Miller Martin Young Nicole Fraser Scott Millar Steven Wright</p>
159	<p>Drivers</p> <p>Recording and addressing driving incidents</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	Medium	<p>Recording and addressing driving incidents Rec 3</p> <p>Started</p>	<p>Quarterly analysis of driving incidents will be performed and provided to Service Areas with a request that any recurring themes or root causes are incorporated into ongoing driver training;</p>	<p>Estimated Date: 01/02/2019</p> <p>Revised Date: 01/09/2019</p> <p>No of Revisions 1</p>	<p>Adam Fergie Alison Coburn Claire Duchart David Givan Gareth Barwell George Gaunt Katy Miller Martin Young Nicole Fraser Scott Millar Steven Wright</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
160	<p>Drivers</p> <p>Recording and addressing driving incidents</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	Medium	<p>Recording and addressing driving incidents</p> <p>Started</p>	<p>Six monthly reporting will be provided to the Corporate Leadership Team together with details of relevant actions taken.</p>	<p>Estimated Date: 01/10/2019</p> <p>Revised Date: 01/12/2020</p> <p>No of Revisions 1</p>	<p>Adam Fergie Alison Coburn Claire Duchart David Givan Gareth Barwell George Gaunt Katy Miller Martin Young Nicole Fraser Scott Millar Steven Wright</p>
Page 475 115	<p>Asset Management Strategy</p> <p>Issue 1: Visibility and Security of Shared Council Property</p> <p>Stephen Moir, Executive Director of Resources</p>	Medium	<p>Review of existing shared property</p> <p>Started</p>	<p>A review of the office estate is underway by the Operational Estates team to identify third party users and approach them to seek appropriate leases or licences to allow them to occupy the premises and ensure the Council is appropriately reimbursed.</p>	<p>Estimated Date: 31/10/2018</p> <p>Revised Date: 01/03/2026</p> <p>No of Revisions 3</p>	<p>Audrey Dutton Gohar Khan Layla Smith Lindsay Glasgow Michelle Vanhegan Peter Watton</p>
162	<p>Compliance with IR35 and Right to Work</p> <p>RES1802: Issue 1. IR35 Compliance and Oversight Framework</p> <p>Judith Proctor, Chief Officer</p>	High	<p>RES1802: Issue 1.5 Daybreak Carer's Agreements</p> <p>Started</p>	<p>The Carer's Agreement will be revised with assistance from Legal and Risk service to ensure it complies with all requirements. All current carers will be asked to sign a revised agreement. The agreement will be revised on an annual basis to take account of any relevant changes.</p>	<p>Estimated Date: 30/09/2019</p> <p>Revised Date: 01/11/2020</p> <p>No of Revisions 3Closed</p>	<p>Angela Ritchie Anne-Marie Donaldson Cathy Wilson Kevin McKee Mark Grierson Tony Duncan</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
163	<p>Certifications and Software Licenses</p> <p>RES1805 Licenses and Certificates: Issue 1 - Governance and Oversight</p> <p>Stephen Moir, Executive Director of Resources</p>	Medium	<p>1.1 Council - Governance and Oversight of Certificates and Licenses</p> <p>Started</p>	<p>Council: Both Digital Services Management and CGI agree that the issues relating to Certificates and Licenses must be addressed. Digital Services Management will: ensure improved Governance of the processes around this are undertaken, reporting any issues through the Executive Board; and ensure licenses are reduced/savings are realised where reduction or improved management of licenses is practicable. 2. Although not directly part of this action, more explicit requirements and governance around certificates and licenses will form part of any new or revised outsourcing contract.</p>	<p>Estimated Date: 31/01/2020 Revised Date: 01/11/2020 No of Revisions 2</p> <p>Agreed date to be extended as part of IA Extension Timeframes exercise – date to be advised by Service.</p>	<p>Alison Roarty Heather Robb Jackie Galloway Julie Rosano Laura Millar Layla Smith Michelle Vanhegan Nicola Harvey Stuart Skivington</p>
Page 477 164	<p>Certifications and Software Licenses</p> <p>RES1805 Licenses and Certificates: Issue 1 - Governance and Oversight</p> <p>Stephen Moir, Executive Director of Resources</p>	Medium	<p>1.2 CGI - Reporting and monitoring - Licenses and Certificates</p> <p>Started</p>	<p>CGI will Provide improved reporting on licenses and usage to Council Asset meetings. This will start no later than October 2019; At these meetings, also provide updates on certificate management, highlighting any service impact/incident reports caused by certificate issue; and Work with Council to provide a relevant update for the Partnership Board/Executive meeting on certificate and license management.</p>	<p>Estimated Date: 31/01/2020 Revised Date: 01/11/2020 No of Revisions 2</p> <p>Agreed date to be extended as part of IA Extension Timeframes exercise – date to be advised by Service.</p>	<p>Alison Roarty Heather Robb Jackie Galloway Laura Millar Layla Smith Michelle Vanhegan Nicola Harvey Stuart Skivington</p>
165	<p>Certifications and Software Licenses</p> <p>RES1805 Licenses and Certifications: Issue 2 - Ongoing</p>	High	<p>2.1 Completeness and accuracy of license inventory reports</p>	<p>CGI will Use the Microsoft SCCM Product to ensure that all software installed in appropriately licensed Ensure that the license report is reconciled back to source system data (where applicable) and gain Council confirmation that they are satisfied with the completeness and accuracy of the license inventory. Update the Council at the fortnightly asset meetings</p>	<p>Estimated Date: 31/01/2020 Revised Date: 01/11/2020</p>	<p>Alison Roarty Heather Robb Jackie Galloway Julie Rosano Laura Millar</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
	management Stephen Moir, Executive Director of Resources		Started	of any differences between installed and licensed software and agree a course of action e.g. removal, reduction in licenses, discussion with Services on usage This should start by the end of October 2019.	Agreed date to be extended as part of IA Extension Timeframes exercise – date to be advised by Service. No of Revisions 2	Layla Smith Michelle Vanhegan Nicola Harvey Stuart Skivington
Page 178	Certifications and Software Licenses RES1805 Licenses and Certifications: Issue 2 - Ongoing management Stephen Moir, Executive Director of Resources	High	2.2 Thematic certificates and licenses incidents Started	CGI will report to the Council on service incidents that have been caused by license or certificate issues where the root cause is non/late renewal or incorrect implementation. This should start no later than the end of October 2019 and will be discussed at the monthly Partnership Forum. CGI and Digital Services will then determine if the issues identified require a process review.	Estimated Date: 31/01/2020 Revised Date: 01/11/2020 No of Revisions 2 Agreed date to be extended as part of IA Extension Timeframes exercise – date to be advised by Service.	Alison Roarty Heather Robb Jackie Galloway Julie Rosano Laura Millar Layla Smith Michelle Vanhegan Nicola Harvey Stuart Skivington

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
167	<p>Out of Support Technology and Public Sector Network Accreditation</p> <p>RES1807 - Issue 1: Public Services Network governance framework</p> <p>Stephen Moir, Executive Director of Resources</p>	Low	<p>RES1807 - 1.1 Public Services Network governance arrangements</p> <p>Started</p>	<p>Digital Services Management has recognised the need to review governance arrangements around PSN /Cybersecurity. This will include Adapting the Security Working Group (SWG) Assurance report, in conjunction with CGI, to be the single report for all security assurance and accreditation matters encompassing PNS, Cyber Essentials/Cyber Essentials Plus, PSCAP and progress against Internal Audit findings. Working with CGI to change the Security Management Plan to have separate fortnightly SWG meetings to cover Operations and Assurance: SWG Operations Group will review the Security Operations Centre (SOC) and Security Operations Reports (SOR)SWG Assurance Group will review Assurance, PSN, Cyber Essentials/Cyber Essentials Plus and Audit Actions. To enable this approach, we will work with the Commercial teams from CGI and the Council to ensure that this approach is acceptable under the terms of the Contract Ensuring that PSN risks are included and highlighted in the Public Sector Network Plan B report. These risks will also be added to the Council/CGI partnership security risk log and reviewed as part of this.</p>	<p>Estimated Date: 31/01/2020</p> <p>Revised Date: 01/12/2020</p> <p>No of Revisions 1</p>	<p>Alison Roarty Heather Robb Julie Rosano Layla Smith Michelle Vanhegan Mike Brown Nicola Harvey</p>
168	<p>Cyber Security - Public Sector Action Plan</p> <p>RES1808: Issue 1: Critical Operational Cyber Security Controls</p> <p>Stephen Moir, Executive Director of Resources</p>	Medium	<p>RES1808: Issue 1: Recommendation 1.2 - Cyber Essentials Accreditation</p> <p>Started</p>	<p>CGI completed a complete manual vulnerability scan of the estate in November 2018 Vulnerabilities identified from this scan are being resolved as part of the Public Services Network remediation action plan. CGI have been formally requested to implement automated vulnerability scanning as a service. To ensure this is in place in time for Cyber Essentials Plus accreditation this automated vulnerability scanning is targeted to be implemented by end of June 2019.</p>	<p>Estimated Date: 30/09/2019</p> <p>Revised Date: 01/05/2021</p> <p>No of Revisions 2</p>	<p>Alison Roarty Heather Robb Layla Smith Michelle Vanhegan Mike Brown Nicola Harvey</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
169	<p>Cyber Security - Public Sector Action Plan</p> <p>RES1808: Issue 1: Critical Operational Cyber Security Controls</p> <p>Stephen Moir, Executive Director of Resources</p>	Medium	<p>RES1808: Issue 1: Recommendation on 4.1 - User access controls</p> <p>Started</p>	<p>CGI indicated that the full recommendations made by the external auditor could not be implemented without significant change to the contract and at a notable additional cost. CGI provided the Council and the External Auditors with details of the current oversight of the CGI Wintel and UNIX password policies. Current ongoing evidence of this oversight via the Security Working Group will be provided to external audit, a statement confirming the risk acceptance by the Executive Director of Resources will be prepared, approved, signed, and provided to Scott Moncrieff.</p>	<p>Estimated Date: 31/05/2019</p> <p>Revised Date: 01/10/2019</p> <p>No of Revisions 0</p> <p>Agreed date to be extended as part of IA Extension Timeframes exercise – date to be advised by Service.</p>	<p>Alison Roarty Heather Robb Layla Smith Michelle Vanhegan Mike Brown Nicola Harvey</p>
170	<p>Supplier Management Framework and CIS Payments</p> <p>RES1809 Issue 1: Contract Management by Directorates and Service Areas</p> <p>Alistair Gaw, Executive Director of Communities and Families</p>	High	<p>RES1809 Issue 1.1(3): Completeness and accuracy of the contract register - C&F</p> <p>Started</p>	<p>Communities and Families A review will be undertaken to populate the contracts register with accurate details of named officers for tier 1 contracts and Procurement will be notified so that master contracts register can be updated. We will follow a similar process to HSC and Place in relation to updating of the register for tier 2, 3 and other value contracts at the point of procurement, renewal, or submission of new waivers.</p>	<p>Estimated Date: 31/03/2020</p> <p>Revised Date: 01/11/2020</p> <p>No of Revisions 1</p>	<p>Anna Gray Claire Thompson David Hoy Michelle McMillan Nickey Boyle</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
171	<p>Supplier Management Framework and CIS Payments</p> <p>RES1809 Issue 1: Contract Management by Directorates and Service Areas</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	High	<p>RES1809 Issue 1.1(4): Completeness and accuracy of the contract register - Place</p> <p>Started</p>	<p>Place A recent review of the contracts register was carried out. However, an annual review of the contracts register will be undertaken to ensure that the Council's contracts register is completely and accurately populated for all Place contracts, with contract tiering assessments and accurate contract manager details included.</p>	<p>Estimated Date: 31/03/2020</p> <p>Revised Date: 31/12/2020</p> <p>No of Revisions 1</p>	<p>Alison Coburn David Givan Gareth Barwell George Gaunt Lynne Halfpenny Michael Thain</p>
Page 481 172	<p>Supplier Management Framework and CIS Payments</p> <p>RES1809 Issue 1: Contract Management by Directorates and Service Areas</p> <p>Judith Proctor, Chief Officer</p>	High	<p>RES1809 Issue 1.4(2): Review of contract waivers - HSCP</p> <p>Started</p>	<p>Health and Social Care Partnership These recommendations have been accepted. The outcomes of the waiver review will be presented to and discussed at the Procurement Board, and appropriate action taken to address waivers that have been consistently waived.</p>	<p>Estimated Date: 27/03/2020</p> <p>Revised Date: 31/12/2020</p> <p>No of Revisions 1</p>	<p>Alana Nabulsi Angela Ritchie Cathy Wilson Moira Pringle Sally McGregor</p>

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173	<p>Supplier Management Framework and CIS Payments</p> <p>RES1809 Issue 1: Contract Management by Directorates and Service Areas</p> <p>Alistair Gaw, Executive Director of Communities and Families</p>	High	<p>RES1809 Issue 1.4(3): Review of contract waivers - C&F</p> <p>Started</p>	<p>Communities and Families Recommendations accepted. We have reduced the need for waivers through the development of framework arrangements and contracts that are in place. However, we will review the waivers currently in place and report this to Communities and Families Directorate Senior Management Team meeting with the Corporate and Procurement Services commercial partner.</p>	<p>Estimated Date: 27/03/2020</p> <p>Revised Date: 01/11/2020</p> <p>No of Revisions 1</p>	<p>Anna Gray David Hoy Michelle McMillan Nickey Boyle</p>
174	<p>Supplier Management Framework and CIS Payments</p> <p>RES1809 Issue 1: Contract Management by Directorates and Service Areas</p> <p>Paul Lawrence, Executive Director of Place and SRO</p>	High	<p>RES1809 Issue 1.4(4): Review of contract waivers - Place</p> <p>Started</p>	<p>Place Service area management teams currently receive this information (at least on a quarterly basis) and this will continue, with escalation of any issues to the Place SMT as appropriate.</p>	<p>Estimated Date: 31/03/2020</p> <p>Revised Date: 31/12/2020</p> <p>No of Revisions 1</p>	<p>Alison Coburn David Givan Gareth Barwell George Gaunt Lynne Halfpenny Michael Thain</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
Page 483	<p>Asset Management Strategy and CAFM system 18/19</p> <p>RES1813 Asset Management Strategy and CAFM: Issue 3 - Property and Facilities Management Data Completeness; Accuracy; and Quality</p> <p>Stephen Moir, Executive Director of Resources</p>	High	<p>3.1 Ensuring Data Completeness, Accuracy, and Quality</p> <p>Started</p>	<p>Current CAFM users have access to the operational data they need in the system to perform their roles and are also updating the CAFM system with new data. Whilst the vision is to have all property data in CAFM, the volume of property data that could be captured and recorded is near infinite, therefore property data that will retained in CAFM has to be focused on the effort and cost to collect versus the value it provides. The CAFM Business Case includes requirement for a Data Quality Manager, who will be the responsible data steward for Property and Facilities Management (P&FM) data. Their role is not necessarily to collect the data but to ensure rigor and control over it. This will involve ensuring regular reviews of data within the system and ensuring that data is managed and maintained in line with the established CAFM data hierarchy and agreed Council information management policies and procedures.</p> <p>Sharing data steward responsibilities across services is problematic, as they hold responsibility and accountability for the data under their remit. It would be highly unlikely that a data steward from another service would want to take on the additional accountability of data from P&FM. We recommend that P&FM establish their own data steward. The CAFM Business Case includes the delivery of a Data Quality Strategy for P&FM. The objective of the data quality strategy is to attribute risk and value to the data maintained in the system. Additionally: data change processes and procedures that capture data processing and management in CAFM will be designed and implemented. processes for reviewing data quality, for example, review of condition survey data run in tandem with review of property data every five years, will be designed and implemented. data validation controls within CAFM will be applied; and data quality audit controls for individual data fields available in CAFM will be applied, and audit reports run at an appropriate frequency to identify any significant changes to key data.</p>	<p>Estimated Date: 31/03/2016</p> <p>Revised Date: 01/08/2022</p> <p>No of Revisions 1</p> <p>Management has proposed closure by risk acceptance – discussions with IA ongoing</p>	<p>Alan Chim Andrew Field Audrey Dutton Brendan Tate Gohar Khan Layla Smith Michelle Vanhegan Peter Watton</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
176 Page 484	<p>Asset Management Strategy and CAFM system 18/19</p> <p>RES1813 Asset Management Strategy and CAFM: Issue 3 - Property and Facilities Management Data Completeness; Accuracy; and Quality</p> <p>Stephen Moir, Executive Director of Resources</p>	High	<p>3.2 Resolution of known data quality issues</p> <p>Started</p>	<p>A reconciliation of the two lists has been performed and there are no obvious discrepancies other than properties which are out with the scope of the survey team. The viability of establishing a referencing system for concessionary lets in the CAFM system will be explored. The volume and value of known concessionary lets across the Council Estate will form part of the Annual Investment Portfolio update which is reported to the Finance and Resources committee. There is an ongoing work stream looking at vacant and disposed properties and the systems updates required.</p>	<p>Estimated Date: 31/03/2016</p> <p>Revised Date: 01/08/2022</p> <p>No of Revisions 2</p> <p>Management has proposed closure by risk acceptance – discussions with IA ongoing</p>	<p>Alan Chim Andrew Field Audrey Dutton Brendan Tate Gohar Khan Graeme McGartland Layla Smith Michelle Vanhegan Peter Watton</p>

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
177	CGI Subcontract Management C/f 2018/19 1 Council oversight of CGI subcontract management Stephen Moir, Executive Director of Resources	Medium	1.1 Assessment of the criticality of CGI sub-contractors Started	Digital Services will: Perform a review, with the assistance of CGI where appropriate, of the remaining population of 65 sub-contractors that are not currently classified as key sub-contractors to determine whether they should be reclassified as 'key sub-contractors' based on the criticality of their role in supporting delivery of Council services, or the value of their contracts in comparison to the aggregate charges forecast included in the CGI contract. This review will consider the criticality of Council applications and infrastructure supported by these sub-contractors in comparison to divisional application and system recovery requirements and will ensure that the gaps noted in the CNT spreadsheet in relation to missing contractors; expired purchase orders; and criticality of applications have been addressed. Where the review highlights any significant changes, the outcomes will be provided to the relevant Council and CGI partnership governance forums together with a request that CGI implements the supplier management arrangements specified in the contract to any new key sub-contractors. Review of CGI sub-contractors will be scheduled for completion annually, and the process outlined above applied.	Estimated Date: 30/04/2020 Revised Date: 01/01/2021 No of Revisions 1	Alison Roarty Heather Robb Jackie Galloway Layla Smith Michelle Vanhegan Nicola Harvey

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributor
178	Budget Setting and Management RES 1903 Issue 4: Training for budget managers Stephen Moir, Executive Director of Resources	Medium	RES 1903 Issue 4.1: Training for budget managers Started	Finance is not currently responsible for providing training for budget managers as this was centralised into, Learning and Development in 2016. However, following discussions earlier this year, it has been agreed that responsibility for budget managers training will transfer back from Learning and Development to Finance. Once these responsibilities have been transferred, Finance will establish a process to ensure that all first line budget managers have completed the two training modules with supporting checks performed to ensure that the training has been completed. Please note that the 'Evidence required to close' listed above is for indicative purposes only. During Internal Audit's review of any evidence submitted, further supporting evidence may be required to close the action. Evidence should be uploaded to TeamCentral as actions progress and no later than 10 working days before agreed implementation date. This will allow Internal Audit sufficient time to review the evidence.	Estimated Date: 30/09/2020 Revised Date: 01/02/2021 No of Revisions 0	Alison Henry Annette Smith Hugh Dunn John Connarty Layla Smith Michelle Vanhegan
179	Budget Setting and Management RES 1903 Issue 4: Training for budget managers Stephen Moir, Executive Director of Resources	Medium	RES 1903 Issue 4.2: CECiL training module Started	This is underway and will be completed by the end of May 2020.	Estimated Date: 31/05/2020 Revised Date: 30/10/2020 No of Revisions 1	Adam Fergie Caroline Bayne Katy Miller Layla Smith Louise Hitchings Margaret-Ann Love Michelle Vanhegan

by virtue of paragraph(s) 6, 9 of Part 1 of Schedule 7A
of the Local Government(Scotland) Act 1973.

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