Notice of meeting and agenda

Education, Children and Families Committee

10.00 am Tuesday, 24th August, 2021

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 Any items under "Private Business" will not be published, although the decisions will be recorded in the minute of this meeting.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

5. Forward Planning

6. Business Bulletin

7. Executive decisions

8. Routine decisions

8.1   329 - 422

Internal Audit: Overdue Findings and Key Performance Indicators as at 27 April 2021 – referral from the Governance, Risk and Best Value Committee

9. Motions

9.1   Motion by Councillor Laidlaw - School Sports and Extra Curricular Activities

"Committee notes that while from 9 August the vast majority of Covid-19 restrictions have been lifted by the Scottish Government, certain measures have been retained in schools which are specifically noted in the Scottish Government publication 'Coronavirus (COVID-19): guidance on reducing the risks in schools' which identifies measures to be retained for a period of 'up to six weeks' after schools reopen.

Committee notes that of specific relevance to the provision of schools sports, the guidance states:

- Parents should not enter school buildings unless required

- Contact Groupings (aka bubbles) are to be removed

Given the above, Committee agrees that outdoor sport, including clubs delivered by external (often parental) coaching, can be delivered per the previously agreed motion by Cllr Laidlaw restricting access to school buildings, in full from the start of the new school term, with indoor external led coaching to be prepared for resumption in late September (after the six-week period noted in the guidance).

Committee notes that the autumn term is particularly crucial in competitive team sports and that concerns have been expressed over the new funding model for Active Schools.

Accordingly, Committee calls for a report within one committee cycle to inform members on how the above request has been delivered, covering:

- How the new Active Schools funding model has been

implemented and if it can deliver the previous (pre-Covid) programmes while fulfilling the obligation to offer sport free of charge to all children

- How many PTAs have been asked to provide funding for coaching to make-up the shortfall, and at which schools

- If CEC will be providing additional funding to schools to address any funding gaps

- What CEC sports academies have restarted and what the full programme for academic year 21-22 will cover

What other extra-curricular activities have restarted (e.g., choirs, bands etc.) and what are still in abeyance – and reasons for delay?"

9.2 Motion by Rabbi David Rose – Promoting Equality in Schools

"The Education, Children and Families Committee agrees to note the following:

- Schools should ensure that all pupils are enabled to feel safe, irrespective of their ethnic, religious or national origin.

- No pupil should be targeted or negatively singled out for any reason, including in consequence of international events or conflicts.

- Schools should ensure that some pupils' desire for political expression is not the cause of other pupils feeling targeted or unsafe.

- International issues, especially involving areas of conflict, must be taught in an objective, balanced and sensitive manner, taking into account the background of all pupils in the school, including ethnicity, religion, and possible connections with people in the relevant area of conflict."

9.3 Motion by Councillor Louise Young – West Edinburgh High School

"Committee notes:

1. the decision of 12 December 2017 Education Committee, to explore options for a West Edinburgh High School in/around Kirkliston, following a consultation on the future feeder status of Kirkliston Primary School;

2. the interim informal updates issued by officers on work to identify a potential site, most recently at the March 2021 committee, where school roll projections identified Queensferry High School as breaching capacity from 2024 thus requiring a new West Edinburgh High School from that point;

3. that Council Officers advised the outcome of the new Local Development Plan (LDP) would inform the next steps and identify any potential site options; and

4. that given delays to the publication of the LDP, there is now a shortening time period before a new high school will be required, and recognises the concern and uncertainty facing parents and future pupils in Kirkliston around future high school provision.

Committee therefore agrees that a report be brought to the first Education Committee following the Planning Committee's first review of the draft LDP, which should outline the next steps for identifying a site for West Edinburgh High School, and set out a timetable and key milestones up to and including an expected building completion and intake of pupils."

Andrew Kerr

Chief Executive

Committee Members

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. The meeting is currently being held virtually via Microsoft Teams.

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 18 May 2021

Present:

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

Religious Representatives
Fiona Beveridge.

Parent Representative
Alexander Ramage.

1.   Minute

Decision

To approve the minute of the Education, Children and Families Committee of 2 March 2021 as a correct record.

2.   Work Programme

The Committee's Work Programme updated to May 2021 was presented.

Decision

To note the Work Programme.

(Reference – Work Programme 18 May 2021, submitted)

3.   Rolling Actions Log

The Rolling Actions Log for May 2021 was presented.

Decision

1)   To agree to close the following actions:

- Action 3 – Educational Attainment in the Broad General Education for Primary and Secondary Schools 2018.

- Action 25 – Business Bulletin – Gaelic Medium Education Informal Consultation.

- Action 26 – Energy in Schools Annual Report

- Action 16 – Edinburgh Learns Inclusion Annual Report

- Action 30 – Rising School Rolls Update

- Action 33 – School Roll Projections and Rising School Rolls – Written Deputation from James Gillespie's High School Parent Council.

2) To otherwise note the remaining outstanding actions.

(Reference - Rolling Actions Log – 18 May 2021, submitted)

4. Racism Action Tracker

The Racism Action Tracker updated to May 2021 was presented.

The tracker updated committee on the ongoing actions and progress taken to support schools and, staff and pupils in tackling racist incidents.

Decision

To note the Racism Action Tracker.

(Reference – Racism Action Tracker, submitted)

5. Business Bulletin

The Business Bulletin for May 2021 was presented.

Decision

1) To note the Business Bulletin.

2) To agree that Education, Children and Families committee members, head teachers and parents would receive an update on outdoor learning and the Council's next steps to implement this following the release of Scottish Government's updated guidance on outdoor learning.

3) To circulate a briefing note and impact statement from the Homelessness Prevention Group.

(Reference – Business Bulletin, submitted)

6. Report Regarding Petition – Review Cuts to English as an Additional Language for Dalry Primary School

An update was provided on the new city-wide capacity-building model of English as an Additional Language (EAL) teacher provision and the impact specifically on Dalry Primary School.

With the new city-wide model resulting in a loss of provision for Dalry Primary School, members took assurance that the Integrated Impact Assessments detailed no detrimental impact to the teaching of EAL, and were supportive of the continuation of plans currently in place to support EAL teachers at Dalry Primary School to adjust to the new model.

Moving forward, Committee were supportive of the proposed next steps of the model roll-out, which included the formation of a short-life working group that would review the criteria for allocating distribution of EAL Teacher support to all primary schools.

Decision

1)   To note the ongoing work to develop a sustainable, equitable and capacity-building approach to provision for English as an Additional Language learners across all schools.

2)   To note the ongoing work to support Dalry Primary school to adjust and engage with this approach.

3)   To agree the next steps proposed at section 5.

4)   To agree that an update be presented in October 2021 to report on the evaluation of the initial phase of implementation of the Language and Literacy Collaboration at Dalry Primary School.

5)   To agree that an update be presented in December 2021 to report on the recommendations and actions detailed in the Integrated Impact Assessment and the review of the criteria for allocating distribution of EAL Teacher support to all primary schools.

(Reference – Report by the Acting Head of Schools and Lifelong Learning, submitted)

7.   Response to Incidents Survey

Committee were updated on the actions undertaken in response to the deputation by the Educational Institute of Scotland (EIS) to the December 2018 Committee following their 'Violence in Work' survey.

The report gave members an overview of the mechanisms used to report incidents, actions taken once incidents are reported, and the ongoing work to ensure incidents and actions taken are recorded correctly and consistently.

Members were supportive of the next steps and requested an update report at a future committee meeting in order to review the work done between now and then.

Decision

1)   To note ongoing work with unions to ensure that physical incidents are reported and recorded correctly.

2)   To note ongoing work on Quality Assurance of reporting of physical incidents to ensure that these are being recorded consistently.

3)   To note that the Relationships, Learning and Behaviour Procedure details the actions that are taken when physical incidents are reported, including support for staff.

4)   To bring an update via the Business Bulletin to Committee on 24 August 2021.

(Reference – Report by the Acting Head of Schools and Lifelong Learning, submitted)

8.   Promoting Equality

A summary of progress in the Equality, Diversity and Inclusion Action Plan was presented.

Members were updated on the work done on promoting equalities throughout a range of different areas, including:

- Communication and Engagement
- Representation, Recruitment and Retention
- Teaching and Learning
- Health and Wellbeing

Committee were supportive of the plans going forward to progress work as outlined in the Action Plan, as well as progressing the additional incentives set out in the report.

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 approve the strengthened procedure for Preventing and Responding to Bullying and Prejudice amongst Children and Young People.

3) To approve the supplementary guidance on Tackling Racist Incidents and Creating an Anti-Racist Culture.

4) To agree the next steps set out at paragraphs 5.1–5.3 of the report.

5) To note at item 4.6 that an Equalities Staff Reference group had been established to explore and work towards a shared understanding of the distinct concepts of a diverse and decolonised curriculum and to ask that this group reports back to Committee with its thoughts and recommendations.

6) To note that LGBT Youth Scotland was funded to take forward the LGBT Charter across Edinburgh secondary schools over the next three years but only 11 secondary schools and one special school had.

7) To agree that Council would strongly recommend that all secondary schools implement the charter and help identify funding routes to implement it.

8) To agree that updates on the work detailed in this report and the Action Plan be presented at every Committee until further notice.

(Reference – Report by the Acting Head of Schools and Lifelong Learning, submitted)

9. Edinburgh Learns for Life

Details were submitted of the revised strategic plan for education designed to meet the objectives of the City Vision 2050.

Information was also provided on the vision, mission and goals agreed through consultation before and during COVID as well as further information about the governance structures in place to deliver these objectives.

Members noted that, moving forward, each Board would be undertaking Integrated Impact Assessments (IIAs) and would report progress back to the Committee as these were completed.

Decision

1) To approve the vision, mission, and goals of Edinburgh Learns for Life as the strategic framework for education, in pursuance of the City Vision 2050.

2) To continue to ask for annual reports on the progress of each themed Edinburgh Learns for Life Board.

3) To have future IIAs presented to Committee for further review.

(Reference – Report by the Acting Head of Schools and Lifelong Learning, submitted)

10.   Lifelong Learning Service Plan Update

Committee were presented with the Year 2 progress of the Lifelong Learning Service Plan. The report covered from 1 July 2019 – 30 June 2020, and included the initial response to COVID, as well as services affected by the pandemic beyond 30 June 2020 up to February 2021.

The report updated members on the provision of services throughout the pandemic in the following thematic areas:

- Arts and Creative Learning
- Community Learning and Development
- Community Partnerships and Community Planning
- Health and Wellbeing
- Library and Information Services
- Sport, Physical Activity and Outdoor Learning
- Youth Participation.

Members noted that further reports would be presented to Committee on specific areas as the year progressed.

Decision

1) To note the report.

2) To agree to receive a further update in October 2021 to re-align reporting with the Lifelong Learning Plan cycle.

3) To note that the Lifelong Learning actions addressing Child Poverty were contained within the report and appendices and future updates would be provided in the Business Bulletin.

4) To note that the contents of this report covered the Lifelong Learning Service and that wider partnership work was covered by the CLD (Community Learning and Development) Plan.

5)   To note that Scottish Government guidance now provided for the resumption of some indoor youth work (particularly for vulnerable young people) with appropriate guidance and risk mitigations, and the decision to resume indoor youth work would require an agreement on the resource allocation required for that activity.

6)   To note that the Sport and Outdoor Learning Unit would present a report to Committee in August 2021 as requested in the schedule providing more information regarding excursions linked to reducing poverty and inequality.

7)   To agree that the updated Scottish Government guidance relating to youth work would be shared with Education, Children and Families Committee members.

8)   To further agree that members of Committee would receive an update regarding how many youth groups could restart and when following consideration of this matter by the Council's service resumption group.

9)   To agree that the Convener would write to the Chief Executive of The City of Edinburgh Council to signal the Committee's will to resume youth work within community centres as soon as possible.

10) To agree that the Council's Head of Property and Facilities Management would highlight to the Scottish Government the adverse impact that current coronavirus guidelines had on the Council's capacity to recommence youth work, due to the requirement to deploy Council facility management staff within schools, which had led to a shortfall in resource to service the cleaning requirements in community centres.

11) To establish a cross party working group which would meet within two weeks of the Committee and would focus on recommencing youth work in community centres.

12) To agree to keep members of the Education, Children and Families Committee updated on developments relating to the resumption of youth work.

(Reference – Report by the Acting Head of Schools and Lifelong Learning, submitted)

11.   Education Standards and Quality Report (1)

Committee were presented with the first of two Standards and Qualities reports summarising the significant work ongoing across the education service which had continued throughout the year of the pandemic.

The report set out the objectives, achievements and the next steps for Equity, Pathways, Health and Wellbeing and Digital Learning. Members noted that the areas for improvement were also reflected and would be reported to Committee as part of the Education Improvement Plan in August 2021.

Decision

1)   To note the achievements and next steps across the themes reported in this section of the S&Q Report.

2)   To note that the attainment gap between the most and least disadvantaged learners (for school leavers) quintile 1 attainment actually decreased at SCQF Levels 3 and 4 (plus a slight drop at Level 5) compared to 2019. By contrast, the attainment of those young people living in the most affluent areas, increased for each of these measures.

3)   To recognise the need to create a distinct 'catch-up' plan to address this COVID exacerbated gap and to request officers to develop a plan for how City of Edinburgh officers could work with schools to critically evaluate their planned use of PEF and ensure that it is used to support equity cohorts through the delivery of targeted catch-up provision.

4)   To note the continued hard work of teams across departments within City of Edinburgh, staff in schools and partners to support children and young people as part of the Covid-19 response.

5)   To review the Standards and Quality Part 2 at the next Education, Children and Families Committee in August.

6)   To agree that the Acting Head of Schools and Lifelong Learning compile a list of the activity that was underway to address the attainment gap and that the Convener and Conservative Group Spokesperson would meet to reflect on the activity list to address the attainment gap.

7)   To note that the Education Improvement Plan would be submitted to the August meeting of Committee.

(Reference – Report by the Acting Head of Schools and Lifelong Learning, submitted)

12.   Young Carers Services

Information was provided on the partners awarded a contract for Young Carer Services.

The partners approved were Broomhouse t/a SPACE, Edinburgh Young Carers and Capital Carers. Members were encouraged of the range of approaches each had taken to further develop young carers throughout the pandemic and were supportive of plans to build on this as Edinburgh emerged from lockdown.

Decision

1)   To note progress with the implementation of additional support for Young Carers as part of the Carers (Scotland) Act 2016.

2)   To note that an update report would be provided in October 2021.

(Reference – Report by the Head of Safer and Stronger Communities, submitted)

13. Early Years Expansion to 1140 Funded Hours – Progress and Risk Update

An update was provided on the expansion of Early Years provision throughout the city.

The expansion to 1140 funded hours was originally planned to be completed by August 2020 but due to the pandemic, this had been revised and would now be a statutory entitlement for all eligible 2, 3 and 4-year olds from August 2021.

Members noted further impacts of COVID which included strenuous infection control requirements and delays to refurbishments and new build nurseries.

It was noted that the report aimed to seek approval from the Finance and Resources Committee to approve a contract to allow the completion of five nurseries.

Decision

1)   To note the progress update on the Early Years 1140 expansion in Edinburgh.

2)   To note the impact of COVID-19 on the capital programme and delivery models available to parents accessing 1140 hours.

3)   To note the review of the hourly rate paid to partners to deliver funded early learning and childcare and agree to increase the rate from £5.31 to £5.42 from 18 August 2021 to reflect findings of the review.

4)   To agree to review the hourly rate for funded providers in no more than three years from the date of this report.

(Reference – Report by the Acting Head of Schools and Lifelong Learning, submitted)

14. Relationships, Learning and Behaviour Procedure

Members were advised that there had been no change to the Relationships, Learning and Behaviour Procedure which had been shared with schools in May 2019.

Members noted that, when the procedure was next reviewed in May 2022, schools and the relevant stakeholders would be involved in informing this review.

Decision

1)   To note that the Relationships, Learning and Behaviour Procedure shared with schools in May 2019 remained in place.

2)   To note that the above procedure included information relating to Positive Relationships and Intimate Care.

3)   To note that the next review date for this procedure was May 2022 and that schools and the relevant stakeholders would be involved in informing this review.

(Reference – Report by the Acting Head of Schools and Lifelong Learning, submitted)

15. Renewal of NHS Lothian Service Level Agreement

An overview of how the City of Edinburgh Council planned to deliver services jointly with NHS Lothian for the financial years 21/22 and 22/23 was presented.

Information was provided on the children and young people services commissioned from CEC to NHSL that had been reviewed to ensure the delivery and performance was aligned with the Scottish Government's 'Get it Right for Every Child' strategic priorities.

It was noted that, due to the pandemic and the closure of schools, not all reviews had been completed, however, it was deemed appropriate to extend funding for these arrangements to allow time for sufficient review.

Decision

1) To note the decisions by the Finance and Resources Committee on 5 March 2020 and the Policy and Sustainability Committee on 25 June 2020 to extend the funding to NHS Lothian for twelve months to ensure continuity of the service for the financial year 2020/21.

2) To approve, in principle, the award of Service Level Agreement contracts to NHS Lothian for 24 months to the value of £1,912,605 listed at Appendix 1 and to refer this to the Finance and Resources Committee on 20 May 2021 for final approval.

3) To approve, in principle, extension of the current arrangements with NHS Lothian for 12 months, to the value of £380,335, listed at Appendix 2 and to refer this to the Finance and Resources Committee on 20 May 2021 for final approval.

(Reference – Report by the Head of Safer and Stronger Communities, submitted)

16. South East Improvement Collaborative – Edinburgh Focus Summary

Progress was reported on the South East Improvement Collaborative (SEIC) from March 2020 – April 2021. The report provided members with data relating to context, pupil and attainment detail across all five local authorities, as well as the proposed next steps that were still to be agreed through the SEIC Governance Structure.

Decision

To note the added value provided through links across the South East Improvement Collaborative

(Reference – Report by the Acting Head of Schools and Lifelong Learning, submitted)

17. Attainment in the Senior Phase, 2019-2020

A summary was presented of the key outcomes relating to attainment in the City of Edinburgh Council secondary schools for the senior phase (s4 to s6) for 2019-20.

The report updated members with the progress and areas for improvement in educational attainment across secondary schools, as well as the work of pupils, staff and parents/carers who successfully delivered national qualifications throughout lockdown.

Decision

1) To note the progress and areas for improvement in educational attainment in the Senior Phase in City of Edinburgh secondary schools.

2) To agree to receive further annual reports on attainment/improvements in performance in the Senior Phase.

3) To note that the number of pupils leaving education for positive destinations in Edinburgh had fallen below the national average, largely due to a considerable fall in those entering employment.

4) To note the recommendation of the formation of a Youth Employment Partnership and to agree that it should have its first meeting prior to the next meeting of the Education, Children and Families Committee in August, to include representatives of public and private sector employers and report back to the next meeting of the Committee with agreed membership, objectives and proposed activity.

5) To note the continued hard work of young people, staff and parents/carers to support the successful delivery of national qualifications in session 2019-20 despite a period of national lockdown due to the Covid-19 pandemic.

(Reference – Report by the Acting Head of Schools and Lifelong Learning, submitted)

18.   School Session Dates 2022-2025

The outcome of the consultation with parents/carers, pupils and staff on the school session dates for 2022-2025 was submitted.

70% of responses were broadly satisfied with the three-term year with 87% in favour of retaining a 2-week Christmas break. This response rate was noted to be consistent across all stakeholder groups.

Member also noted the proposed change to the Christmas holiday period for 2021/22, which, in order to ensure that the session consisted of the correct amount of days overall, proposed to extend the last term by one day from Tuesday 30 June to Friday 1 July 2022.

Decision

1) To note the responses to the session dates consultation.

2) To approve the proposed session dates for 2022/23, 2023/24 and 2024/25.

3) To note that retention of local holidays was proposed (and favoured) but not in alignment with bank holidays, which were now more widely taken than local holidays.

4) To agree that the next survey would offer respondents the option of asking if they would prefer local holidays to be aligned with bank holidays which were more likely to align with parental leave.

5) To approve the adjustment to the 2021/22 session in line with the March Committee report.

(References – Education, Children and Families Committee 2 March 2021 (item 13); Report by the Acting Head of Schools and Lifelong Learning, submitted)

19. Sistema Scotland – Big Noise Orchestra Programme

Committee were presented with an overview of how Sistema Scotland's Big Noise Orchestra Programme would be supported in Edinburgh (Wester Hailes) over the first 5 years of the rollout.

Members noted the intentions of the Council to work alongside Sistema Scotland in partnership to deliver and support the programme, as well as develop a strategic partnership that would support the programme's sustainability from year and beyond.

In the short term, members were supportive of the plans to be involved in a Steering Group alongside Sistema Scotland and CEC Officers to provide governance and oversight.

Decision

1) To note the report.

2) To agree to officers providing in-kind support within existing budgets to support the delivery of Big Noise in Wester Hailes planned to begin in August 2021.

3) To note that Sistema Scotland had committed to meeting full project costs for five years.

4) To note that Big Noise was a long-term commitment to a community and that Sistema Scotland had agreed to establish a fundraising committee to support the programme's sustainability beyond the initial five year period.

5) To agree that during the initial five years, officers and Sistema Scotland would work in partnership, and that partnership would be re-negotiated after five years for year 6 and beyond.

6) To note that no financial commitment to support the programme beyond the initial five years could be made by the Council and that any funding requests would have to be considered by a future Council.

7) To note that Sistema Scotland had begun consultation and engagement with the local schools and community.

8) To agree that officers should work to ensure complementarity between the Big Noise programme and existing programmes such as the Council's own Instrumental Music Service, Discover and other local programmes.

9)   To agree to receive further reports updating members on progress including attainment data from Glasgow.

(Reference – Report by the Acting Head of Schools and Lifelong Learning, submitted)

20.   Wester Hailes High School – Change of School Name

Approval was sought to change the name of the current Wester Hailes Education Centre to Wester Hailes High School.

The Wester Hailes Working Group had conducted a survey in June 2019 and a clear majority of 35.02% of different stakeholders had agreed with the proposal to rename the Centre to Wester Hailes High School.

Decision

To approve the change of name for Wester Hailes Education Centre to Wester Hailes High School.

(Reference – Report by the Acting Head of Schools and Lifelong Learning, submitted)

21.   Internal Audit – Overdue Findings and Key Performance Indicators as at 10 February 2021 – Referral from the Governance, Risk and Best Value Committee

The Governance, Risk and Best Value Committee had referred a report on Internal Audit's Overdue Findings and Key Performance Indicators as at 10 February 2021 for information.

Decision

To note the report.

(Reference –Report by the Chief Executive, submitted)

22.   Motion by Councillor Mary Campbell – Deferred Start Funding

The following motion was submitted by Councillor Mary Campbell in terms of Standing Order 17:

"1.1   Committee notes that each year a number of families whose children are due to start school before the age of 5 contact the council seeking to defer the start of primary school for a year and to secure funding for a further year in a pre-school setting; committee further notes that children who are not 5 until the following January or February will automatically get government funding for a deferred year if they so apply, but that those whose 5th birthday falls August to December are funded on a case by case basis by the council.

1.2   Committee notes the forthcoming change in deferred places funding for children starting primary school, which means that from 2023, children born from August to December will also be able to get deferred early learning and childcare places funded by the Scottish Government.

1.3   Committee recognises that under previous deferred places rules, Edinburgh had a large number of deferred places applications, and that the forthcoming change may increase pressure on early years places.

1.4   In light of the pending changes Committee therefore requests a report, by December 2021, on the preparations that need to be made to build capacity for this change, with a specific focus on how to level the application playing field so that the council can ensure that the children most in need of a deferred start are encouraged to apply.

1.5   For the August 2021 intake, Committee also recognises the unique circumstances of the year past and the level of applications for deferrals from parents concerned that their children have not been able to develop as well with so much time spent out of nursery; and so agrees to fund any non-granted requests from those families who have already applied for term 2021/2022; committee notes that this number will be known for certain after the appeals committee meets on the 13th of May, but will be fewer than 55 children.

1.6   The finance needed to resource 1.5 should be referred to full Council on 27 May 2021.

1.7   Committee also agrees that Convenor should write to the Minister for Childcare and the Early Years and COSLA to request consideration to be one of the pilot Council areas for 2022/2023, in order to learn as much as possible about the likely impact, and so the Scottish Government can gain data from a large local authority with a likely high uptake rate.

1.8   Committee also mandates the Convenor to write to the Minister for Childcare and the Early Years and COSLA to request additional legislative work to consider the circumstances of premature children, in light of evidence showing that premature birth is linked to additional learning challenges, and that premature children whose birthdays fall outside the considered deferral period but whose expected due date would have qualified them for deferred enrolment are put at a double disadvantage.

-       moved by Councillor Mary Campbell, seconded by Councillor Burgess

Decision

1)   To approve the motion by Councillor Mary Campbell.

2)   To refer the motion to the City of Edinburgh Council on 27 May 2021 for decision on the additional expenditure detailed in paragraph 1.5 which was not included in the annual revenue budget for the financial year 2021/22.

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Minutes

Education, Children and Families Committee

9.30am, Friday 28 May 2021

Present:

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

Religious Representatives
Fiona Beveridge.

Parent Representative
Alexander Ramage

1.   Gaelic Medium Education in Edinburgh – Statutory Consultation

(a)   Deputation - Comann nam Pàrant (Dùn Èideann & Lodainn).

The deputation raised the following key points:

- The deputation sought a growing Gaelic-medium community at secondary level and the vision of this community staying together in one school

- The deputation supported the position highlighted in the SNP Manifesto which pledged a stand-alone centrally located GME Secondary School in Edinburgh.

- The deputation requested further engagement with parents and carers to clarify what the preferred position was before proceeding with the statutory consultation.

- Concerns were expressed regarding the shared campus option at Liberton, which, as a school not central to the GME population of Edinburgh, added to public transport concerns for parents.

- The deputation reminded Members that the children were central to the proposal. Further delays to the consultation and subsequent building of the school could lead to the loss of a 'clear GME pathway' from Early Years through to the end of Secondary School which was the current experience of children.

The deputation requested the Committee to consider the points raised in making their decision.

(Reference – written submission from Comann nam Pàrant (Dùn Èideann & Lodainn)

(b)   Report by the Interim Executive Director – Communities and Families

An update was provided on the outcome of the informal consultation process which had recently been undertaken on the future of the learning estate for Gaelic Medium Education in Edinburgh.

Members noted the current position was unclear due to a new national strategic approach for GME outlined by the Scottish Government in their recent Manifesto. Efforts were still ongoing between the Convener of the Committee and the Cabinet Secretary for Education and Skills to determine whether the proposal outlined in the report would be supported.

Motion

1)   To note that following an informal consultation the Council's preferred option for the future of Gaelic Medium Education in Edinburgh was outlined in the draft statutory consultation paper included at Appendix 1.

2)   To agree that the Convener of Education, Children and Families should write to the Cabinet Secretary for Education and Skills to seek confirmation whether the proposal outlined in the draft statutory consultation paper aligned with the government's new national strategic approach for the growth of Gaelic Medium Education particularly in relation to the commitment to create a stand-alone secondary school in the centre of Edinburgh.

3)   To agree that the Convener reports back to the Education, Children and Families Committee on 24 August 2021 on the outcome of these discussions before proceeding to the Statutory Consultation.

4)   To request that the Education, Children and Families Convener and Vice-Convener write to the Scottish Government to confirm that it would commit to deliver on its manifesto promise for "a stand-alone GME secondary school in central Edinburgh" in order to provide a clear choice for parents in the forthcoming Council consultation on GME secondary education before proceeding with this consultation and also address pressures of overcapacity at James Gillespie's High School.

5) To agree that, as soon as the Scottish Government position had been clarified, this would be shared with Education, Children and Families Committee members, Gaelic Implementation Group members and representative parent bodies in advance of the next scheduled meeting of the Education, Children and Families Committee meeting on 24 August 2021.

-   moved by Councillor Perry, seconded by Councillor Dickie

Amendment

1) Recognises the rising school roll at James Gillespies High School (JGHS), where children from the Gaelic primary school at Taobh na Pairce currently move up to, means that pressure on school capacity is unsustainable and that this Committee and the JGHS Parent Council are rightly seeking a timely solution to this issue;

2) Notes the Council's estimates of capacity at JGHS in this report show that there is currently an overcapacity at JGHS of 110 pupils; that with the introduction of around 450 spaces at the Darroch GME annex next year, this overcapacity is eliminated; however with a rising roll, is once more at overcapacity by 13 pupils by 2025-26 and increasing to 89 pupils overcapacity by 2029-30;

3) Therefore, understands that with continued rising rolls in the longer term, that even with the Darroch annex, JGHS will not have capacity to host both GME and EME pupils and therefore that a Gaelic High School must be brought forward timeously to address overcapacity at JGHS;

4) Welcomes the very significant work undertaken by Council education officers to develop proposals for a Gaelic High School within council resources, including the recent informal consultation with parents and other stakeholders about a co-located GME facility at the new Liberton High School.

5) However, notes the result of a survey undertaken by Comann nam Parant, the Gaelic parent body, which found that 51% of parents did not support co-location at Liberton, with 34% uncertain and only 15% in support.

6) Further, notes academic research concluding that a stand-alone GME school, rather than a school co-located with English Medium Education, is the most effective for Gaelic language development in children.

7) Notes the success of the Gaelic primary at Taobh na Pairce with an intake of around 60 children into P1 last year and strikingly that the intake is now very predominantly from families living near to the school (around 90%).

8) Notes that the proposed joint-campus at Liberton is as far as 5 miles from the Gaelic primary school Taobh na Pairce (TnP) in Leith and that most children at TnP and their families would face a journeys of around two hours each day on public transport between their homes and the proposed location at Liberton.

9) Therefore, recognises that locating a Gaelic High School this far from the existing Gaelic primary school may discourage families from continuing with, or joining, Gaelic medium education and that his may significantly undermine the current growth of Gaelic in Edinburgh.

10) Therefore, believes that a more central location for the new Gaelic high school would maintain a stronger connection with the existing successful Gaelic primary, any new future Gaelic primary capacity in the South and West of Edinburgh and also be better placed to support a Gaelic community hub for the wider City.

11) Therefore, welcomes the SNP Holyrood election manifesto commitment on 15 April 2021 which states:

    *'To ensure that the GME experience is truly immersive we will have a general presumption **against co-locating GME** schools with English medium schools.*

    *'We will support the development of additional GME primary schools in Edinburgh and the Lothians as an important step towards the creation of **a standalone GME secondary school in central Edinburgh**. A central location is necessary to ensure it is accessible from major public transport hubs to allow the new standalone school to serve the wider Lothian region.*

    *'Edinburgh City Council has taken forward important engagement on GME provision, but **we will ensure that this is now incorporated within a new national strategic approach.** This is essential if we are to see the faster rates of progress we seek for Gaelic.'*

12) Notes that the Council's draft consultation on co-locating a GME High School at Liberton, appended to this report, was drafted before this SNP commitment was published, and does not offer parents any clear choice between a co-located GME high school at Liberton on the periphery of the city and '**a standalone GME secondary school in central Edinburgh'** as promised in the SNP manifesto.

13) Recognises that the Council consultation as drafted is therefore fundamentally skewed in favour of co-locating a GME high school at Liberton because parents and other stakeholders may believe that this is the only possible option and way forward for GME and for JGHS and therefore agrees not to proceed with the consultation on this basis.

14) Therefore requests that the Education Convener and Vice-Convener write to the Scottish Government to confirm that it would commit to deliver on its manifesto promise for '*a standalone GME secondary school in central Edinburgh*' in order to provide a clear choice for parents in the forthcoming Council consultation on GME secondary education before proceeding with this consultation and also in time to address pressures of overcapacity at James Gillespie's High School.

- moved by Councillor Mary Campbell, seconded by Councillor Rae

Voting

The voting was as follows

For the motion   -   9 votes

For the amendment   -   2 votes

Abstention   -   1 vote

(For the motion: Councillors Cameron, Dickie, Douglas, Key, Laidlaw, Perry, Rust, Louise Young and Work.

For the amendment: Councillors Mary Campbell and Rae.

Abstention: Fiona Beveridge)

Decision

To approve the motion by Councillor Perry.

(Reference – Report by the Interim Executive Director – Communities and Families)

Declaration of Interest

Alexander Ramage declared a non-financial interest in the above item as a parent of children attending Liberton High School.

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Work Programme

Education, Children and Families Committee
24 August 2021

	Title / description	Purpose/Reason	Lead officer	Directorate	Progress updates	Expected date
1	Revenue Monitoring	Quarterly Report	Douglas Pirie	Education and Children's Services	Quarterly	December 2021 March 2022 August 2022
2	Promoting Equality	Every cycle (verbal and written updates by rotation)	Lorna French	Education and Children's Services	Every cycle	October 2021 (verbal) December 2021(written) March 2022 (verbal) May 2022 (written)
3	Edinburgh Community Learning and Development Partnership Plan 2018-21	Annual Report	Paul McCloskey	Education and Children's Services	Annual	October 2021
4	Edinburgh Learns Equity	Annual Report	Lorna French	Education and Children's Services	Six Monthly & Annual	December 2021

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	Title / description	Purpose/Reason	Lead officer	Directorate	Progress updates	Expected date
5	Raising Attainment – Frameworks for Learning – Teaching and Learning	Annual Report	Lorna French	Education and Children's Services	Annual	December 2021
6	Edinburgh Learns Inclusion Annual Report	Annual Report	Lorna French	Education and Children's Services	Annual	December 2021
7	Energy in Schools Update	Annual Report	Peter Watton	Place	Annual	December 2021
8	Reducing Child Poverty	Six Monthly	Linda Lees	Education and Children's Services	Six Monthly	December 2021
9	Edinburgh Child Protection Committee Annual Report	Annual Report	Euan Currie	Education and Children's Services	Annual	December 2021
10	Lifelong Learning Plan	Annual Report	Linda Lees	Education and Children's Services	Annual	May 2022
11	Educational Attainment in Broad General Education	Annual Report	Lorna French	Education and Children's Services	Annual	May 2022

	Title / description	Purpose/Reason	Lead officer	Directorate	Progress updates	Expected date
12	South East Improvement Collaborative	Annual Report	Lorna French	Education and Children's Services	Annual	May 2022
13	Senior Phase Attainment	Annual Report	Lorna French	Education and Children's Services	Annual	May 2022
14	Edinburgh Learns Health and Wellbeing	Annual Report	Lorna French	Education and Children's Services	Annual	May 2022
15	Appointments to Sub-Committee on Standards for Children and Families, Consultative Committee with Parents and Working Groups	Annual Report	Lesley Birrell	Corporate Services	Annual	August 2022
16	Edinburgh Learns Learning Together Framework for Parental Engagement and Involvement	Annual Report	Lorna French	Education and Children's Services	Annual	August 2022
17	Implementing the Programme for the Capital Coalition Commitments	Six Monthly Report	Lorna French Crawford McGhie	Education and Children's Services	Six Monthly	August 2022

Rolling Actions Log

Education, Children and Families Committee

24 August 2021

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.	Interim Executive Director of Education and Children's Services	August 2021		**August 2021** Information on this is incorporated in the School Excursions report on the agenda for this meeting. **March 2021 Update** This report has now been re-scheduled to be presented in August 2021. **December 2020 Update** Outdoor Centres are currently closed

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							due to the pandemic,report is scheduled for March 2021 in line with the re-opening. 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 reasons why and investment

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No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							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.
2	09-10-18	**Lifelong Learning Plan**	To agree to receive an annual progress update report.	Interim Executive Director of Education and Children's Services	May 2021	May 2021	**Recommended for closure** (Item is included on the Committee's Work Programme for future reporting) **March 2021** Report deferred to the Committee

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No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							meeting on 18 May 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	03-03-20	**[Community Access to Secondary School Sport Facilities – Impact of Introduction of Non-Core Hour Charges](#)**	To request a report back to the Committee in August providing information on the proposals agreed with the 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.	Interim Executive Director of Education and Children's Services	October 2021		Deferred as per Scottish Government Guidance there is currently no community access to school at this time.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
4	11-12-18	**Edinburgh Learns: Learning Together Framework for Parental Engagement and Involvement**	Ensure impact of Edinburgh Learns Framework: Learning Together by requesting an annual update report from the Edinburgh Learns Strategic Group for 'Learning Together'.	Interim Executive Director of Education and Children's Services	October 2021		
5	21-05-19	**Future Statutory Consultation Requirements**	To approve that draft statutory consultation papers are brought forward to future Committee meetings for consideration before publication after informal consultation with affected communities.	Interim Executive Director of Education and Children's Services	Ongoing	August 2021	**Recommended for closure.** (As this is a statutory process it is recommended that this item is removed from the rolling actions log.)
6	21-05-19	**Senior Phase Attainment 2018/19**	To agree to receive further annual reports on attainment/improvements in performance in the Senior Phase.	Interim Executive Director of Education and Children's Services	May 2021	May 2021	**Recommended for closure.** (Report submitted to Committee on 18 May 2021.)

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No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
7	21-05-19	**Response to Incident Survey**	Ensure that any future report includes details on: • Quality assurance to ensure that incidents are reported correctly and consistently. • Actions that are taken when incidents are being reported. • Work with the Unions to ensure there are no gaps in the reporting data. • Actions that are being taken to support teachers and PSAs who experience a violent incident.	Interim Executive Director of Education and Children's Services	August 2021	May 2021	**Recommended for closure.** (Report was submitted to Committee on 18 May 2021) **March 2021 Update** This report has been deferred to the August meeting. **December 2020 Update** The working group has recently re-started and a report will come to Committee March 2021.
8	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	Interim Executive Director of Education and	October 2021		**October 2020** An update was included in the Return to Schools

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			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.	Children's Services			Report on 13 October 2020.
9	21-05-19	**Edinburgh Learns: Health and Wellbeing**	To agree to receive further annual reports on Health and Wellbeing in Edinburgh schools.	Interim Executive Director of Education and Children's Services	May 2021	May 2021	**Recommended for closure.** (Report was submitted to Committee on 18 May 2021)
10	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.	Interim Executive Director of Education and Children's Services	Ongoing		**August 2021** Update in the Business Bulletin for this meeting. **December 2020** Committee on 15 December agreed

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							that short updates on actions to address child poverty in Edinburgh would be included in future business bulletins to this Committee and that future reports on Child Poverty to this Committee would focus on progress with the Local Child Poverty Action Report, for which there was a statutory duty.
11	03-03-20	**Children and Young People's Participation**	Request a further report in March 2021.	Interim Executive Director of Education and Children's Services	December 2021		**March 2021** This report has been deferred to December 2021.

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No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
12	08-10-19	**Motion by Councillor Arthur – Reducing Child Poverty and Hunger**	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. 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.	Interim Executive Director of Education and Children's Services	December 2020	December 2020	**Recommended for closure.** **December 2020** Update report submitted to Committee on 15 December 2020 – (* Action 25 below refers) **October 2020** Noted that the report was scheduled for December 2020 to take into account the new Child Protection Plan. **March 2020** This will be included in the report on the child poverty action plan in May 2020.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
13	10-12-19	**Deputation – Edinburgh Local Association of the EIS – Results of Violence at Work Survey**	To ask the Executive Director for Communities and Families to provide an update report back to Committee on violence against teachers in two cycles.	Interim Executive Director of Education and Children's Services	December 2020	May 2021	**Recommended for closure.** (Report was submitted to Committee on 18 May 2021) **December 2020** Update included in the Committee's Business Bulletin for meeting on 15 December 2020.
14	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.	Interim Executive Director of Education and Children's Services	December 2021		An update report will be submitted to Committee on 7 December 2021.
15	10-12-19	**South East Improvement Collaborative**	To request further updates.	Interim Executive Director of Education and	May 2021	May 2021	**Recommended for closure.** (Report was submitted to

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
				Children's Services			Committee on 18 May 2021)
16	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 and the appropriateness of multi-level teaching. 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	Interim Executive Director of Education and Children's Services	December 2021		**December 2020 Update** The Scottish Government have paused the independent review.

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

To therefore request the Council response will be reported to the Education, Children and Families Committee for | | | | |

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			members consideration before submission to the Scottish Government.				
17	03-03-20	**Response to Petition: Review Changes to English as an Additionally Language for Dalry Primary School**	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.	Interim Executive Director of Education and Children's Services	May 2021	May 2021	**Recommended for closure.** (Report was submitted to Committee on 18 May 2021)
18	03-03-20	**Motion by Councillor Laidlaw – Thistle Foundation Children's Wellbeing Project**	Officers to review the results of the projects to date and assess how these principles and partnership working could be applied in other schools across the North East and beyond.	Interim Executive Director of Education and Children's Services	October 2021		
19	13-10-20	**Schools Re-Opening Update**	1) To request a report back to the Education Children and Families Committee in December 2020 which outlines the progress in the reintroduction of	Interim Executive Director of Education and	December 2020	December 2020	**Recommended for closure.** **December 2020** Update provided in Committee's Business Bulletin

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No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			extracurricular activities into schools. 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	Children's Services Executive Director for Communities and Families	November 2020	November 2020	on 15 December 2020. **Closed – 02.03.21** 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 Committee on 6 October 2020.
20	13-10-20	**Wester Hailes Working Group**	To request a further update on the Working Group to the December meeting of the Committee.	Interim Executive Director of Education and Children's Services	May 2021	May 2021	**Recommended for closure.** The Group last met on 8 June 2021 and a further meeting is scheduled for October 2021. An update report including a change

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							of name to Wester Hailes High School was submitted to Committee on 18 May 2021.

December 2020
A meeting of the Wester Hailes Working Group has been arranged for 14 January 2021. |
| 21 | 13-10-20 | **Standards and Quality Report** | 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. | Interim Executive Director of Education and Children's Services | May 2021 (Part 1)

August 2021 (Part 2) | May 2021 | **August 2021**
Part 1 of the Standards and Quality Report was submitted to Committee on 18 May 2021.

Part 2 of the report is on the agenda for this meeting. |

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No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			3) To provide an update to committee once full information on predicted pupil subject grades were available.				
22	13-10-20	**Promoting Equality**	To agree to written and verbal updates at every cycle by rotation.	Interim Executive Director of Education and Children's Services	May 2021	August 2021	**Recommended for closure.** Update included in the business bulletin for this meeting. (Item is included on the Committee's Work Programme for future reporting) **December 2020** Verbal update provided to Committee on 15 December 2020.
	15-12-20		To note that the Committee's previous decision on 13 October 2020 to receive alternative verbal and written updates would be taken up offline in the Convener's weekly meeting with officers.				

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No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
23	15-12-20	**Teaching, Learning & Assessment in the Broad General Education**	1) To note the report. 2) To agree that information on the findings of the audit of digital and remote learning provision would be circulated to Committee members when available.	Interim Executive Director of Education and Children's Services	October 2021		
24	15-12-20	**Edinburgh Learns for Life – Inclusion Annual Report**	1) Noted. 2) To circulate to Committee members school exclusion figures as well as the number of appeals to these exclusions.	Interim Executive Director of Education and Children's Services	October 2021		
25	15-12-20	**Child Poverty Update**	1) To note the progress of actions to mitigate/reduce child poverty arising from ongoing work across Schools and Lifelong Learning including an	Interim Executive Director of Education and Children's Services	Ongoing	August 2021	**Recommended for closure.** (Item is included on the Committee's Work Programme for future reporting) **December 2020**

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			update on holiday hunger. 2) To agree the 2019/20 Local Child Poverty Action Report, prepared in partnership with NHS colleagues. 3) To 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. 4) To agree that short updates on actions to address child poverty in Edinburgh are included in future business bulletins to this committee. 5) To agree that future reports on Child Poverty				Update report submitted to Committee on 15 December 2020 – (* Action 10 above refers)

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			to this Committee would focus on progress with the Local Child Poverty Action Report, for which there is a statutory duty.				
26	15-12-20	**Motion by Councillor Laidlaw – Delivery of School Sports**	1) Motion approved subject to the Committee political group leads being consulted immediately on any potential requirement to review the delivery of school sports should Edinburgh be moved into the Scottish Government's Protection Level 3. 2) To circulate a briefing note to committee members on: • the impact of the Covid restrictions on the delivery of curricular	Interim Executive Director of Education and Children's Services	October 2021		**March 2021 Update** Committee on 2 March 2021 agreed that a meeting be arranged between political group leads to discuss the return of school sports prior to the Easter Holiday break. Parents and carers to be informed of the outcome of this discussion.

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No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			(Nat5, Higher, Advanced Higher) sports. • the position of CEC and their delivery of school sports in comparison to other local authorities across Scotland • Details of the level of outdoor sports activity which had been targeted at individual schools across the school estate 3) To note that a response would be sent to the Edinburgh Parent Council Network to the points raised in their written deputation.				
27	02-03-21	**Equalities – Investigation into Allegations of Racism**	1) To thank the young people who brought these allegations to light and for sharing their personal accounts and recollections enabling	Interim Executive Director of Education and	Ongoing		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			the investigation to take place. 2) To thank the staff who supported the investigation process. 3) To note the overall conclusion that a culture of racism did not exist within the schools investigated. 4) To note however that important improvements were required for: 5) Setting out clear processes to report racist incidents 6) Managing racist incidents sensitively and ensuring follow up actions were taken 7) Reviewing the curriculum to ensure it did not perpetuate and actively	Children's Services			

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			challenged racist or colonialist attitudes 8) Improving the culture to clearly show zero tolerance of racist conduct 9) To further note that these improvements were in motion and appeared in the Equalities Action Plan previously brought before this Committee. 10) To ask for a follow up report to every Committee meeting until further notice to allow members to monitor and evaluation specific actions. 11) To ask that future reports address incidents of racism separately from curriculum review and development work.				

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No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			12) To note that management actions would be reported back to Committee if required.				
			13) To circulate a briefing note to members providing information on teaching materials provided for religious and moral education, what was mandatory in terms of the national curriculum, any discretions which could be applied by local education authorities and any subsequent discretions that could be applied by individual Head Teachers.				
			14) To record the Committee's thanks and appreciation to all the young people, staff and the Independent Equalities and Education				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			Specialist for enabling and supporting the investigation process.				
28	02-03-21	**Holiday Support for Children Affected by a Disability**	1) To note the current provision for holiday support for children affected by a disability. 2) To note that the model of service delivery developed to address the challenges of Covid-19 outlined in the report should continue to be applied for the Easter holidays. 3) To aim to return to pre-Covid provision for the Summer break 2021 provided the Covid restrictions allow and to note that this improved provision was the result of a significant period of consultation with parents in 2018.	Interim Executive Director of Education and Children's Services	October 2021		An update will be provided in the October business bulletin on the summer 2021 holiday playscheme which will include an update on engagement with SQA.

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No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			4) To agree to engage with parents as soon as possible and specifically on addressing any previous challenges, lessons learned during Covid-19 provision and with the goal of exploring further improvements to the pre-Covid-19 provision for children and their families in time for the Summer break 2021.				
			5) To agree that any additional funding for education, identified as part of the amended budgets after May 2021 should consider the challenges around the availability of staffing for the playscheme.				
			6) To confirm that the presumption was not for a reduced service but for an improved service with				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			funding remaining at least at the current levels and being open to all eligible children and young people. To note that consideration may be given to a focus on the summer holiday provision due to greater availability of appropriate staff but that this must be a part of the consultation. 7) To ask council officers to engage with SQA on feasibility options to develop a vocational qualification that those working on the play scheme can train towards which would provide a formal qualification as a result of working with our young people.				

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No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
29	02-03-21	**Motion by Councillor Laidlaw – Publication of the Organisation of Economic Co-Operation and Development Review of the Curriculum for Excellence**	Committee formally notes its desire to see the interim report published immediately and instructs the Convener to write to the Deputy First Minister and Cabinet Secretary for Education John Swinney MSP to state this is the wish of the City of Edinburgh's Education, Children and Families Committee.	Convener	June 2021	June 2021	**Recommended for closure.** (The Scottish Government published the response to the OECD Review on 22 June 2021)
30	18-05-21	**Business Bulletin – Outdoor Learning, Homelessness Prevention Group and Response to Incidents Survey**	1) To update Committee on outdoor learning and the Council's next steps to implement this following the release of Scottish Government's updated guidance on outdoor learning. 2) To circulate a briefing note and impact statement from the Homelessness Prevention Group.	Interim Executive Director of Education and Children's Services	August 2021		1. An update on decision 1) is included in the School Excursions report on the agenda for this meeting. 2. A briefing note was circulated to members on 17 June 2021.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			3) To bring an update on the Response to Incidents Survey via the Business Bulletin at the 24 August 2021 Committee.				
31	18-05-21	**Lifelong Learning Plan Service Update**	1) To agree that the Interim Executive Director of Education and Children's Services would share with Education, Children and Families Committee members the updated government guidance relating to youth work. 2) To agree that members of Committee would receive an update regarding how many youth groups could restart and when, following consideration of this matter by the Council's service resumption group.	Interim Executive Director of Education and Children's Services	August 2021	August 2021	**Recommended for closure.** A report on resumption of Youth Work and Community Centres and other locations was submitted to full Council on 24 June 2021 which included a community centre opening timetable. A further report was submitted to Policy & Sustainability

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No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			3) To agree that the Convener of Education, Children and Families would write to the Chief Executive of The City of Edinburgh Council to signal the Committee's will to resume youth work within community centres as soon as possible. 4) To agree that the Council's Head of Property and Facilities Management would highlight to the Scottish Government the adverse impact that current coronavirus guidelines had on the Council's capacity to recommence youth work, due to the requirement to deploy Council facility management staff within schools, which had led to				Committee on 2 August 2021.

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No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			a shortfall in resource to service the cleaning requirements in community centres. 5) To agree to create a cross party working group which would meet within two weeks' of the Committee and would focus on recommencing youth work in community centres. 6) To agree to keep members of the Education Children and Families committee abreast of developments relating to the resumption of youth work.				
32	28-05-21	**Gaelic Medium Education in Edinburgh – Statutory Consultation**	1) To agree that the Education Convener and Deputy Convener write to the Scottish Government to confirm that it will commit to	Interim Executive Director of Education and	August 2021		Update report on agenda for this meeting.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			deliver on its manifesto promise for '***a standalone GME secondary school in central Edinburgh'*** in order to provide a clear choice for parents in the forthcoming Council consultation on GME secondary education before proceeding with this consultation and also in time to address pressures of overcapacity at James Gillespie's High School. 2) To agree that, as soon as the Scottish Government position had been clarified, this would be shared with Education, Children & Families Committee members, Gaelic Implementation Group members and	Children's Services			

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			representative parent bodies in advance of the next scheduled meeting of the Education, Children & Families Committee meeting on 24 August 2021.				

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Business Bulletin

Education, Children and Families Committee

10.00am, Tuesday, 24 August 2021

Via MS Teams

Education, Children and Families Committee

Convener:	Members:	Contact:
Councillor Ian Perry	Councillor Ian Perry (Convener)	Nickey Boyle, Executive Support 0131 469 5725
Vice Convener: Councillor Alison Dickie	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	Gillian Kennedy Service and Policy Adviser to the Convener and Vice-Convener Tel: 0131 529 4319
	Added Members for Education Matters **Religious Representatives** Margaret Therese Laing	
	Mrs Fiona Beveridge	
	Rabbi David Rose	
	Parent Representative Alexander Ramage	

Empowered Learning

The Empowered Learning Project is a £17.6M investment in a world class digital environment for all Edinburgh schools , delivering a more strategic, robust service to address the challenges of inequity and improve attainment levels across the schools and expand the Empowered Learning footprint. CGI, who have a long-term partnership with the council for the delivery of ICT services, will work in partnership to support the vision to become a global leader in digital learning and transform the educational experience for every student in Edinburgh through:

- 39,000 iPads – 27,000 new + 12,000 existing with cases.
- enhanced Wi-Fi coverage for all Primary, Secondary and Special Schools (providing 134 cache servers and 406 wireless access points (WAPs) as a result of Health checks carried out across all schools).
- 1:1 iPads (7th gen & above) to every Teacher, Secondary, Primary 6, & Primary 7 pupil, as well as making shared devices available for use in Primary years 1 to 5
- Improved network functionality – Apple Classroom
- A managed support service for the iPads until 31 March 2025
- Training for teachers and students during deployment

Project summary to date:

- Network recommendations for pilot (Royal High School and Cramond Primary) and Secondary schools submitted. Reviews scheduled this week.
- Primary and Special School surveys due to complete 13/08.
- High Level Design approved, Low Level Design documents completed and in internal review.
- SIT testing completed .Shared iPad demo to be scheduled this week.
- Test plan and test scripts issued for review.
- Detailed deployment tracker completed. Deployment will be arranged by order of School (Elevate, Grow and Build)*
- Final PID issued for review.
- First training course issued for review by Aspire2B
- Shared risk register implemented
- 6 deployment engineer roles confirmed – including three school leavers from Portobello, Forrester and Boroughmuir secondary schools.
- No 'show stoppers' highlighted in any of the surveys to date. Progressing well.

*For information

Elevate - Schools with well-established, significant 1:1 digital learning deployments.
Grow - Schools with significant in-class digital learning, a small scale 1:1 deployment, or previous 1:1 experience
Build - Schools developing in-class digital learning and no current or previous 1:1 experience

EDINBURGH PRIMARY SCHOOL IS TOP OF THE CLASS FOR OUTDOOR LEARNING

An Edinburgh primary school has become the first in Scotland to receive a national award for its commitment to taking learning outside the classroom.

St Andrew's Fox Covert RC Primary School has been given the national [Learning Outside the Classroom Mark (Gold)](#), the highest accolade of its kind.

The award has been given by the Council for Learning Outside the Classroom (CLOtC), the national voice for teaching beyond the classroom which is known to contribute significantly to raising attainment and improving pupil and staff wellbeing.

As part of their submission for Gold status, St Andrew's excelled in the following important areas:

- capitalising on their resources, including nearby Corstorphine Hill, to ensure learning was based in local, accessible places
- maximising commitment to learning for sustainability and their core ecological values; nurture, inspire, flourish
- ensuring that their work was rooted in Curriculum for Excellence and that all learning was underpinned by progressive skills for learning, life and work

Rebecca Favier, Head Teacher at St Andrew's, said: "Being awarded the gold mark is a tremendous achievement for all the staff and pupils. That we are the first school in Scotland to achieve this makes it even more special! It shows that we are providing our pupils with potentially life-changing opportunities to learn in meaningful contexts.

"We're thrilled to get national recognition for our efforts, and we look forward to continuing to develop what we do, helping our pupils achieve their potential and to promoting the many benefits of taking teaching and learning beyond the classroom walls."

Scottish Youth Parliament (SYP) elections November 2021

This November, elections will take place for the Scottish Youth Parliament. Any 14-25 year-old living in Scotland can stand as a Member of the SYP and all young people aged 12 (or in first year of secondary school) to 25 can vote. Elections take place every two years.

Edinburgh has twelve seats in six constituencies. The first stage of the election process, the expression of interest phase, ended on 30 June. We set an ambitious target in Edinburgh of 60 expressions of interest but managed to achieve 75!

Next up is the confirmed candidacy phase over summer. We will be supporting young people to move from expressing interest to deciding whether they will stand for election. The SYP will be running information sessions and we plan to maintain regular contact with young people online and, where possible, face-to-face. Nineteen of the young people came along to an introductory get together in Princes Street gardens early in July. We will offer more of these together with sessions to support young people to prepare their candidate profiles.

Of course, only 12 young people can be elected as MSYPs in Edinburgh but we will work with the unsuccessful candidates to make sure they can become involved in other activities which promote the 'voice of young people' and influence decisions which affect their lives.

More information is available on the SYP website: https://syp.org.uk/ (see particularly the current Bounce Back campaign and the SYP Manifesto) and in their short video: https://vimeo.com/531690830

Key dates:

- 1 April to 30 June: **Expression of interest** to be a candidate, promotion of SYP to schools, youth groups and community organisations

- 1 July to 31 August: **Confirmed candidate** – interested young people commit to standing
- September onwards: **Promote the vote** – campaigning
- 8 – 21 November: **Voting** takes place across Scotland

For more information, please contact SYP Election Coordinators:

Jackie Barr Jackie.Barr@edinburgh.gov.uk or John Heywood John.Heywood.2@edinburgh.gov.uk

Child Poverty update (August 2021)

Get into Summer

More details on **Get into Summer** are available in the report to that went to Policy and Sustainability Committee 3 August 2021, Item 7.11: Youth Work in Community Centres and Other Locations.

The Scottish Government allocated funding to all local authorities to provide a programme of summer activities for children and young people.

The purpose is to support children and young people's wellbeing after a year of disrupted school, out of school activities and periods of isolation from friends. It is to ensure that target groups and those living in poverty access, at no cost, a full programme of summer activities, in many cases with travel and food costs also covered.

This investment is part of Scottish Government's social renewal agenda following the pandemic. It is focused on getting it right for every child by promoting the wellbeing of children and young people as Scotland begins to recover from Covid-19. It also complements wider investment in:

- holiday support through free school meal replacement for children in low income families
- wider investment in education recovery.

Local Authorities were required to share their Get into Summer programmes on council websites. Edinburgh's was made available from the first week of the school holidays and can be viewed at https://www.edinburgh.gov.uk/news/article/13247/summer-of-fun-for-edinburgh-s-young-people

A Get into Summer Oversight Group of key officers including Resilience, Finance and Media meets weekly. Representatives from LAYC and EVOC are part of this group. A smaller core group progresses actions between the weekly meetings.

The Get into Summer programme covers:

- Arts, culture and heritage
- Early years
- Families
- Sport and outdoor learning activities
- Youth work

Led by Lifelong Learning, council staff and partners have, within a very short timescale, delivered in an impressive array of activities and opportunities, free of charge, and accessed by many of the most disadvantaged and vulnerable children and families in the city.

Discover!

With some Covid restrictions being eased prior to the school holidays, the *Discover!* Planning Group adapted summer plans from on-line only to a blended model. The very successful aspects of *Discover!* developed during lockdown, are being continued over Summer 2021 and include:

- The private *Discover!* facebook programme of pre-recorded and live events
- *Discover!* in a Box with Edinburgh Community Food – boxes with ingredients, utensils, art and craft materials delivered each week to *Discover!* families at home – all linked to the Facebook events and activities

While a full return to Hubs for Summer could not be planned with any certainty prior to Scottish Government updates, the Planning Group focussed on the other highly successful aspect of *Discover!* – namely, the trips. Every week throughout the school holidays, *Discover!* families are allocated a Picnic in the Park trip (to local parks) and a Picnic in a Country Park (further afield). The trips are supported by Schools and Lifelong Learning staff, youth workers, supply teachers and PSAs. Arts activities, music and games are delivered by a range of *Discover!* partners in the local parks, and a range of activities provided as part of the Country Park trips. In addition, *Discover!* families can apply for bus/rail tickets for self-led trips to a venue.

Numbers:

- 64 new families are now registered with *Discover!*
- 16 new families were recommended after the deadline – they have been offered boxes and zoo tickets for the summer and will be registered for all *Discover!* activities for October 2021
- 1,269 food and activity boxes have been delivered to date (wk1 – 336 boxes, wk2 – 307 boxes, wk3 – 311 boxes, wk4 – 315 boxes
- 151 children and 91 adults attended Picnic in a Country Park trips over the first 3 weeks of summer (more to follow for remainder of holiday)
    - o Week 1 – 46 children & 27 adults
    - o Week 2 – 60 children & 35 adults
    - o Week 3 – 45 children & 29 adults
- Data for local Picnic in the Park trips is not yet available
- Families/children were invited to participate in Jass (Junior Award Scheme Scotland) as part of *Discover!*

Feedback

"Thank you so much discover. We got our box today and my children did some activities as well as we have visited and enjoyed some places around with the tickets provided."
"Fantastic day today at Beecraigs once again all the staff so helpful and the activities were fabby 🙂"
"Just wanted to say a very well done to all staff who have worked so hard each day making memories for our summer time. Also all the hard work what Go's into making our great boxe's and art packs... my house is full of paper and celotape 😄.. Also a great idea for the bus tickets it's encouraged my older two kid's to get out and about, that's been a massive help very much appreciated thank you 😊😊"

"We appreciate everyone's continued dedication throughout each year we have been with youse guys youse haven't failed to make us all happy. Without people like you guys and recourses you have access to a lot of families wouldn't be having these memories to make this summer."
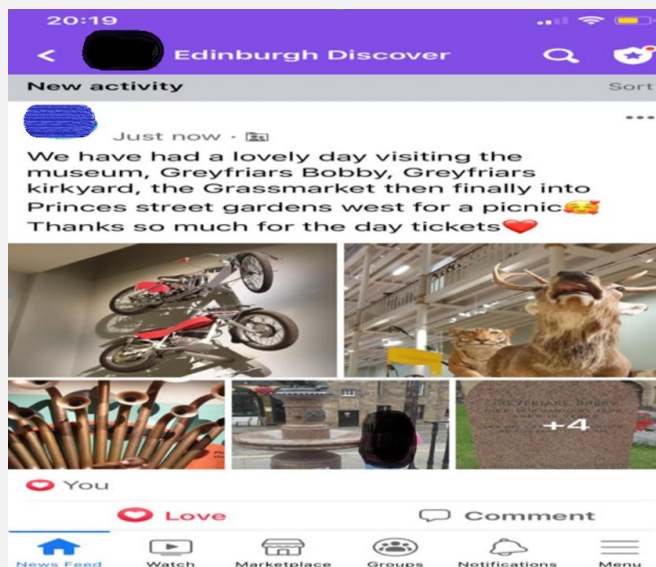
Leadership for Equity

Leadership for Equity is a CLPL programme that has been developed by the Education Scotland Attainment Advisor for Edinburgh, and members of the City of Edinburgh Council Education and Children's Services team. It will be delivered from session 2021/22 to school leaders and class teachers, and will include following strategic actions from the CEC draft Education Improvement Plan 2021-24:

- Promoting understanding of data and the ability to use data to inform next steps in closing the poverty-related attainment - and achievement – gap
- Use of Pupil Equity Fund to resource approaches to raise attainment for Equity Cohorts

School leaders and class teachers have the opportunity to access the Leadership for Equity professional learning suite which aims to support further improvement by:

- providing a sustainable approach to professional learning on equity
- equipping leaders with the necessary knowledge, understanding, attitudes and skills which build on the lessons learned over the last five years of the Scottish Attainment Challenge

Free Period Products

In December 2020 an online ordering service for Hey Girls period products for targeted households was launched. This is receiving approx. 50 orders of period products per month. Products are also being provided through Homeless services, Council run residential care settings and they will continue to be made available in libraries and community centres as they re-open to the public.

The planning group is working with Edinburgh Leisure to distribute period products in leisure centres and provide training to staff on menstrual health. The next step for the planning group

is to work with Facilities Management teams within Council run theatres, museums and galleries and public toilet facilities to distribute products in these settings also.

Children living in Temporary Homeless Accommodation

What has been the impact so far?

School staff (and multi-agency staff) feedback incredibly positive about being aware of and better able to support these families. Impact from April – June 2021:

- 50 children & young people supported to access either Free School Meals or School Meals (through discretionary funding)

- 24 children & young people have been helped with bus travel

- 34 families have been offered MIFI or Chromebook devices

- 10 families received material items or clothes vouchers as requested to support their child's wellbeing or education

- 2 parents and carers referred for counselling

Network of Networks and Local Child Poverty Action Report

A Child Poverty Group of colleagues from Schools and Lifelong Learning, Strategy and Insight, NHS and Capital City partnership meets fortnightly to maintain oversight of, co-ordinate and report on actions to reduce child poverty.

This Child Poverty Group continues to engage nationally with colleagues also involved in actions to reduce child poverty; learning and sharing resources and practice.

A recent action emerging from this group was to establish an Ending Poverty Network of Networks.

The first Ending Poverty Network of Networks meetings was held on 24 June, bringing together the key people from all sectors across the city who are involved in tackling poverty, to carry on responding to the calls from the Edinburgh Poverty Commission.

At the first meeting, the focus was on finding out, from as many people as possible:

- what's working well?
- what's new and innovative?
- what are the challenges?
- what should our priorities be for the next year?

This information is currently being gathered and collated. It will be used to underpin the annual statutory Local Child poverty Action Report (LCPAR), the third of which is due in autumn this year.

Maximise

Schools are partnering with *Maximise!* to support income security and can refer families in the school community. *Maximise!* staff are allocated to schools and meet directly with families to support access to benefits, to look at employability options and provide advice and support on income maximisation.

Some schools such as Liberton High School have had a very positive experience of this partnership. New work being done with *Maximise!* specifically to support families with care experienced children and young people began last session.

The new partnership with Maximise is now centralised, rather than the previous system with individual school workers allocated to school communities. This new model will be carefully planned in order to ensure as much consistency as possible.

The next steps are to roll out the new *Maximise!* offer across schools. Officers will also have discussions with *Maximise!* regarding the data gathered about the priority groups, referrals received and levels of engagement, in order to inform next steps.

Flexible Pathways

Flexible pathways for all learners continue to be developed across schools, including access to appropriate vocational learning based on parity of esteem and achievement and use of the SCQF framework.

Developing systems whereby Senior Transition must include rigorous action planning for all those at risk of a negative destination. Partnerships between schools and post-school destination providers are critical to ensure the process is robust

Youth Employment Partnership, with a revived Edinburgh Guarantee service based on the Scottish Guarantee will ensure No One is Left Behind. This will provide a bridge between education and economic development structures and more effective gateway to training and employability opportunities.

School leavers S4/S5/S6 average total tariff points per SIMD decile (2020)

Establishment	Number in Cohort	SIMD 1 Average	SIMD 2 Average	SIMD 9 Average	SIMD 10 Average
Edinburgh, City of	3040	579	727	1284	1426
The National Establishment	47435	652	694	1220	1359

88.91% of CEC school leavers in quintile 1 in 2020 moved into a positive destination (source: *Insight* benchmarking tool)

The capacity of schools to implement genuine progress in closing the poverty related gap requires strong and structured partnership approaches with other services, working to reduce the impact of poverty on families in our authority and working to mitigate against families from beginning to experience poverty, in addition to supporting families out of poverty.

Attendance and inclusion

Primary attendance figures for Quintile 1 have remained similar to national figures over a 3 year period with the 4% gap persisting and remaining similar to national figures.

Secondary attendance figures for Quintile 1 have also remained similar over a 3 year period and compare favourably to national figures. The gap has remained the same at 6% and is 1% below the national gap.

41% of Schools Programme schools have improved their attendance figures over the 5 years of the SAC, 17% have remained the same and 41% have deteriorated.

Primary and secondary exclusion rates have reduced over a three-year period and continue to be lower than the national figures.

Equity Network

The Equity Network has been established for 2 years and continues to be an effective platform for sharing practice across schools and for delivering relevant CLPL (Career Long Professional Learning) to support schools in closing the poverty related attainment gap.

Edinburgh Learns for Life: Equity Board

The Priorities for next session are:

1) Staff in all sectors are clear about their role in supporting the national drive for equity and the closing of the poverty-related attainment gap.
2) All staff are clear about their role in contributing to a nurturing school culture which accepts the responsibility of all in removing all poverty-related barriers to learning and achievement.
3) Staff have an understanding of the national and local poverty-related attainment gaps and the impact of this on children, young people and families.
4) All staff in schools have developed an understanding of their own poverty context and the gaps and have developed relevant skills to support the closing of the poverty-related attainment gap in their own setting.
5) Through effective self-evaluation, all schools make appropriate use of baseline data to inform focussed plans with clearly stated outcomes and measures, with appropriate plans for monitoring progress. These plans are clearly reflected in schools' spending priorities.
6) Identified board members ensure that the CEC PEF planning template is evaluated and updated to ensure that it is effective in supporting schools to plan and evaluate the impact of PEF spending upon learners facing poverty-related barriers.
7) All schools develop decision making processes which meaningfully include parents (and learners) in PEF planning
8) All schools are proactive in seeking wider partnerships where appropriate in order to enhance the experiences of children and families living in poverty, to ensure that they receive early intervention and holistic support.
9) School staff have the opportunity to access the Leadership for Equity professional learning suite which aims to support further improvement by: • providing a sustainable approach to professional learning on equity • equipping leaders with the necessary knowledge, understanding, attitudes and skills which build on the lessons learned over the last five years

Empowered Learning Strategy - 1:1 devices for all learners from P6-S6

PEF investment 2020-21 meant that during the school building closure period January -March 2021, all households with children attending primary or secondary were provided with at least one device if they did not already have one.

Digital consortia – a group has been established to develop and expand a digital consortia across the city which breaks down geographical barriers to learners to access their chosen pathway and achieve successful outcomes in progressing towards a positive destination.

Partnership with People Know How and Edinburgh Remakery (from May 2021) has allowed CEC to promote a system to schools whereby partners wishing to donate technology can do so via the Remakery, and families can be supported by schools to apply to be given devices where they do not have access to technology in their household. This is separate to the devices provided to children by schools for their learning via the Empowered Learning strategy. This is to support community access to technology and target digital inequity across our city.

Equalities Update

Restless Natives Programme
As noted in the Committee Report from May, planning is underway for joint work with Developing the Young Workforce (DYW), Skills Development Scotland (SDS) and Intercultural Youth Scotland to embed the Restless Natives programme in two schools, namely Tynecastle High School and St. Augustine's RC High School. The programme aims to help fulfil the objectives of the Young Person's Guarantee, ensuring that BAME young people receive equitable support to achieve a positive destination aligned with their ambitions and potential. The programme will also support school and SDS staff to better understand the cultural barriers facing young Black and People of Colour and their understanding of anti-racist practice in education.

Recording and Reporting Hate Crime
From the start of the new session, there will be new procedures for reporting Hare Crime. All Headteachers will be asked to make the Senior Education Manager for Equalities and Inclusion aware of any Hate Crime incidents on the day that they occur. The SEM will liaise with our Police Scotland Prevention, Intervention and Partnerships link to triangulate this to ensure that any actions are being followed up and families and schools supported as required. This will ensure better monitoring of interventions, to support longer-term improvements.

LGBT Charter
Seven schools have obtained the LGBT Youth Scotland LGBT Charter award since session 2018-19, six secondary schools and one primary school. A further eight secondary schools and one special school are currently working towards the award and will continue with this over session 2021-22. Eight remaining secondary schools are committed to undertaking this work from session 2022-23. Work is currently underway with our three Denominational schools, in discussion with the Scottish Catholic Education Service, to explore how the principles of this work can be aligned with the traditions, vision and values of Catholic education.
Equalities Steering Group

We will continue to work with our Equalities Steering Group and reference groups over the next session to progress the Equalities, Diversity and Inclusion Plan, and will provide a further update on this work at Committee in October.

Curriculum Change and Development

As part of the Edinburgh Learns for Life and Granton Learning strategies, a transdisciplinary group of officers has developed a creative approach to curriculum reform and design to ensure Social justice and anti-poverty practices are at the heart of learning. The purpose of this work is to support parity of esteem across the curriculum, supporting all learners to engage in a curriculum which enables them to attain and achieve. This involves a learner-led consultation which will elicit the views of a wide range of learners, including young people who live in poverty, are members of the care experienced and BAME communities, those with additional support needs and those with no identified additional support needs. The approach will also deepen practitioners' understanding of the rights of the child (UNCRC) and ways in which we can all be part of securing those rights. Learning pathways will be developed which provide a parity of esteem for all learners, considering the skills for learning, life and work that learners will need to find, and fulfil, their passions. Schools are being asked to think differently about what, how and where young people learn also ensuring that young people have opportunities to lead their own learning.

Learning experiences will be connected to the learner, and the community in which they live, learn and work, including best use of the outdoor learning environment. This will help to make the investment in learning clear, meaningful and relevant for every learner. Knowing what learners need to know requires skilled practitioners who possess sound curriculum knowledge, confidence in the learner journey, and who provide learning experiences which equip learners to meet the next levels of challenge and to progress to sustained positive destinations. This approach will be piloted with schools, and early years settings, in the Granton community with a view to applying this to other areas of the City e.g. Wester Hailes and to support the further development of Gaelic Medium Education.

Sport and Outdoor Learning Unit: A Chance to Shine

The Drummond Cluster has been working with Cricket Scotland and the charity a Chance to Shine to give Primary 5 and 6 pupils a chance to learn cricket skills during curriculum time. The pupils received 90 minute sessions a day for 5 days by qualified coaches who were funded by the charity. The official launch of the initiative took place on Thursday 24 2021 June at Princes Street Gardens with pupils from Broughton Primary in attendance. This has been a great initiative with local clubs receiving an influx of enquiries from the Drummond Cluster Pupils as this is the first time a block of cricket has been delivered to this age group.

Get into summer - at Juniper Green tennis club

Local school pupils from Currie, Balerno and Colinton have had a fun-packed summer holiday at Juniper Green Tennis Club through the Accelerate Tennis coaching programme.

The programme delivered morning and afternoon sessions open to players aged 5 - 11 of all abilities with a focus on introducing & developing essential motor skills, basic technique, fun games and match-play.

Week 3 of the programme saw a partnership with The City of Edinburgh Council Sport and Outdoor Learning Unit called 'Get Into Summer' with funding made available through the Scottish Government to deliver summer activities for children and young people across Scotland.

The aim is to help address negative impacts arising from extended periods of isolation and the lack of participation in normal activities during the pandemic. The priority is to improve children and young people's wellbeing, providing opportunities to socialise and reconnect with peers during the summer.

The offer of a free tennis camp was presented to local schools with places on the camp filling up within a week!

"Juniper Green Tennis Club were more than happy to partner with The City of Edinburgh Council Sport and Outdoor Learning Unit programme 'Get Into Summer', recognising the opportunity to improve children and young people's wellbeing, providing opportunities to socialise and reconnect with peers during the summer. Thanks to Ryan Harrower – Racquets Development Officer, for facilitating this fun week of tennis activity."

Kenny Petrie – Club Coach

The club has applied for further funding to provide more opportunities for local families to access the tennis programme. Keep an eye on their Facebook page for future updates.

www.facebook.com/junipergreentennis

Ryan Harrower

Racquets Development Officer

Sport and Outdoor Learning Unit: Incremental Restart of Overnight Camping Expeditions

During June, the Sport and Outdoor Learning Unit (SOLU) gained council approval to restart overnight camping, including Duke of Edinburgh's Award (DofE) expeditions. This is a prompt and proportionate response to a recent change in Scottish Government offsite visits advice. SOLU delivered an online safety briefing session and devised a risk assessment template to ensure a swift and safe return to overnight camping.

Whilst national DofE flexible expedition arrangements continue to be available to participants, the incremental return to overnight expeditions brings additional benefits and experiences. https://www.dofe.org/dofewithadifference/expedition-flexibilities/ Council schools, community groups like the Citadael Youth Centre and key partners such as the Friends of the Award (FOTA), all operating via the council's DofE Licence, have organised recent overnight camping expeditions. https://www.fota.org.uk/

The Sport and Outdoor Learning Unit and DofE Scotland recently welcomed The Earl of Forfar and Lord Provost to the Bonaly Scout Centre. They spoke with DofE participants from Trinity Academy, SCOREscotland (Strengthening Communities for Race Equality Scotland based in Wester Hailes), and FOTA. His Royal Highness enjoyed working with the young people, some of whom were preparing for their first overnight expedition. https://www.scorescotland.org.uk/

Key contacts: Fraser Robertson Fraser.Robertson@edinburgh.gov.uk (DofE); Cliff Smith Cliff.Smith@edinburgh.gov.uk (adventurous activity); and Andrew Bradshaw Andrew.Bradshaw@edinburgh.gov.uk (General – excursions).

Sport and Outdoor Learning Unit: Epic Day Adventures for Primary 7 Pupils

The council's Sport and Outdoor Learning Unit is delivering an innovative P7 Epic Days programme during the Summer and into the Autumn; taking place at the Bonaly Scout Centre and Pentland Hills Regional Park.

This is helping to compensate for no school residential visits during the pandemic; as required by Scottish Government guidance. Pupils are experiencing a taste of some elements of a residential.

The programme includes an extended day (10:00 – 21:00) and involves more than 3000 P7 pupils undertaking a wide range of outdoor activities including: hillwalking in nearby Pentland Hills, archery, climbing wall, bushcraft, crate- stack, nightline and low ropes course. This is then followed by a hot meal, games and making a camp fire.

The Outdoor Learning staff, including those from Benmore and Lagganlia staff, are being supported by Active Schools Coordinators and the Council's school catering team who provide hot meals to everyone taking part.

A P7 parent said: "My son came home on a complete high "the most epic of all epic days". You're all awesome for taking that on in the crazy weather they had that day. My son had just the best day out, and he has now decided that lentils are a good thing to eat - phenomenal!"

Jacqueline Scott, Head Teacher of Trinity Primary School said: "A huge thanks to everyone for providing such a memorable day for our Trinity P7s. From the minute we arrived to the minute we left, the organisation was incredible. The day provided absolutely the right balance between allowing the pupils some independence and an element of risk taking whilst also encouraging co-operation and ensuring safety. They arrived back at school buzzing with excitement. 'The best day ever' was reported to many parents and carers. The commitment and enthusiasm of the group leaders were infectious."

Recent media coverage, including photographs:

https://www.edinburghnews.scotsman.com/education/over-3000-edinburgh-schoolkids-descend-on-pentland-hills-outdoor-adventure-area-for-epic-day-out-3282860

https://theedinburghreporter.co.uk/2021/06/epic-day-out-for-thousands-of-edinburgh-schoolchildren/

Key contacts: Andrew Bradshaw Andrew.Bradshaw@edinburgh.gov.uk and Andrew Bagnall Andrew.Bagnall@edinburgh.gov.uk.

Sport and Outdoor Learning Unit: Incremental Restart of School Residential Visits to the Council's Benmore and Lagganlia Outdoor Centres

The council has recently approved the restart of school residential visits to Benmore and Lagganlia; subject to ongoing national advice and assessment of local infection rates. These will restart in the Autumn term and represents significant planning and preparation to ensure a prompt and safe return.

The council is at the forefront of reintroducing residential visits, which is in line with Scottish Government advice. Council officers have participated in national work supported by the Scottish Government, including creating and updating national guidance and resources: [Coronavirus (COVID-19): guidance to support the reintroduction of school residential visits](https://www.goingoutthere.co.uk/appendix/coronavirus-covid-19-reopening-and-operation-of-outdoor-education-centres-and-reintroducing-visits-by-schools/) https://www.goingoutthere.co.uk/appendix/coronavirus-covid-19-reopening-and-operation-of-outdoor-education-centres-and-reintroducing-visits-by-schools/

School residential visits are an important part of a progressive approach to outdoor learning via the Curriculum for Excellence. They produce significant and unique outcomes, for example: [Educational value of Scotland's Outdoor Education Centres](https://www.sapoe.org.uk/links/local-authority-outdoor-education-centres/). https://www.sapoe.org.uk/links/local-authority-outdoor-education-centres/

The council operating its own centres is as important as ever: allowing it to directly control the safety, availability and quality of its services; guaranteeing the best provision to Edinburgh children and young people. The centres are a beacon of good practice throughout the UK and beyond.

The Sport and Outdoor Learning Unit has recently started its periodic review of the Excursions Policy. The review of this framework for delivering offsite visits will focus on pandemic adaptation and renewal; safety; equity; equality; environmental sustainability and educational effectiveness.

Key contacts: Graeme Adams Graeme.Adams@ea.edin.sch.uk (Benmore); Nick March Nick.March@ea.edin.sch.uk (Lagganlia); and Andrew Bradshaw Andrew.Bradshaw@edinburgh.gov.uk (General).

Swanston Golf Club Girls Initiative

CEC Community Sport Hub officers have been working in partnership with Swanston Golf Club to support the development of girl's golf.

The club volunteers are hugely committed and have created a very welcoming and supportive environment for girls and their families. They have organised girls only sessions and camps and now have 40 girls as junior members.

Funding from the Golf Foundation has enabled the club to put in new tee markers to aid the transition to the full golf course for all juniors as they develop. Last week they held an Adult & Child Launch to promote the new tees, which was a fun and social occasion

(photo of 2 juniors at the event below)

PEOPLE COACHES CLUBS SCHOOL

Libraries

Libraries continue to look at other ways to reach their customers, keeping the core calendar of events alive by using the digital platforms.

One of the most successful "new ways "of working is hosting our Bookbug outside.

Libraries identified safe locations, completed the Risk Assessments and now 10 Libraries host outdoor Bookbug. Each session hosts 15 children with a parent/carer and each session is booked out within 2 days of advertisement. There is no doubt outside Bookbug is a great success and something that will be looked at to continue.

Chatterbooks Group.

This group has been a real success, it has 6 children from both Stockbridge and Blackhall attending fortnightly since the beginning of the year.

'We both wanted to thank you and Irena for such an inspiring time spent in the best and most imaginative way. Francesco has enjoyed every session he attended greatly, and it has made a difference with his mental and emotional well-being.'

Hi VIS – Visually impaired celebration in Libraries

Stockbridge Library set up a group not only for people with a visual impairment, but also for those who liked to listen to the library's audio book collection on Overdrive. They invited author Elizabeth Gifford to discuss her book 'The Lost Light of St Kilda'. The event was recorded in partnership with Adult Education and shared on social media as a means of promoting the importance of reading in different formats for those who have difficulty accessing the printed word. There were 8 book group members who attended, 6 have a visual impairment.

It was a great success: -

- Thanks to you, I had the privilege of meeting Liz, an amazing author, but also a lovely person, and so humble
- Margaret, Cloudy and Jan made such a great contributions with their knowledge of the area, and various persons connected to it.
- To think losing my eyesight led me to enjoy such an Interesting group of people who attend our macular group of course our audio book club.

Empathy Day
[ThingLink for Empathy Day](#) – From our School Librarians

- All 11 schools promoted Empathy Day on social media and in their school
- Of the 11 responding schools - three held events for Empathy Day with 420 pupils and 16 staff involved in the events

Make Music Day
Alan Govan from TRASH (making music from minimal means) held a workshop for our 14-16-year olds.
12 attendees had a truly brilliant workshop, made some fantastic music and thoroughly enjoyed themselves.

Central Music Library
At 2pm our Music Library broadcasted two events on Facebook, a small selection of Choral Groups who have appeared at the library before, Sangstream, the Rolling Hills Chorus and The Edinburgh Singers. This also included the Staff of Central Library Performing "Bring Me Sunshine", from last year and this year's rendition of "Stand By Me". Both are Make Music Day Anthems.

At 3pm our Music Library showed the Premier of the documentary about Get It Loud in Libraries, and their work over the last 15 years bring through emerging singers and bands, finding them Libraries to perform in. They appeared in Central Library 2 years ago, and our Music Library got a favourable mention.

Health Information Week
The Covid-19 pandemic has caused a huge disruption to cancer care, affecting diagnosis, treatment and support for thousands of people across Scotland. In Edinburgh the temporary closure of our Libraries meant that we haven't been able to support people face to face but that hasn't stopped us doing everything we can to be there for people and their families affected by cancer.

Macmillan @Edinburgh Libraries appreciate that, for some, this has been an incredibly isolating, lonely and frightening time with people not knowing who to turn to for emotional, practical or financial help. Often what people need is a friendly voice, someone to talk to and understand what they're going through at a time when they feel very alone.   We are aware of the impact this can have on our volunteers too who provide that support, that's why we felt it important to keep connected and share links which we hope in some way, will help people look after themselves both mentally and physically. From mindfulness to getting active, from burnout to emotional reliance.   We hope that there is something for everyone, feedback has been extremely positive with people telling us that it has made them more "self-aware" helping them to take stock and move forward positively.

Here are some of the health sites the Macmillan Team & their volunteers benefited from.

https://www.getcheckedearly.org – link to NHS Scotland encouraging people to get checked early including signs and symptoms of the various types of cancer

BBC Springwatch – Mindful moments, a compilation of visual and acoustic sounds to encourage us to sit back and relax

Fit For Health - Edinburgh Leisure – Keep active and feel better, a range of classes designed for anyone with a long term condition to help improve physical activity and mental health.

SAMH is the Scottish Association for Mental Health | SAMH – Support for individuals and workers working on the frontline

www.bbc.co.uk/programmes/p09by3yy - Michael Mosely TV Dr explores a series of bitesize lifestyle changes we can all make to feel better, a opportunity to learn, reflect, motivate and inspire people to manage their health and well-ness.

Escape, Connect, Relate

Edinburgh City Libraries have partnered with Young Scot to allow the Escape, Connect, Relate, our school librarian's wellbeing book list, to reach as many of our young citizens as possible. Check it out here.

Comments on our reopening
From some of our Facebook pages.

Can't wait to get back in! Hope it's all going well so far, see you all soon

Ohhhh this makes me sooo happy!! Can't wait to come and visit and drop my books back off to get some more!

So nice to come down this afternoon. We loved it

My boy can't wait to come back

Was great to be back this morning, it was a very reassuring set up.

A great library, kids seem to love the Children's Section.

That is brilliant news! Looking forward to visiting with my little girl.

Hello, my kids are really excited about coming back to the library. I offered to take them on Monday but my youngest wants to come on Wednesday instead "as a birthday treat"! It will be his 5th birthday.

Arts & Creative Learning Team, Lifelong Learning

Creative Learning Professional Learning

"It's CLPL, Jim, but not as you know it…"

Lorna MacDonald (Strategic Development Officer, Creative Learning) and Charlotte Bennett (Education Support Officer for Creative Learning) have had a busy year delivering Creative Learning focussed career-long professional learning (CLPL) to education colleagues in CEC and across the SEIC.
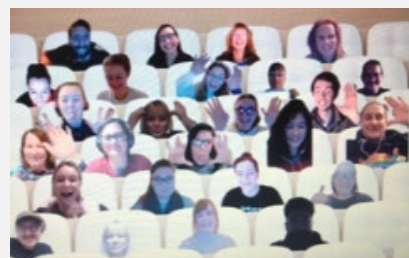
As well as being delivered as a part of the probationer and early-phase teachers' CLPL programme, a suite of creative learning courses have been delivered across the SEIC since December 2020. The courses are designed for education practitioners in any sector and setting, as well as at any stage in their professional career, to embed creativity skills into learning and teacher practice. Over 400 practitioners (including 280 probationers and early-phase teachers) have engaged in the CLPL sessions this year.

The first of these sessions, *An Introduction to Creativity Across Learning*, introduces practitioners to a variety of tools, ideas and resources that support creativity across learning. The follow-up course, *Developing Creativity Skills,* builds on the core skills learnt to embed creativity into different contexts, settings and practice across learning, teaching and assessment. Participants consider the creativity skills as defined by Education Scotland and the relationship between these skills in learners and teachers. Scotland's Creative Learning Plan At

A Glance gives an overview of this. The courses are practical, engaging and hands-on, encouraging discussion, creativity and risk-taking between participants to challenge practice.
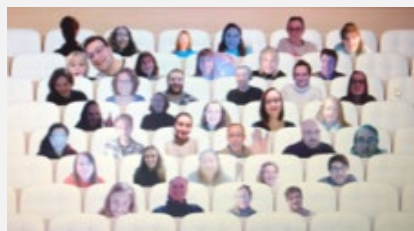
Feedback, both written and via Twitter, has been extremely positive, demonstrating the importance and relevance of these sessions to support practitioners, whichever stage of their professional career they are at. They also indicate the high-quality of content and engagement of the virtual sessions, which is vital when delivering online CLPL.

"It was exceptionally relevant…was engaging and enjoyed by all"
"It was really good and interactive – I usually shy away from talking on chats but it was welcoming and engaging"
"It has certainly opened up my eyes to what creativity really stands for"
"Terrific resources. What a lovely couple of hours".

These CLPL sessions are part of compulsory 2021-22 CEC Probationer Training, as well as a part of the SEIC probationer and early-phase teachers CLPL programme, offering support to those practitioners who may have missed out on valuable professional learning opportunities during the pandemic. Sessions have been run for YMI tutors as well as whole-school development in-service day training. The CLPL will be offered as a Train-the-Trainer model to develop capacity as well as support practitioners with leadership opportunities to deliver high-quality CLPL in their settings and beyond.

For more information, contact charlotte.bennett@edinburgh.gov.uk or creative.learning@edinburgh.gov.uk

Creative Learning and SEIC 2021-2022 Plan

Education Support Officer for Creative Learning, Charlotte Bennett, has been seconded from Clovenstone Primary to work with the South East Improvement Collaborative (SEIC). The post has been funded for by Education Scotland and Creative Learning Networks as part of a SEIC consortium bid to strategically lead on SEIC-wide creative learning. Based within the Arts and Creative Learning Team at CEC, the ESO role works closely with the SEIC team to drive forward the Regional Improvement Strategic Plan 21-22, which includes curriculum development as well as Learning, Teaching and Assessment, building capacity and ensuring sustainability of work, to develop creative learning and teaching resources for schools.

The new plan continues to embrace the SEIC vision of *Working Together, Empowering All and Improving Outcomes* with the five partner authorities (City of Edinburgh, Midlothian, East Lothian, Fife and the Scottish Borders) and Education Scotland's South East Improvement Team.

Creative Learning is embedded in the first of the strategic goals: *to drive high-quality learning, teaching and assessment* by developing creative learning, creative teaching and innovative pedagogies. The five areas of focus are:

1. To share and embed 3-18 Creativity Skills: Progression Framework in practice, with clear links to Benchmarks, HGIOS?4 and Career-Education Standard
2. Introduce a creative learning Storyline Approach pilot as a targeted approach for 2 teachers per authority to engage with high-quality creative learning and share practice within cluster
3. Deliver CLPL and Train-the-Trainer courses designed to embed Creativity Skills into learning and teaching practice
4. To develop a Creativity Developers GTCS-accredited course
5. Continue to engage practitioners in Creative Conversations through a blended delivery approach, as well as promote the new YouTube channel for self-led professional learning.

To achieve this, the Arts and Creative Learning and SEIC teams will work with a range of different networks and working groups, including individual local authority networks via GLOW Teams, for practitioners to lead on their learning, thereby creating an empowered group of like-minded individuals. As these networks are established across the local authorities, a SEIC Creative Learning Working Party will allow the SEIC Strategic Plan priorities to be strategically embedded and shared within the networks.

The updated Phase 3 Regional Improvement Strategic Plan 21-22 can be found on the SEIC website. Any questions relating to the plan can be sent to charlotte.bennett@edinburgh.gov.uk

Heads of Creative Learning - Get into Summer and Amazing Days, Amazing Memories

The Heads of Creative Learning group was established in November 2019 by the Arts & Creative Learning Team, with around 40 Arts and Cultural sector partner organisations in and around the city. The group is encouraged and supported to strategically work together and share good practice on educational offers and supports for schools and beyond. It also allows strategic overview of which schools are involved with projects and promotes effective work together as a Creative Learning Sector to support communities, particularly considering how to learn from and with each other, as well as how to most effectively work to provide quality offers to those who most need them, without duplication and ensuring strong relationships are built.

Several of the organisations whom are a part of this group successfully received funding for the Scottish Government *Get into Summer* initiative, to support families affected by the pandemic. These arts and cultural organisations have included the Jupiter Artland Foundation, National Galleries of Scotland, The Water of Leith Conservation Trust and Edinburgh Festival Fringe Society.

Amazing Days, Amazing Memories is a pilot, city-wide project connecting Arts and Cultural organisations around the city together with a targeted year group of school children, to support young people with emotional and physical well-being in a range of high-quality, creative learning opportunities. The project is currently in its early stages of planning and will support Scotland's Creative Learning Plan, including developing the young workforce by offering guidance and support with subject choices as young people transition from Broad General Education (BGE) into National 4/5s and beyond.

Creative Conversations

Creative Conversations continue to be extremely popular, with an average of 150 attendees per session and over 700 SEIC participants over the course of this year. The conversations bring school leaders, practitioners and partners together to discuss important ideas in and about education and is described as sector leading. The chat facility on Microsoft Teams allows for rich discussion as well as feedback:

"I'm starting to expect nothing less from these conversations!"
"I can't remember when I was last in such a supportive meeting. Loving the love and positivity"
"Thank you all for a truly excellent session – spot on message and action"
"Inspiring session, thank you so much! I've not taken so many notes during a professional learning opportunity for ages!"
"So much to think about. You are all keeping the passion alive. Thank you"

Creative Conversations over the past year have included a huge variety of topics as well as fascinating conversations with guests. Some of these have included Suzanne Zeedyk and Ollie Bray, Strategic Director of Education Scotland, on the importance of play-based learning, Helena Good and Ruth Cochrane from Daydream Believers talking about their new Creative Thinking Level 5/6 pilot and Fiona Duncan discussing the Independent Care Review and importance of creativity for care-experienced children and young-people. We were also lucky enough to welcome practitioners as a part of our end-of-term celebration event, whom shared their creative successes inspired from previously attended Creative Conversations.

With the recent creation of the YouTube channel to house recordings and podcasts, this will support to improve practitioner accessibility alongside encourage watching recordings as a part of their own self-led professional learning.

The blended approach for the 21-22 programme will allow practitioners to engage with the conversations from across the SEIC and beyond, either as a face-to-face or live recorded event. The calendar of events for the start of the academic year has a very exciting line-up of guests and topics, including bi-lingualism, inspirational teaching and climate change, in-line with COP26 being hosted in Glasgow this November.

**Creative Learning STEAM Residency Project in Partnership with Oulu (Finland)**

The Arts and Creative Learning Team developed a STEAM (Science, Technology, Engineering, Art and Maths) Residency in partnership with the city of Oulu, Finland, to develop creativity through an artist in residence for one school in each city. The project was fully funded by the city of Oulu as part of its recently successful bid as European Capital of Culture 2026.

Schools applied for the residency and the successful City of Edinburgh Council school was James Gillespie's High School, who were paired with a local artist with expertise in technical analogue and hybrid alternative photographic processes. The school and artist worked with an identified group of vulnerable pupils who the staff wanted to re-engage with learning in a creative way. The lead school staff were from the science department and combined with the artist's background and experience, allowed for an extremely rich and diverse collaborative opportunity, to also develop their own creative approaches. The project, which has been a blended approach of online and face-to-face work, is in its final stages, with an exhibition of the work produced by the young people to be shared at the start of the new term. We are hopeful that as restrictions ease, we will be able to travel to Finland (and vice versa) to share the learning.

The Edinburgh residency is fully supported by Arts and Creative Learning and practice in both Edinburgh and Oulu will be shared across both cities. The 3-18 Creativity Skills: Progression

Framework, evaluation resources and CLPL, developed by the Arts and Creative Learning Team and other partners, were used to support the project in Oulu as well as Edinburgh.

We are happy that both cities of Edinburgh and Oulu are keen to continue the project into 2021-2022. Some of the young peoples' creative work can be viewed on their [Research Blogs](#).
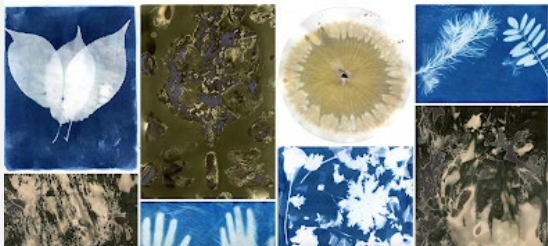
(Photos taken from SREO Research Blog, by pupils of James Gillespie High School)

Our Youth Music Initiative

Lesley Bruce and Emma Barclay from our Arts & Creative Learning Team, Lifelong Learning, explain how Youth Music Initiative (YMI) has been delivering their projects during a challenging year.

Over the past year our Youth Music Initiative team has been working hard to deliver our musical provision in new, safe and exciting ways. Each year, as part of the national YMI programme funded by the Scottish Government and administered by Creative Scotland, we deliver musical input to over 22,000 young people in schools across Edinburgh.

Despite the challenges faced, we are thrilled to have been able to offer a variety of musical opportunities to schools.

Enthusiastic and experienced YMI tutors delivered live online lessons to P1-5 classes in our primary schools and created pre-recorded lessons to accompany this too. These sessions helped pupils to develop their musical skills, cultural awareness, listening skills, numeracy and literacy through games, songs and movement.

Ratho Primary School participating in their live online NYCoS sessions

Our pre-recorded lessons have had almost 600 views already! Our delivery partners, Drake Music Scotland and Tinderbox Project, provided a range of musical experiences for young people in special schools too.

'Overall, I feel the music sessions were a very positive experience for children. They were able to learn new songs with actions (which all children could engage with, including children with Additional Needs). They were able to see and hear new instruments, learn about rhythm and musical dynamics. Our P1 children really enjoyed the music sessions and a big thank you to the YMI tutor who did a super job of teaching a music lesson to P1 children online! He was engaging and fun and the kids loved seeing him on screen.'

– Primary teacher, Roseburn Primary School

Leith Primary School participating in their Magic of Music live online sessions

We also introduced a new Outdoor Learning programme in several primary schools. Pupils took their learning outdoors, engaging with their local surroundings and the natural environment to develop musical skills, health and wellbeing and creativity.

'The YMI outdoor music sessions are so much fun. It's so lovely to see the children be a part of something again. I was a bit anxious about starting this new adventure but the staff and pupils at all schools made me feel so welcome. We have done lots of fun body percussion and we are working on putting this into couple of songs (The Lion King and Wellerman). I have enjoyed every session!'

– YMI Outdoor Learning Tutor

To celebrate all the wonderful musical activities that have taken place this year, we partnered with Reel Youth Media and our Instrumental Music Service to create a digital end of year concert: *Syncopate.* This was filled with pre-recorded content from primary schools, special schools and high schools across Edinburgh and premiered on YouTube on June 21st, in association with *Make Music Day 2021*.

Murrayburn Primary - the class perform their ukulele piece for the Syncopate concert

Schools who have been engaging in and enjoying our YMI provision have been tagging us in some lovely social media posts – to see these, visit our Arts & Creative Learning Twitter page, @CreateLearnEdin

We would like to use this opportunity to thank schools and teachers for taking the time to work in partnership with YMI tutors throughout this difficult year to ensure young people have been able to participate in these amazing musical experiences. We would also like to thank our YMI tutors for all their hard work and for pulling out all the stops to creatively deliver YMI provisions in these challenging and unprecedented times.

Education, Children and Families Committee

10:00, Tuesday, 24 August 2021

Update on Gaelic Medium Education Statutory Consultation

Executive/routine	Executive
Wards	All
Council Commitments	36

1. Recommendations

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

1.1.1 Note the content of this report.

Julien Kramer

Interim Executive Director of Education and Children's Services

Contact: Crawford McGhie, Senior Manager Estates and Operational Support

E-mail: crawford.mcghie@edinburgh.gov.uk

Report

Update on Gaelic Medium Education Statutory Consultation

2. Executive Summary

2.1   At the Education, Children and Families Committee on 28 May 2021 the Convenor committed to write to the Cabinet Secretary for Education and Skills to seek confirmation whether the proposal outlined in the draft statutory consultation paper aligns with the government's new national strategic approach for the growth of Gaelic Medium Education.

2.2   A meeting was held with the Cabinet Secretary after which the Council decided to re-evaluate two other site options for a GME secondary school. A new secondary school could only be delivered on either of these sites with support from the Scottish Government. As a response from the Scottish Government is still awaited it is not considered appropriate to progress with a statutory consultation at this stage.

3. Background

3.1   At the Education, Children and Families Committee on 28 May 2021 a report including a draft statutory consultation paper on Gaelic Medium Education (GME) in Edinburgh was submitted for consideration.

3.2   The Committee approved the following recommendations:

   3.2.1   Note that following an informal consultation the Council's preferred option for the future of Gaelic Medium Education in Edinburgh is outlined in the draft statutory consultation paper included in Appendix 1.

   3.2.2   Agree that the Convenor of Education, Children and Families should write to the Cabinet Secretary for Education and Skills to seek confirmation whether the proposal outlined in the draft statutory consultation paper aligns with the government's new national strategic approach for the growth of Gaelic Medium Education particularly in relation to the commitment to create a standalone secondary school in the centre of Edinburgh.

   3.2.3   Agree that the Convener reports back to the Education, Children and Families Committee on 24 August 2021 on the outcome of these discussions before proceeding to the Statutory Consultation.

3.3   The Committee also approved the following based on a Green Group amendment:

2

3.3.1 That the Education Convener and Deputy Convener write to the Scottish Government to confirm that it will commit to deliver on its manifesto promise for '*a standalone GME secondary school in central Edinburgh*' in order to provide a clear choice for parents in the forthcoming Council consultation on GME secondary education before proceeding with this consultation and also in time to address pressures of overcapacity at James Gillespie's High School."

3.3.2 That, as soon as the Scottish Government position had been clarified, this would be shared with Education, Children & Families Committee members, Gaelic Implementation Group members and representative parent bodies in advance of the next scheduled meeting of the Education, Children & Families Committee meeting on 24 August 2021.

4. Main report

4.1 Following the Committee meeting the Convenor of the Education, Children and Families Committee wrote the Cabinet Secretary and a follow up meeting was then held on July 15 2021.

4.2 Following the meeting, the Convener and Vice Convener wrote to the Cabinet Secretary to outline some of the key issues discussed and to update on the Council's decision to re-evaluate other site options for a GME secondary school. The informal consultation had raised issues around 'centrality' and there are two sites that would potentially address this particular concern. It was made clear though, that they can only be delivered with the support of the Scottish Government. A copy of this communication is included in appendix 1.

4.3 At the time of writing a response has not been received from the Cabinet Secretary. It is therefore not considered appropriate to progress with a statutory consultation at this stage. One implication of delaying a statutory consultation is it will not be possible to establish two new primary GME units – one in the south east and one in the west of the city – for August 2022 as was suggested in the draft statutory consultation paper considered by Committee on 28 May 2021.

4.4 If a statutory consultation can be completed before the end of the 2021-22 academic session, a GME secondary school could still be constructed at Liberton by 2025. However, the new primary units would only become operational for August 2023 and the first intakes from the new GME primary units into the new secondary school would be in 2030 rather than 2029. It is not recommended to grow primary GME without a long-term solution for the future of GME secondary provision because there is not sufficient capacity at James Gillespie's High School to accommodate pupils numbers beyond those typically feeding through from a double stream school.

5. Next Steps

5.1 Once a response has been received from the Cabinet Secretary a further update report will be submitted to Committee for consideration.

6. Financial impact

6.1 There are no additional or new financial implications.

7. Stakeholder/Community Impact

7.1 Any necessary statutory consultation will be conducted in line with the procedures set out in the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014.

8. Background reading/external references

N/A

9. Appendices

9.1 Appendix 1 – Letter sent to the Cabinet Secretary

APPENDIX 1 – Letter to Cabinet Secretary

Dear Shirley-Anne

Thank you for agreeing to meet with myself and the Vice Convener, Cllr Dickie in July to discuss the Council's proposals for a new and dedicated GME High School on the Liberton site to support the growth of Gaelic Medium Education in the city. We found it a very helpful meeting and we welcomed your positive comments and the Scottish Government's continued support for our strong proposals.

It was helpful to talk around the outstanding issues and concerns raised by parents, and to agree that it is their voice that is key in the forthcoming statutory consultation.

As you know, the Council has explored other sites when considering what could be delivered, whilst maximising the educational and immersion benefits for the young people at the heart of our proposals. Following further discussions and your offer of support we have decided to re-examine some of the original sites that were identified in order to ensure that there are no other viable options. In particular, those which would address the issue of 'centrality' which has been raised.

You will recall the table we provided which outlined the site options the Council had already explored. We are therefore writing to inform you that, with your offer of support we are reassessing two sites - the Police Headquarters at Fettes and the Old Victoria Hospital in Comely Bank.

However, it should be noted both of these options would only be viable with additional Scottish Government funding and we estimate the build cost – excluding the cost of the land - would be approximately £48 million

Another key and immediate barrier would be the site itself. We would need to have some assurance that the land would become available within the timescale we have set to open the new school before proceeding to a Statutory Consultation.

We would therefore ask you to consider whether you would be able to provide the level of support (if either of these options are available) and meet our criteria for building a new Gaelic school. As always, we are grateful if you have any further suggestions about other sites.

It is important to note that we know you will have many competing demands to balance at a national level, but fairness is at the forefront of our minds in Edinburgh too, given the rising rolls situation in this popular city, and the significant needs across our school estate.

In summary though, we'd like to assure you that we remain fully committed to doing our very best for Gaelic families and the growth of Gaelic Medium Education in Edinburgh. These are exciting times with GME growing at all levels in the city and that's why it is important we pause the consultation to ensure we take the right decision.

Again, thank you for your time.

Kind Regards

Cllr Ian Perry, Convener

Cllr Alison Dickie, Vice Convener

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Education, Children and Families Committee

10:00am Tuesday, 24 August 2021

Education Improvement Plan 2021-24

Executive/routine
Wards
Council Commitments

1.   Recommendations

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

1.1.1 Note, and approve, the improvement, outcomes and key strategic actions related to the aspects of the draft Education Improvement Plan 2021-24

1.1.2 Agree next steps at 5.1 – 5.3

1.1.3 Agree that updates on the work detailed in this report and the Action Plan are presented at every Committee until further notice.

Julien Kramer

Interim Executive Director of Education and Children's Services

Contact: Jackie Reid

E-mail: Jackie.Reid2@edinburgh.gov.uk   Tel: 0131 339 7115

Education, Children and Families Committee 24 August V0.3

Report

Education Improvement Plan 2021-24

2. Executive Summary

2.1 This report details the strategic context in which the Education Improvement Plan 2021-24 is placed. The plan is fully aligned to the strategic aims of The Edinburgh Children's Partnership Children's Services Plan 2020-23:-

2.1.1 Best Start - To be thriving adults, the first few years your people's lives are vital. The Edinburgh Children's Partnership is determined to ensure that appropriate support is provided at the right time to children and their families, to create the environment required to give every child the best start to a fulfilling life.

2.1.2 Bridging the Gap - Poverty and inequality affect many children and families, and this can bring great disadvantage upon a number of aspects of their lives. The Edinburgh Children's Partnership is determined to ensure that regardless of the challenges their circumstances may bring, every child will have the same chance to live a healthy, happy and fulfilling life.

2.1.3 Being Everything You Can Be - It is important to promote and support every child's aspirations to ensure they can become everything they can be, now and in the future. The Edinburgh Children's Partnership is determined to ensure that every child has the right to have all of their needs met and be able to shape and live a fulfilling life.

2.2 The Plan is also aligned to the key performance indicators within the Council Business Plan and the City Vision 2050, The overarching strategy is "Edinburgh Learns for Life – a vision for education." Included are the outcomes, key strategic actions, and measurements of impact, required to ensure all young people progress in their learning and experience success regardless of barriers they may be experiencing. The actions within the Plan are designed to create environment of collaboration that inspires connections across Schools and Lifelong learning, and beyond, to improve wellbeing of young people and their families, including strategies which reduce poverty.

2.3 This report describes the work needed in the following National Improvement Framework Priorities:-

2.3.1 reduce inequalities,

2.3.2 improve attainment in literacy and numeracy,

2.3.3   close the attainment and achievement gap between the most and least disadvantaged learners,

2.3.4   improve the health and wellbeing of all young people

2.3.5   improve the employability skills and sustained, positive destinations for all young people.

2.4   This report reinforces the Service commitment to, inclusion, equity for all learners and the eradication of poverty.

2.5   Particular emphasis is placed on improving outcomes for young people who living in poverty, are care experienced, or experiencing other barriers to learning.

2.6   The Early Years, Lifelong Learning and Community Learning and Development Improvement Plans are fully aligned to the Education improvement Plan 2021-24 to ensure that interservice actions are synergised in achieving the aims of the Edinburgh Learns for Life Strategy.

3.   Background

3.1   The previous Education Improvement Plan 2018-21 can be found in Appendix 1.

3.2   The 2021-24 Plan has been drawn together by a group of officers who have Strategic responsibility for the key actions detailed. In addition, the Senior Change and Delivery Officer, and Senior Data Analyst, were consulted regarding outcomes, measurements of impact, to ensure these were appropriate and aligned to the Council Business Plan. The Service's attainment advisor reviewed the draft plan to ensure appropriate actions are included to reduce inequalities and close the attainment gap. An abridged version of the Plan was sent to all Head Teachers by way of consultation, with the opportunity to provide feedback.

3.3   The 2021-24 Plan is designed to fulfil the Edinburgh Learns for Life Vision to provide a fairer, healthier, greener future for everyone where learning for life happens at home, in school, in the wider community and in the workplace.

3.4   The Plan is informed by self-evaluation data drawn from a range of sources and policy documents e.g. Local Child Poverty Action Report, Edinburgh City Vision 2050, Council Business Plan, Edinburgh Learns Frameworks and Empowered Edinburgh Board Action Plan evaluations.

3.5   Learning, and actions, from the report on the investigation into allegations of racism are embedded throughout the plan reinforcing our commitment to equality and diversity and equity of opportunity and success. This report can be accessed here:- https://democracy.edinburgh.gov.uk/documents/s32017/7.1%20Equalities%20-%20Investigation%20into%20Allegations%20of%20Racism.pdf

4. Main report

4.1 **Reducing Inequalities**: there is an overarching commitment to detailing actions which will reduce inequalities of outcome for all young people. This includes young people living in poverty, the care experienced community, and those with protected characteristics. This will be achieved through high level improvements which create an environment of collaboration that inspires connections, improves wellbeing and reduces poverty; an aim which is central to the Edinburgh Learns for Life strategy. This will improve attainment and achievement for all learners through the provision of inclusive, equitable and valuable learning opportunities. Improving attendance is key to this strategy- our young people need to attend school to be best supported by the people who work with them and know them best. The ambition to develop "20-minute communities" will enable all young people, and their families, to access the supports and services they need to thrive and succeed as learners and citizens. This will be supported by the Learning estates strategy which ensure investment in high quality, agile learning and community environments.

Curriculum reform is underway to ensure a commitment to equalities permeates every school's curriculum offer, eliminating any conscious or unconscious bias which may exist. There will also be a focus on sustainability within curriculum pathways, to ensure young people are provided with learning experiences which prepare them as citizens for a greener future. An example of this is the commitment of £40,000 of the £300,000 sustainability fund allocated within the Council's 2021/22 revenue budget to roll out a Climate Literacy Training programme. Pathways for all young people will provide a parity of esteem and flexibility, leading to a range of positive destinations, enabling young people to "find their passion." The Leadership for Equity professional learning programme will provide a main conduit to bring about the cultural, and attitudinal, change required to enable school leaders, and practitioners, to realise the Edinburgh Learns for Life vision and ensure positive attitudes to supporting young people living in poverty.

4.2 **Improvement in attainment, particularly Literacy and Numeracy:** The work of schools will focus on improve CfE levels of reading, writing talking and listening, and numeracy attainment at P1, P4, P7 and S3, including addressing gaps in learning. School leaver attainment in literacy and numeracy, with a particular focus on SCQF Level 5 will be improved; together with Improvement in the percentage of school leavers accessing qualifications at SCQF level 6.

This will be facilitated by staff teams who are supported to improve their skills through access to high quality professional learning, supported by the professional development and review process. The key professional learning offer will be the Edinburgh Learns Teachers' Charter. Innovations in the Digital Strategy, through the Empowered Learning project (1:1 devices) will ensure advancements in pedagogy and equitable access for all learners, building on the digital skills acceleration which has occurred throughout the pandemic. Improvements in the provision of teaching, learning and assessment will lead to a higher number of schools and centres self-evaluating as "good" or better for Quality Indicator 2.3 Learning, Teaching and Assessment and for impact Quality Indicators 1.3 Leadership of change and 3.2 Raising Attainment and Achievement. The provision

of Gaelic Medium Education will be further developed supported by the learning estates strategies. This will include a learner-led curriculum review.

4.3 **Closing the gap between the most and least disadvantaged learners**: Each school, ELC and learning context will provide an inclusive and nurturing ethos of high expectation and achievement. This will create the right learning conditions to provide targeted interventions to improve the attainment and achievement of disadvantaged children and young people, particularly those who are living in poverty, care experienced or who have protected characteristics. This will include an increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities. Exclusions will be reduced and attendance rates will be improved in our schools. Work in ELC will yield improvements in the percentage of young children reaching their expected developmental outcomes at 27 – 30 months.

4.4 **Improvement in children and young people's health and wellbeing**: Schools will be supported to develop a curriculum which enables all children, young people and adults to be successful, confident, responsible and effective in the local community and beyond. The impact of their work will be evaluated against the Wellbeing Indicators. Schools will continue to establish cultural values based on the inherent principles of Getting It Right for Every Child. Learners' experiences will support young people to develop their personalities, talents, mental, spiritual and physical abilities to their full potential. Practice and experiences should ensure that the needs of children, young people and adults are identified and addressed. Central to this work will be an increase in nurture provision across all schools. Improvements in practice will lead to a higher number of schools and centres self-evaluating as "good" or better for Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion.

4.5 **Improvement in employability skills and sustained, positive destinations for all young people:** Schools will develop pathways to ensure a skilled and competent workforce to support the City Deal aims. This will include the development of a skills-based curriculum offer which ensure equality of access and opportunity for success for all learners. This will lead to an improvement in school leaver destinations enabling young people to become active, responsible citizens of Edinburgh. The views of young people will be sought to ensure high levels of satisfaction with learners' experiences.

5.   Next Steps

5.1 Progress work as outlined in the draft Education Improvement Plan (Appendix 1)

5.2 Evaluate the progress of this plan through the Edinburgh Learns Empowerment Boards and progress and impact as detailed in School Standards & Quality Reports/Improvement Plans.

5.3 Lead strategic officers will report on the progress of this work to the Quality Improvement & Schools and Lifelong Learning Senior Management Team and to the Education, Children and Families Committee.

6. Financial impact

6.1 Additional Covid Recovery Funding :- £4.7 m

6.2 Empowered Learning Project Investment:- £17.6 m

7. Stakeholder/Community Impact

7.1 The Edinburgh Learns Empowerment Boards have representation from school leaders and relevant partner agencies. They will continue to engage with stakeholders in a range of ways, for example by inviting presentations and consulting reference groups. The reach of the Boards is increased through the range of established sub-groups and networks.

8. Background reading/external references

8.1 City-of-Edinburgh-Local-Child-Poverty-Action-Report-2019-20-final-0.4b.pdf (improvementservice.org.uk)

8.2 https://www.edinburgh.gov.uk/downloads/file/24286/gaelic-language-plan-2018-22

https://education.gov.scot/improvement/self-evaluation/HGIOS4

8.3 Edinburgh Learns Teaching and Learning Framework

8.4 Edinburgh Learns Assessment and Moderation Framework

8.5 Edinburgh Learns Professional Learning Offer

8.6 Edinburgh Learns HWB Strategic Plan (Appendix 2)

8.7 Edinburgh Learns Pupil Equity Funding Planning Guidance (Appendix 3)

9. Appendices

9.1 Appendix 1 Education Improvement Plan 2018-21

9.2 Appendix 2 Education Improvement Plan 2021-24

9.3 Appendix 3 Edinburgh Learns HWB Strategic Plan

9.4 Appendix 4 Edinburgh Learns Pupil Equity Funding Planning Guidance

The City of Edinburgh Council Education Improvement Plan 2021-24

Appendix 1

Foreword

Message from Councillor Perry	Introduction from Director of Education & CS

The City of Edinburgh Council Education Improvement Plan 2021-24

Business Plan

The Business Plan describes the approach we will take to deliver our city's priorities in the form of 15 outcmes with actions. This plan stands as one part of a golden thread linking and guiding our operations, through to the shared goals and commitments of the Edinburgh Partnership and towards our long term ambitions for Edinburgh to be a fair,welcoming, pioneering, and thriving city as exressed by the 2050 Edinburgh City Vision. These priorities represent a core focus for all our teams over the next phase of the city's development and for the way we will reform our services.

Ending poverty by 2030

Becoming a sustainable and net zero city

Wellbeing and equalities

Outcomes
- On track to end poverty in Edinburgh by 2030 by meeting the targets set by the Edinburgh Poverty Commission
- On track to deliver new prevention service models
- More residents experience fair work and receive the living wage
- Intervene before the point of crisis to prevent homelessness
- Ongoing delivery of our 20,000 affordable homes programme
- Increasing attainment for all and reducing the poverty related attainment gap
- Edinburgh's economy recovers from recession and supports businesses to thrive

Outcomes
- On track to deliver our 2030 net zero target
- Citizens are engagedand empowered to respond to the climate emergency
- Deliver key strategic sites and project to meet the needs of a diverse and growing city
- The city has a well-connected and sustainable travel and active travel network

Outcomes
- People can access the support they need in the place they live and work
- Improved safety and wellbeing for vulnerable citizens
- Core services are maintained or improved
- Make better use of the Council estate and resources to meet our strategic priorities

The Council Business Plan and the Education Improvement Plan

The Council Business Plan has 3 priorities:

- Ending poverty by 2030
- Wellbeing and Equalities
- Becoming sustainable and net zero

These priorities will be delivered through the Adaptation and Renewal programme, which has four Officer Working Groups. These are:

1. Change, People and Finance
2. Service Operations: Wellbeing Programme
3. **Life Chances**
4. Sustainable Economic Recovery

The **Life Chances** Officer Working Group will drive forward key projects to reduce poverty in the city. The group is focusing on:

- **Life Chances Vision**: Edinburgh is a fair and inclusive city with equal opportunities for all, where all citizens benefit from the city's success, and no one is left behind.

- **Life Chances Mission**: our priorities of addressing poverty, sustainability and wellbeing will be at the heart of this Programme's work.

Ending poverty by 2030

Preventing people from getting into poverty is at the heart of what we do, and it's one of our three priorities in the Business Plan.

There are seven key outcomes in the plan that will help us achieve this priority:

1. On track to end poverty in Edinburgh by 2030 by meeting the targets set by the Edinburgh Poverty Commission
2. On track to deliver new prevention service models
3. More residents experience fair work and receive the living wage
4. Intervene before the point of crisis to prevent homelessness
5. Ongoing delivery of our 20,000 affordable homes programme
6. **Increasing attainment for all and reducing the poverty-related attainment gap**
7. Edinburgh's economy recovers from recession and supports businesses to thrive

Education and Learning is key to lifting people out of poverty which is at the heart of the Education Improvement Plan.

The Life Chances board has identified three major workstreams that will focus on delivery of the key outputs:

- **Digital learning and teaching** - Implement education provision post-Covid-19 and assess longer-term education offering. Consideration of future learning estate and digital strategy.

- **Poverty and prevention** - Deliver an ambitious project of council-led actions in response to poverty commission findings to end poverty and embed all services' work into powerful approaches to improve citizen wellbeing and resilience.

- **Edinburgh Learns for life** – Longer-term learning and career goals, and partnership working with Higher Education and Further Education to develop new pathways for success.

The Education Improvement Plan supports **Edinburgh Learns for Life** which is one of the **Life Chances** major workstreams.

Introduction to Edinburgh Learns for Life

In keeping with the City Vision, our vision for 2050 is of a fairer, healthier, greener future for everyone where learning for life happens at home, in school, in the wider community and in the workplace. This is a long-term vision that begins over the next few years by

- ending poverty and preventing adverse outcomes such as homelessness and unemployment
- becoming sustainable and net zero city
- making sure wellbeing and equalities are enhanced for all

Uppermost is the need to remove stigma for all citizens. This can only be achieved by creating pathways of equal esteem and challenging ingrained cultural biases.

Implementing change such as this needs to begin immediately but will be most effective when the capacity exists to do so. Meeting basic health and safety needs and responding to the operational issues presented by the COVID response will continue to be the main priority. The school Renewal and Improvement Plans support the Education Improvement Plan and set out the expectations per school to meet core and statutory duties.

It is expected that each school operating within their learning community will have achieved all objectives over the three-year period, assuming the COVID-19 response demands lessen, and the capacity to improve increases. Over the next three years all schools will produce their own Edinburgh Learns for Life Learning Strategy. This will include the policy and practice agreed at local level to make the city vision a reality.

Wellbeing and Resilience | Teaching, Learning and Assessment | Equity, Equalities Inclusion

School Renewal Planning Themes 2021/22

Edinburgh Learns for Life

Our Mission

To create a world class learning city where everyone's skills, knowledge, creativity and relationships with people and places are equally valued. To create an environment of collaboration that inspires connections, improves wellbeing and reduces poverty.

Our Goals

Transform

We will provide inclusive, equitable, valuable learning opportunities for everyone.

Connect

We will use a place based approach to build collaborative and sustainable learning communities and networks.

Empower

We will co-create the environments where learners can lead and shape their own learning.

Our Vision

A fairer, healthier, greener future for everyone, where learning for life happens at home, in school, in the wider community, and in the workplace.

Edinburgh Learns for Life Boards

Teaching, learning and assessment	Digital learning	Leadership	Learning together
Inclusion	Equalities	DYW (Pathways)	Sustainability
Rights	Equity	Health and wellbeing	

Empowerment will continue to underpin all our work through Edinburgh Learns for Life Boards, each of which has developed an Action Plan and revised Frameworks for schools to follow. Empowerment, Staffing, Finance and Learning Estates Boards also agree policy, monitor progress and co-construct decisions for schools.

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Section 1:   Reducing inequalities

Governance: Edinburgh Learns Equalities Board

Edinburgh Learns Inclusion Board

Edinburgh Learns Equity Board

CEC Promise Governance Group

Corporate Parenting Members' Officer Group

Steps taken by the authority to reduce inequalities of outcome. This includes those living in poverty, care experienced young people and those with protected characteristics.

High level improvements	1.1	Create an environment of collaboration that inspires connections, improves wellbeing and reduces poverty
	1.2	Improve attainment & achievement opportunities for pupils who are living in poverty, are care experienced or who have other protected characteristics
	1.3	Provide inclusive, equitable & valuable learning experiences for young people living in poverty, are care experienced, or experiencing other barriers, to ensure they fully develop their potential
	1.4	Improve the attendance of young people at risk of not achieving their potential due to non-attendance at school
	1.5	Improve pathways for all young people to provide parity of esteem and flexibility in learning which will lead to a range of positive destinations

Outcomes	Strategic actions	Measurement
IMPROVED STRATEGIC PLANNING All learners, regardless of their socio-economic status, or other barriers, access all opportunities in school and wider community	Support schools in the planning and delivery of Edinburgh Learns for Life strategy • 10 schools 20/21 • 40 schools 21/22 • Remainer 22/23	All school improvement plans detail actions which deliver the Edinburgh Learns for Life Vision

IMPROVED CULTURE
Stigma related to young people living in poverty, and those with protected characteristics, is eliminated
 	
Strategies to eliminate poverty are implemented effectively
	Ensure school leaders and staff attend:
	  o Leadership for Equity;
	  o Coaching for Equity;
	  o T&L for Equity
	• Creating processes that ensure that staff are aware of their roles within promoting Equity
	• Embed 1 in 5 approaches, and priority areas including child poverty, Discover and temporary homelessness.
	• Embed City of Edinburgh Equity (Poverty Proofing) Framework
		Leadership for Equity Programme
		  a) Number and % of staff attending the programme
		  b) evaluation feedback (learning and behaviour change via programme)
		• Number of schools actively engaged with 1 in 5 is increased
		• Number of new recommendations to Discover is increased
		• Total number of families who:, a) attend Discover and b) benefit from Discover is increased
		• Number of families provided with Discover in a box is increased
		• Number of child welfare concerns relating to poverty is decreased.
		• Number of families accessing support through the maximise programme is increased.

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IMPROVED SERVICE DELIVERY • The percentage of ELC/schools self-evaluated as 'good' or better for QI 1.3 Leadership of change is increased • The percentage of schools self-evaluated as 'good' or better for QI 3.2 Raising Attainment and Achievement is increased. The 'gap' continues to narrow for children and young people in SIMD Q1	• Increase the number of schools who have completed Nurture training • Implement or embed Nurturing Schools Principles • Establish Wellbeing Hubs in all Secondary Schools	• Pupils with protected characteristics report increased sense of belonging and wellbeing. • Participation rates in Nurture training. All Secondary Schools have an authority accredited Wellbeing Hub
BETTER VALUE The percentage of schools evaluated as 'good' or better for QI 1.5 Management of Resources for Equity is increased	All senior leaders attend QI 1.5 training	The percentage of schools evaluated as 'good' or better for QI 1.5 Management of Resources for Equity is increased.
BETTER EXPERIENCES Children and young people living in poverty and care experienced young people, requiring targeted interventions, are effectively assessed and supported at the earliest opportunity.	Ensure all appropriate staff (SfL, Pupil Support, PSAs, PSOs) are trained in core interventions • Literacy • Numeracy • nurture	Engagement and Participation rates (HWB census & Healthy Behaviour)
IMPROVED ATTENDANCE Low Attendance is improved for those learners who are care experienced or living in poverty	• Implement a robust monitoring and tracking system for low attendance with follow up support and challenge for schools.	• LA Attendance data • Reduction in % of exclusion rates and increase in attendance rates

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	• Further develop partnership working and provide training for staff and school senior officers in risk management and reduction procedures • Develop an attendance strategy • Undertake thematic review of attendance procedures to provide targeted support for schools to improve attendance of the most vulnerable pupils • Undertake Desktop review for Flexible timetable thematic review	• % of pupils escalated to EWS/Senior Managers • Increase of % of pupils on flexible timetables working towards certificated awards and wider achievement. • Parent/Family questionnaire • Data from thematic reviews of attendance procedures
IMPROVED CURRICULUM (Equalities) • All children and young people experience an inclusive, decolonised and anti-racist curriculum which enables those with protected characteristics to maximise success and achievement	• Through the Equalities Staff Reference Group, review and decolonise the primary and secondary curriculum • Develop an inclusive and anti-racist curriculum • Review and develop an inclusive curriculum for Early years	Equalities Thematic Review (follow up) • Data gathered from children and young people about the design of curriculum offer, diversity of content and equality of access • School Curriculum Rationales
IMPROVED ELC (1140) All eligible 2, 3 & 4 year olds will receive 1140 hours of high quality early learning and child care within their chosen locality • Continuity for children 0-6 in the Early Years supporting child development and progression through play. • Improvement in literacy and numeracy levels for children experiencing deprivation. • Reduction in the level of concerns around child welfare.	• Flexibility of ELC provision will be enhanced through the completion of 5 new build ELC settings and through being responsive to the needs of families. • Within ELC, there will be a focus on interactions and environments, both indoors and outdoors, ensuring high quality learning experiences for all. • Collaboration with ASL service and EP Service to ensure that there is a robust system using Child Health Review data to ensure early intervention approaches.	• Parent and Carer Surveys • Percentage of children meeting all their developmental milestones at the 27-30 month child health review is increased. • Percentage of children meeting all their developmental milestones at the 4-5 years preschool child health review is increased. • All ELC settings will be graded good or above meeting the National Standard

• Families experiencing poverty will be supported in accessing available financial support.	• Implement the Maximise programme where applicable in the learning communities based on initial findings from the pilot	• Data from pilot Maximise project
IMPROVED EARLY LEVEL PEDAGOGY All primary schools offer learning through play in P1 and P2	• Establish seven 0-6 Learning Collaborative involving Early Years Centres and Primary Schools as pilot project year 1 • EYPs to work across early years and Primary 1. • Work with Health Visitors to use findings from Child Health Reviews to implement support for children. • Collaborate with ASL and Early Years EP services to support and implement progression in play pedagogy.	• Percentage of children achieving early level literacy at the end of Primary 1is increased. • Percentage of children achieving early level numeracy at the end of Primary 1 is increased.
IMPROVED CURRICULUM (Pathways) • Children and young people access a range of pathways which enables them to find their passion in learning, leading to positive destinations. This includes curricular and wider achievement opportunities. • Learners facing disadvantage are provided with the right support to access and progress in their learning	Working through Localities, closely monitor and promote attainment and achievement of young people living in poverty and care experienced learners educated within and outwith the authority	• View from young people about engagement in learning and wider achievement. • Tracking and monitoring of wider achievement data including certificated awards and personal achievements.

The City of Edinburgh Council Education Improvement Plan 2021-24

Section 2:   National Improvement Framework: National Priorities

2.1 Improvement in attainment, particularly in literacy and numeracy

High level improvements	Improve CfE levels of reading, writing talking and listening, and numeracy attainment at P1, P4, P7 and S3 including addressing gaps in learning
	Improve leaver attainment in literacy and numeracy with a particular focus on SCQF Level 5; and Improve the percentage of school leavers accessing qualifications at SCQF level 6.
	All staff improve their skills through access to high quality professional learning, supported by the professional development and review process
	Increase the percentage of schools self-evaluated as 'good' or better for QI 3.2 Raising Attainment and Achievement
	Increase the percentage of centres self-evaluated as 'good or better for QI 3.2 Securing children's progress
	Increase the percentage of schools self-evaluated as 'good' or better for QI 2.3 Teaching, Learning & Assessment

School Leadership	School Improvement	Teacher Professionalism	Parental Engagement	Assessment of Children's Progress	Performance Information

Outcomes	Governance/Links to Plans	Key Strategic Actions	Measurement
Attainment & achievement for all is raised	Edinburgh Learns for Life Strategy (Lead Officer) Lorna French Edinburgh Learns Teaching, Learning & Assessment Board EL Learning & Teaching Framework EL Assessment & Moderation Framework	• Direct available funds to the effective deployment of staff to address gaps in learning • Implement targeted interventions for all Children & young people with gaps in literacy and numeracy skills • Implement or embed (authority) BGE Tracking and Monitoring system	• Evaluated Additional Covid Funding Recovery Plans • ACEL data, Complimentary tariff scores • School adoption rates (Waves 1, 2 & 3) including pilot phase

	Edinburgh Learns Raising Attainment Team EL Professional Learning offer		
Staff skills are improved	Edinburgh Learns Teaching, Learning & Assessment Board	• Ensure teaching staff achieve the Edinburgh Teachers' Charter • Ensure Early Years/Lifelong Learning Staff access appropriate core CLPL for individual roles • Revise PRD policy in line with authority guidance	• No of teaching staff (4000) demonstrating a high level of competence in all 4 aspects of the charter (30% yr1, 50% yr2, 70% yr3) • Practitioner Participation rates in appropriate CLPL is increased • No of schools who have revised process- audit
Tools and resources provided for staff are improved	Edinburgh Learns Teaching, Learning & Assessment Board Edinburgh Learns Digital Board	• Revise School/Cluster Teaching and Learning Policy in line with authority guidance • Revise School/Cluster Assessment Policy, including Quality Calendar in line with authority guidance • Implement Empowered Learning Project (1:1 Devices)	• QICS audit number/quality assurance of revised Policies • As above • Tracking of roll-out of devices • Participation rates in CLPL • Impact on pupils' learning (attainment data, evaluations from pupils, parents/carers, staff

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Engagement in Family learning is increased **Engagement of parents & carers is increased**	Edinburgh Learns Learning Together Board Edinburgh Learns Learning Together Framework	• Providing Family Learning opportunities to parents across the city, to learn together, share experiences and ideas and build confidence to support their children's learning at home • Ensure future Family Learning programmes are developed in a way that meets the needs of families living in poverty, BAME families and parents/carers with children with ASN • Ensure progression routes for adult learners are more integral to family learning activities and programmes	• Participation rates in family learning opportunities • Evaluations from identified range of stakeholders • Quality assurance of sample of progressive family learning programmes • Participation rates in opportunities • Parents' & carers' evaluations of skills developed
Attainment in Numeracy and Maths is raised	Darren McKinnon (QIM) Edinburgh Learns Teaching, Learning & Assessment Board	• Improve Professional Learning Skills in mathematics – Second Level BGE • Revise Numeracy and Mathematics Policy in line with Authority Guidelines	• Participation rates in CLPL • QICS audit number/quality assurance of revised Policies
High quality learning experiences are delivered to all children across Early Level	Gill O'Rourke Early Years QIEO Early Years Improvement Plan	• Develop 'Edinburgh Learns for Life Early Years – Teaching, Learning & Assessment' booklet linked to HGIOELC, Realising the Ambition and the new CI Quality framework • Revise and refresh: -Core Early Years curriculum and pedagogy guidance	• Quality assurance using national documentation HGIOELC and Realising the Ambition • Ensure that all settings are meeting the National Standard based on CI Quality Framework

		-Play for Learning pedagogy guidance for Primaries 1 and 2	
Expansion of and improvements in the delivery of Gaelic Medium Education	GME Implementation Unit (Lorna French, Bethan Owen, Crawford McGhie Lead Officers) National Gaelic Language Plan 2018 – 2023 City of Edinburgh Gaelic Language Plan 2018 – 2022 Edinburgh Learns for Life Strategy Faster Rate of Progress (DFM Group)	• Develop and implement Gaelic Learning Strategy • Develop and implement Gaelic Learning Estates Strategy • Provide strategic leadership for expansion and improvement of GME provision. • Establish framework for Learner-Led Consultation on future provision of GME • Establish strategy for workforce planning and curriculum development. Engage fully with national partners to support development and improvement	• Increased provision for EY, primary and secondary GME in line with road map for expansion 21-25. • Planned incremental enhancement of staffing capacity to support leadership and expansion of curriculum offer. Roadmap for curriculum development aligned to outcomes of learner-led consultation.

2.2 Closing the attainment and achievement gap between the most and least disadvantaged learners

High Level improvements	Ensure an inclusive and nurturing ethos of high expectations and achievement in every school, ELC and learning context including out of school Improve attainment and achievement of disadvantaged children and young people, particularly those who are living in poverty, care experienced or who have protected characteristics Deliver an increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities Reduce exclusions and improve attendance rates in our schools, especially for care experienced children and young people Ensure an improvement in the percentage of young children reaching their expected developmental outcomes at 27 – 30 months

School Leadership	School Improvement	Teacher Professionalism	Parental Engagement	Assessment of Children's Progress	Performance Information

Outcomes	Governance/Links to Plans	Key Strategic Actions	Measurement
The gap in learning between the most, and least, disadvantaged learners is reduced	Edinburgh Learns Equity Board Local Child Poverty Action Report (Linda Lees) Edinburgh Poverty Commission Calls to Action End Poverty in Edinburgh, City of Edinburgh Council Delivery Plan 2020-30 End Poverty Edinburgh Progress Monitoring Framework End Poverty Edinburgh Targets and Measures CEC Pupil Equity Fund Planning Guidance	• Promoting understanding of data and the ability to use data to inform next steps in closing the poverty-related attainment - and achievement – gap • Ensure all support staff access appropriate training- Edinburgh Learns Core Support Staff CLPL • Use Pupil Equity Fund to resource approaches to raise attainment for Equity Cohorts	• LA Data % of pupils achieving expected level (comparison across SIMD qunitiles) • Participation rates in CLPL • QICS quality assurance of PEF Plans • School tracking and monitoring data

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2.3 Improvements in children and young people's health and wellbeing

High Level improvements	Support schools to develop a curriculum which enables all children, young people and adults to be successful, confident, responsible and effective in the local community and beyond Schools evaluate children's progress in HWB as evidenced by Wellbeing indicators from N1-S6 Establish cultures based on Getting It Right for Every Child Develop learners' experiences which support them to develop their personalities, talents, mental, spiritual and physical abilities to their full potential Develop practices and experiences which ensure that the needs of children, young people and adults are identified and addressed Increase the provision of nurture across schools increase the percentage of schools evaluated as 'good' or better for QI 3.1 inclusion equity and wellbeing

School Leadership	School Improvement	Teacher Professionalism	Assessment of Children's Progress	Parental Engagement	Performance Information

Outcomes	Governance/ Links to plans	Key Strategic Actions	Measurement
Equality for children and young people with protected characteristics is ensured	Edinburgh Learns Health and Wellbeing Board (Lead Officer Janice Watson) Edinburgh Learns: HWB Framework	• Embed revised local authority policy to prevent and respond to bullying and prejudice • Embed Tackling Racist Incidents guidance	• Increased % of pupils report they feel safe at school • Increased % of BAME pupils report they feel safe at school
A minimum standard for HWB across all sectors (Edinburgh HWB Guarantee) is implemented	• Edinburgh Learns Health and Wellbeing Board (Lead Officer Janice Watson) • Edinburgh Learns HWB Strategic Plan	• Cross sector SLWG to establish key components of the guarantee • Establish approach to evaluating HWB across schools/settings • Review and improve the PSE curriculum in secondary schools	• Edinburgh HWB Guarantee agreed across the sectors • All schools meet the agreed standard by 2024 • Approaches to evaluation of HWB agreed and embedded into Edinburgh HWB guarantee

		• Implement RHSP curriculum across the sectors as appropriate • Implement Mentors in Violence Prevention in all secondary and special schools (where appropriate) • Implement Young Minds Matter in secondary schools • Review and develop an inclusive curriculum for Early Years	• All schools have a plan to improve their PSE curriculum in line with Education Scotland guidance by 2023 • All primary schools have a trained RSHP lead by 2022 • All schools have a planned progressive, relevant RSHP curriculum by 2022 • All secondary/special schools have staff trained in MVP and the programme planned into their curriculum by 2023 • All secondary/special schools have YMM embedded in their PSE curriculum by 2024 • New inclusive curriculum in place across all EY settings by 2024
The PSE curriculum in secondary schools in improved		• All schools will implement Relationships, Sexual Health and Parenthood Curriculum	• No of schools implementing revised Curriculum
The provision to meet the needs of young people in secondary schools is improved		• Establish Wellbeing Bases in Secondary Schools • Undertake Inclusive Practice Review within three-year cycle	• Increase of % attendance of pupils identified on SEEMiS as SEBN

			• Reduction of % exclusions of pupils identified as SEBN • Increase of % of puils identified on SEEMiS as SEBN achieving certificated awards/wider achievement
Outdoor learning provision is increased		• Revise School/Cluster Outdoor Education policy	• QICS evaluations of Schools' Outdoor Education Policies

2.4 Improvements in employability skills and sustained, positive destinations for all young people

High level improvements	Increase the number of young people who report high levels of satisfaction with learners' experiences Support schools to develop pathways to ensure skilled and competent workforce to support the City Deal aims Support schools to develop skills-based curricula Support schools to improve school leaver destinations An increase in opportunities for young people to develop into active, responsible citizens of Edinburgh

School Leadership	School Improvement	Teacher Professionalism	Assessment of Children's Progress	Parental Engagement	Performance Information
Outcomes	**Governance/Links to plans**		**Key Strategic Actions**		**Measurement**

Embed children's rights (UNCRC)		• All schools review Curriculum Rationale & Pathways to ensure children's rights and wellbeing are secured • Increase capacity to support schools in achieving Rights Respecting Schools status	• Young people's views about revised curricular pathways • No of schools achieving Rights Respecting Schools at bronze, silver and gold • Number of schools progressing from Bronze Rights Respecting Schools to Silver
Review curricular pathways to ensure coherent development of skills	Edinburgh Learns: Pathways to DYW Edinburgh Learns: Teaching & Learning (Teacher's Charter)	• All schools & Learning Communities (clusters) use My World of Work Learning Profile for primary to secondary transition • All schools embed Career Education Standard at appropriate stage • All schools embed Teacher's Charter and undertake relevant Skills CLPL through EL offer • All secondary schools implement Transitions Guidance for young people from S3 with additional support needs • Pupil support teams, working collaboratively with SDS, and DYW Coordinators provide high quality information, advice and guidance to improve pathway progression	• Number of senior phase learners doing Foundation Apprenticeships and SCQF Awards • Number of children and young people with MyWOW login • Number of staff undertaking EL CLPL – Skills and CIAG • Completion and retention rates in Further Education • Increase of % of young people with ASN moving into positive destinations

Align pathways to provide parity and fairness	Edinburgh Learns: Pathways to DYW Roberta Porter Linda Lees Paul McCloskey	• All secondary schools review and align curricula • Continue to develop flexible pathways for all learners, including access to appropriate vocational learning based on parity of esteem • Senior Transition must include rigorous action planning for all those at risk of a negative destination. Partnerships between schools and post-school destination providers are critical to ensure the process is robust • Continue to develop digital consortia offer to improve breadth and depth of senior phase offer	• School Leaver Destination Results (SLDR) – initial and sustained • Participation Measure (monthly and annual) • Attendance measures • Number of senior phase learners doing digital consortia learning; Foundation Apprenticeships and SCQF Awards • Attainment: improve outcomes for all data • No. of accredited Wider Achievement Awards gained in and out of school
Develop strategic plans to meet the objectives of the City Vision 2050		• All schools prepare Edinburgh Learns for Life learning strategy and Routemap • Youth Employment Partnership, with a revived Edinburgh Guarantee service based on the Scottish Guarantee will ensure No One is Left Behind. This will provide a bridge between education and economic development structures and more effective gateway to training and employability opportunities.	• Number of training and employment opportunities within The City of Edinburgh Council for school leavers • Sustained SLDR

Year of Education Improvement Plan	Evaluation of Impact
Session 21-22	
Session 22-23	
Session 23-24	

Attainment in Edinburgh Schools (2017-20)

Broad General Education – literacy and numeracy in primary schools

- Note that no attainment data for the Achievement of Curriculum for Excellence Levels (ACEL) was gathered in 2020 – this was a decision made at national level. Our own tracking and monitoring, including predictions of ACEL, indicates that figures for 2020 would have dropped due to loss of learning during the pandemic (typically by 5 percentage points). Data for 2017-2019 is given below.
- We are focusing on improvements in numeracy, with a particular focus on P4-P7. High-quality professional learning has been developed and trialled remotely, focusing on a deeper understanding of pedagogical content knowledge and improved teaching and learning.

The table below shows the percentage of pupils achieving the expected CfE level in **literacy (reading)**

All pupils	2017	2018	2019
P1	82%	83%	84%

The table below shows the percentage of pupils achieving the expected CfE level in **numeracy**

All pupils	2017	2018	2019
P1	86%	86%	87%

	2017	2018	2019			2017	2018	2019
P4	79%	81%	82%	P4		78%	80%	81%
P7	80%	81%	84%	P7		76%	78%	81%
P1, P4, P7 combined	**80%**	**82%**	**83%**	**P1, P4, P7 combined**		**80%**	**82%**	**83%**

SIMD Quintile 1	**2017**	**2018**	**2019**	**SIMD Quintile 1**	**2017**	**2018**	**2019**
P1	69%	71%	72%	P1	75%	75%	77%
P4	65%	67%	68%	P4	65%	65%	68%
P7	65%	65%	71%	P7	60%	64%	67%
P1, P4, P7 combined	**67%**	**68%**	**70%**	**P1, P4, P7 combined**	**67%**	**68%**	**71%**

Senior Phase – literacy and numeracy (school leavers)

- From 2017-2019 figures were below national and Virtual Comparator figures, both for all pupils and for those living in our most deprived areas. It is encouraging to see the 2020 figures more in line (or above), but this needs cautious interpretation due to the different certification processes in place during the pandemic.
- We will continue to focus on improving attainment for our leavers in literacy and numeracy, and addressing the attainment gap.
- Particular areas of focus are improving the percentage of leavers achieving SCQF Level 5 qualifications, and improving pathways to Level 5 Numeracy.

School leavers achieving SCQF Level 5 (or better) in literacy and numeracy – all leavers

The table below shows the percentage of all school leavers achieving SCQF Level 5 (or better) in literacy and numeracy, compared to the Virtual Comparator (VC) and national figures, for the last four sessions:

School leavers achieving SCQF Level 5 (or better) in literacy and numeracy – SIMD Quintile 1

The table below shows the percentage of school leavers from the most deprived areas (SIMD Quintile 1) achieving SCQF Level 5 (or better) in literacy and numeracy compared to the Virtual Comparator (VC) and national figures for the last four sessions:

Year	Edinburgh	Virtual Comparator	National
2017	65	69	66
2018	67	70	67
2019	67	70	67
2020	72	72	69

Year	Edinburgh	Virtual Comparator	National
2017	41	47	49
2018	45	47	51
2019	44	49	51
2020	51	51	52

Senior Phase – SCQF Level 6 (school leavers)

- The data here broadly mirrors that for literacy and numeracy, with Edinburgh figures below VC (and national for SIMD Quintile 1) in 2017-2019 but improvements in 2020; again, this needs to be interpreted with caution.
- Our focus remains on improving tracking and monitoring; on improving the quality of teaching and learning via our Edinburgh Learns Teacher Charter; and on improving pathways at all levels to ensure an appropriate curriculum for all our young people.
- Our Leadership for Equity programme of professional learning for leaders will improve understanding of equity issues and the steps necessary to bring improvements in outcomes.

School leavers achieving one or more awards at SCQF Level 6 (or better) – all leavers

The table below shows the percentage of all school leavers achieving one or more awards at SCQF Level 6 (or better), compared to the Virtual Comparator (VC), for the last four sessions:

Year	Edinburgh	Virtual Comparator	National
2017	66	68	65
2018	67	69	66
2019	68	70	66
2020	71	72	68

School leavers achieving one or more awards at SCQF Level 6 (or better) – SIMD Quintile 1

The table below shows the percentage of school leavers from the most deprived areas (SIMD Quintile 1) achieving one or more awards at SCQF Level 6 (or better), compared to the Virtual Comparator (VC), for the last four sessions:

Year	Edinburgh	Virtual Comparator	National
2017	42	46	48
2018	44	45	49
2019	46	49	51
2020	51	52	52

Achievement of Care-Experienced Children in literacy

- The data below, focusing on literacy levels in primary, confirm a gap in attainment outcomes for our Care-Experienced Children and Young People and addressing this is a real focus for the city.
- A designated manager in each school has been identified who has an overview of each Care-Experienced child/young person and their education planning.
- We are implementing robust tracking of attendance and appropriate and timely referrals made to the Education Welfare Officers, Homelink team and School Matters Project.
- Attainment is now tracked each term. A detailed plan for improving the learning experience and attainment of all looked after children is in place, with responsibility and accountability for delivery clearly indicated.
- Children and young people will have access to adults who value education, encourage them to have high aspirations and support their health and wellbeing, including mentors, counsellors, youth work staff, health professionals, third sector partners and play therapists.

The table below shows the percentage of children classified as "Looked After" (LAC) achieving the expected CfE level in **literacy (reading, writing and listening & talking combined)**

For comparative purposes, the table below shows the corresponding figures for children living in the most deprived areas (SIMD Quintile 1).

All pupils	2017	2018	2019	LAC pupils	2017	2018	2019
P1	42%	39%	53%	P1	62%	63%	64%
P4	30%	43%	28%	P4	54%	59%	59%
P7	45%	41%	37%	P7	52%	54%	61%
P1, P4, P7 combined	**39%**	**41%**	**39%**	P1, P4, P7 combined	**56%**	**59%**	**61%**

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School leavers – positive destinations

- Improvements were evident in this area up to 2019, with Edinburgh broadly in line with national and VC figures. The drop in 2020 is noticeable.
- Evidence suggests that the pandemic has had a negative impact on destinations for young people within Scotland. Whilst it was generally expected that this impact would be felt more strongly within the Central Belt, it is disappointing to see the Edinburgh figure dropping below the national one, when there had been such strong improvements in this area in the previous year.
- Note that the data indicates that the figures for young people in our most deprived areas were actually better than national and VC figures for 2018 and 2019. We recognise there is work to be done, to ensure that young people are able to access appropriate pathways during school and beyond, and to ensure that these pathways are suitably aspirational.
- Work continues to ensure rigorous tracking and monitoring in this area, including appropriate and regular communication with our partner organisations.

School leavers heading into an initial positive destination – all leavers

The table below shows the percentage of all school leavers heading into an initial positive destination, compared to the Virtual Comparator (VC) and national figures, for the last four sessions:

Year	Edinburgh	Virtual Comparator	National
2017	92.5	94.1	93.7
2018	94.3	94.8	94.4
2019	95.1	95.6	95.1
2020	92.5	93.6	93.4

School leavers heading into an initial positive destination – SIMD Quintile 1

The table below shows the percentage of school leavers from the most deprived areas (SIMD Quintile 1) heading into an initial positive destination, compared to the Virtual Comparator (VC) and national figures for the last four sessions:

Year	Edinburgh	Virtual Comparator	National
2017	87.2	89.2	89.6
2018	91.0	88.8	90.4
2019	92.5	92.3	92.4
2020	88.9	89.7	90.0

Attendance Data 2017-20

The table below shows the percentage of all pupils with attendance rates < 85%   This relates to data collected from part-way through 2017-18, and to data to March 2019-20 .

Year	Edinburgh	Secondary
2018	6.8%	15.0%
2019	6.9%	14.2%
2020	8.0%	15.2%

Council Business Plan – Key Performance Measures (TBC)

Percentage of teachers who have met the Teaching, Learning & Assessment "Charter" standard
Percentage of schools have achieved the Digital Schools Award Scotland
Percentage of Primary pupils achieving expected attainment in literacy
Percentage of Primary pupils from deprived areas achieving expected attainment in literacy
Percentage of Primary pupils who are Looked After achieving expected attainment literacy
Percentage of Primary pupils achieving expected attainment in numeracy
Percentage of Primary pupils from deprived areas achieving expected attainment in numeracy

Appendix 1

Percentage of leavers with SCQF level 5 in literacy and numeracy
Percentage of leavers from deprived areas with SCQF level 5 in literacy and numeracy
Percentage of all leavers achieving 1 or more awards at SCQF Level 6 or higher
Percentage of all leavers from deprived areas achieving 1 or more awards at SCQF Level 6 or higher
Positive Destinations for School Leavers

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The City of Edinburgh Council
Education Improvement Plan
2018-2021

Section 1:   Reducing inequalities

1. Steps taken by the authority to reduce inequalities of outcome for pupils who experience them as a result of socio-economic disadvantage or experience them for other reasons.

High level improvements	
	1.1 Improve attainment for pupils who are looked after
	1.2 Improve skills for learning, life and work for young people experiencing socio-economic or other barriers
	1.3 Poverty proof the school day, with actions in place to ensure that children and young people experiencing socio-economic and other disadvantage fully develop their potential
	1.4 Increase opportunities for wider achievement, particularly for those pupils who experience inequalities of outcome
	1.5 Improve pathways for all young people

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Outcomes	Strategic actions
- Learners, regardless of their socio-economic situation, access all opportunities in school. - Children requiring targeted interventions are effectively assessed and supported at the earliest opportunity - Attendance is improved for those learners living in areas of low SIMD - The attainment of looked after learners is improved - Eligible 2 year olds and all 3 and 4 year olds receive 1140 hours of quality Early Learning and Childcare by 2020. - Needs of refugees and asylum seekers are identified, supported and met. - More children in SIMD quintile 1 reach their developmental milestones - Parents are better able to support their children's learning - Children and young people are increasingly confident in identifying their interests, strengths and skills	- Implement Edinburgh Learns: Equity for Learning Framework - Embed the Equity Framework for Schools - Support schools provide targeted support to improve attendance of identified groups - Closely monitor and promote attainment and achievement of looked after learners educated within and outwith the authority - Pilot the increase in hours to 1140 and developing provision for eligible two year olds - Review and improve inter-agency partnerships for early years' services e.g. with NHS colleagues. - Support schools to build capacity of staff to support learners with English as Additional Language. - Support schools to build capacity of staff to support learners with barriers to wellbeing and learning and Language and Communication difficulties - Provide early intervention support for pre-school children with additional needs and their families - Provide inter-agency support, including professional learning and resources, to meet the needs of refugees and asylum seekers. - Develop and implement mechanisms to engage parents and carers in their children's and their own learning - Increase participation in learning experiences in school and in the wider community that build confidence and develop skills, taking particular account of those pupils who are affected by poverty, are looked after, have protected characteristics or any other additional support need

Section 2:   National Improvement Framework: National Priorities

2.1 Improvement in attainment, particularly in literacy and numeracy

High level improvements	Improve CfE levels of reading, writing talking and listening, and numeracy attainment at P1, P4, P7 and S3 Improve average complementary tariff score for school leavers Lowest attaining 20%, middle attaining 60% and highest attaining 20% Increase the percentage of schools self-evaluated as 'good' or better for QI 3.2 Raising Attainment and Achievement Increase the percentage of centres self-evaluated as 'good or better for QI 3.2 Securing children's progress Increase the percentage of schools evaluated as 'good' or better for QI 1.3 Leadership of change

School Leadership	School Improvement	Teacher Professionalism	Parental Engagement	Assessment of Children's Progress	Performance Information

Outcomes	Leads and Links to plans	Authority/School/Centre Actions

Raised attainment for all	Edinburgh Learns
	Lorna Sweeney
		• **Continue to develop and embed the frameworks within the Raising Attainment for All Strategy: Edinburgh Learns**
		   o Equity for Learning
		   o Improving Quality in Learning
		   o Excellence in Learning
		        ▪ Teaching and Learning
		        ▪ Digital Learning
		   o Health and Wellbeing for Learning
		   o Pathways for Learning
		   o Parental Engagement
		• ASLS and EPS support and challenge schools to improve provision and improve outcomes for learners with additional support needs,

A culture of self-evaluation and improvement exists in all schools and centres	Gillian O'Rourke QIM Primary Darren McKinnon Anna Gray	• Embed **Improving Quality in Learning Framework** • Support schools and centres to strengthen practices in self-evaluation using How Good is our School? 4, How Good is our Early Learning and Childcare? and Building the Ambition

Improve monitoring and tracking of Early Years and the BGE	Jackie Reid Early Years Strategic Plan Lynn Paterson	• Implement electronic tracking system for ELCs and schools • Develop approaches to analysis of data • Provide support to senior staff and teachers in schools in using tracking and monitoring tools including Insight
Raise attainment in Literacy and English	Michelle More Lifelong Learning Plan David Bruce	• Implement Raising Attainment in Writing Strategy • Implement actions to raise attainment for young migrants • Continue to improve targeted intervention for learners with Literacy difficulties and Dyslexia • Continue to develop partnerships with libraries
Raise attainment in Numeracy and Maths	Darren McKinnon	• Implement Numeracy Strategy focussing on improved learning and teaching strategies o Devise guidance/framework to raise attainment in maths and numeracy
Improve approaches to assessment and moderation	Jackie Reid	• Implement and embed Assessment Policy • Implement 3-15 cluster moderation activities for numeracy and literacy • Embed use of SNSAs to support professional judgement of progress through CfE • Embed benchmarks across all curricular areas
Improve Leadership	Leadership Task Plan Anna Gray Creative Learning Plan	Provide support for leadership at all levels: Teacher Leadership; Middle Leadership; In Headship; Into Headship; Excellence in Headship; SCEL Fellowship; Creative Conversations Ensure PRD procedures are in place Signpost staff to leadership pathways
Improvements in the delivery of Gaelic Medium Education	Gaelic Language Plan	• Develop and implement Gaelic Education Plan • Provide guidance and support to schools in the delivery of Gaelic Medium Education

2.2 Closing the attainment gap between the most and least disadvantaged learners

	Ensure an inclusive and nurturing ethos of high expectations and achievement in every school and centre Improve attainment of disadvantaged children and young people Develop higher levels of parental engagement in children's learning and in the life of the school

High Level improvements	Deliver an increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities Reduce exclusions and improve attendance rates in our schools, especially for looked after children Develop flexible learning pathways to reduce number of pupils on part-time timetables Reduce the number of children and young people reporting they experience bullying and/or hate crime Ensure an improvement in the percentage of young children reaching their expected developmental outcomes at 27 – 30 months

School Leadership	School Improvement	Teacher Professionalism	Parental Engagement	Assessment of Children's Progress	Performance Information

Outcomes	Leads and Links to plans	Authority/School/Centre Actions
The poverty related attainment gap is reduced in all schools	Edinburgh Learns: Equity Framework Michelle Moore	• Embed Edinburgh Learns Equity Framework • Use Pupil Equity Fund to resource approaches to raise attainment for Equity Cohorts
An inclusive ethos of aspiration exists in every school	Inclusive Practice Strategy: Martin Vallely Gillian Barclay Lifelong Learning Plan Anti-bullying – Aicha Reid CIRCLE Kirsty Spence/Keith Thomson	• Implement Inclusive Practice Strategy • Implement revised Anti-Bullying guidance • Implement Rights Based Learning (Rights Respecting Schools) • Implement CIRCLE resource • Implement policies and procedures for tracking and monitoring Looked After children
Parental Engagement is high	Edinburgh Learns: Parental Engagement Framework Maria Plant Sharon Muir Patti Santelices Lifelong Learning Plan	• Implement Edinburgh Learns: Parental Engagement Framework • Develop approaches for Family Learning across city • Continue to provide Parenting Programmes (Peep, RCWC, IY, Triple P, RTWC, Teen Triple P) • Continue to provide literacy and numeracy family learning for adult learners, and ESOL classes for new and settled adult migrants and refugees citywide

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Appendix 2

Exclusions are reduced **Attendance is high**	Included Engaged and Involved Strategy: Gillian Barclay Kirsty Spence/Martin Gemmell Lifelong Learning Plan	• Implement Exclusion Guidance • Implement Included, Engaged and Involved
Eligible 2, 3 and 4 year olds access high quality, extended hours of early learning and childcare	EY Strategic Plan ASLS Early Years Team – Kirsty Spence	• Continue roll-out of 1140 hours in targeted settings with capacity and high intake of SIMD 1 and 2

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2.3 Improvements in children and young people's health and wellbeing

High Level improvements	Support schools to develop a curriculum which enables all children, young people and adults to be successful, confident, responsible and effective in the local community and beyond Schools evaluate children's progress in HWB as evidenced by SHANARI indicators from N1-S6 Establish cultures based on Getting It Right for Every Child Develop learners' experiences which support them to develop their personalities, talents, mental, spiritual and physical abilities to their full potential Develop partnership arrangements which ensure that all pupils experience a smooth transition across all stages, sectors and establishments to a positive and sustained destination Develop practices and experiences which ensure that the needs of children, young people and adults are identified and addressed Increase the provision of nurture across schools increase the percentage of schools evaluated as 'good' or better for QI 3.1 inclusion equity and wellbeing

School Leadership	School Improvement	Teacher Professionalism	Assessment of Children's Progress	Parental Engagement	Performance Information

Outcomes	Leads and Links to plans	Authority/School/Centre Actions

Outcomes	Leads and Links to plans	Authority/School/Centre Actions
All children and young people have best possible health and wellbeing	Edinburgh Learns: HWB Framework Janice Watson Inclusive Practice Strategy: Kirsty Spence Lifelong Learning Plan Linda Lees/Pattie Santelices	• Implement Edinburgh Learns: Health and Wellbeing Framework for Learning • Implement Inclusive Practice Framework • Embed HWB Progression Pathways • Implement mental health and wellbeing interventions in schools (Building Resilience, Cool Calm and Connected)

All schools and centres are compliant with Equality Act 2010	Aicha Reid/Maria Plant Paul McCloskey (Lifelong Learning Strategic Manager) ASL Staff Kirsty Spence	• Implementation of Anti-bullying policy, including Equality Act training; Develop processes to ensure monitoring of Equality Act • Provide training: Mentors in Violence Prevention (MVP) training, and support staff and pupils to develop and use the skills to safely intervene
There is an increase in uptake of physical activity in all sectors	Active Schools Action Plan Outdoor Learning Action Plan	• Embed use of Benchmarks for HWB • Increase access to outdoor spaces • Implement Active Schools Plan • All children benefit from 2 hours quality PE
There is an increase in uptake of musical, arts and creativity activity	Creative Learning Plan Youth Music Initiative Plan Linda Lees/Lorna Macdonald/Frances Rive	• Embed Benchmarks in Expressive Arts • Embed Creativity Skills Progression Framework • Support schools to identify and access opportunities for pupils to improve wellbeing through participation in music, the arts and creative learning
There is an increase in the levels of pupil participation and leaner voice	Pupil Participation QIEO Year of Young People Linda Lees	• Extend numbers of schools delivering Rights Respecting Schools • Embed actions within Child Friendly Edinburgh Plan • Embed Young People's 'How Good is Our School'
All children are supported to be safe	Maria Plant	• Support continued implementation of aspects of Child Protection Levels 1-4 • Update current guidance on Keeping Myself Safe
Our children are well nourished	J Watson	• Continue to support Better Eating Better Learning guidelines • Incorporate actions for breakfast clubs and family learning
Culture of Getting it Right is in place in every setting	ASL Service – Kirsty Spence	• Continue to support staff to embed the principles of Getting It Right for Every Child (GIRFEC) in all schools and ELCs • Implement training on CIRCLE, autism, nurture, Visual Support Project, Emotion Talks

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	Lifelong Learning Plan - David Bruce/Linda Lees/Paul McCloskey/Robin Yellowlees	• Provide up-to-date guidance on creating accessible school environments • Ensure compliance with new regulations on Information Sharing • Embed Rights Based Learning, e.g. Rights Respecting Schools
Our Looked After Children are supported to achieve	Corporate Parenting Leadership Group	• Implement the Corporate Parenting Plan • Implement the Looked After Children's Plan
Improvements in the Learning experiences in all schools and centres	Outdoor Learning Strategy Robin Yellowlees/Andrew Bradshaw EY Strategic Plan ASL Service – Kirsty Spence Aicha Reid, Depute Principal Psychologist Creative Learning Plan –IMS Action Plan	• Embed CIRCLE resource • Increase opportunities to develop outdoor literacy and numeracy • Special Schools and provisions engage in Social Communication, Emotional Regulation and Transaction Supports (SCERTS) programme • Improve quality of play and pedagogy in Early Years • Review and adapt environments for learners with sensory needs and Additional Support Need • Increase numbers of young people is SIMD deciles 1-4 gaining national awards in music • Increase participation in Youth Music Initiative

2.4 Improvements in employability skills and sustained, positive destinations for all young people

High level improvements	Increase the number of young people who report high levels of satisfaction with learners' experiences Support schools to develop pathways to ensure skilled and competent workforce for City Deal aims Support schools to develop skills based curricula Support schools to improve school leaver destinations An increase in opportunities for young people to develop into active, responsible citizens of Edinburgh					

School Leadership	School Improvement	Teacher Professionalism	Assessment of Children's Progress	Parental Engagement	Performance Information

Outcomes	Leads and Links to plans	Authority/School/Centre Actions
Improve learning and teaching, and pedagogy at early level	Edinburgh Learns: Teaching and Learning Framework David Leslie 1+2 Languages Plan	• Implement Edinburgh Learns: Teaching and Learning Framework • Establish Edinburgh Learns Team • Implement/embed One plus Two Language Plan
Our learners make the best use of technology	Digital Learning Strategy	• Develop and implement a Digital Learning and Teaching Strategy • Implement STEM Strategy

Flexible pathways are in place for all learners	Edinburgh Learns: Pathways for Learning
	Tommy Hughes
	Roberta Porter
	Linda Lees
	Paul McCloskey
	Robin Yellowlees (Lifelong Learning Strategic Managers)
		• Develop and Implement Edinburgh Learns: Pathways for Learning
		• Implement guidance on enhanced support for young people within Equity Cohorts to access appropriate pathways.
		• Implement Pathways Hub Pilot
		    o Embed Career Education and Workplace Standard
		    o Improve use of Labour Market Intelligence

	DYW Manager Jet Team linking with Special Schools Education Support Officer, Chamber of Commerce/ Regional DYW Group, Edinburgh Guarantee, SDS. other partners. Early Years Strategic Plan	○ Increase the uptake of vocational qualifications available to those in the senior phase. ○ Support and promote foundation and modern apprenticeships - Increase participation and improve completion rates in Duke of Edinburgh's Awards for young people in SIMD deciles 1-3 - Increase the number of pupils who gain a range of wider achievement and youth leader awards in and out of school - Increase numbers of paid work experience/internships for young people, targeting those from less affluent families - Support Scottish Government targeted recruitment of S3-S6 into ELCC career pathways

The City of Edinburgh Council Education Improvement Plan 2018-21

EDINBURGH LEARNS

Health and Wellbeing

EDINBVRGH
THE CITY OF EDINBURGH COUNCIL

Contents

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Aims

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

The Edinburgh Children's Partnership has the highest aspirations for all Edinburgh's children and young people. Good mental, emotional, social and physical health is important for success in all areas of learning and will ensure that today's healthy learners become tomorrow's healthy citizens.

The City of Edinburgh Council Health and Wellbeing for Learning Framework builds on what we know works. Schools, their staff, parents, learners and partners have shown their continuing commitment to supporting and safeguarding the health and wellbeing of all. This framework will detail practice that should be visible in all our schools and centres, to ensure health and wellbeing (HWB) across learning.

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Background: national, local context and research
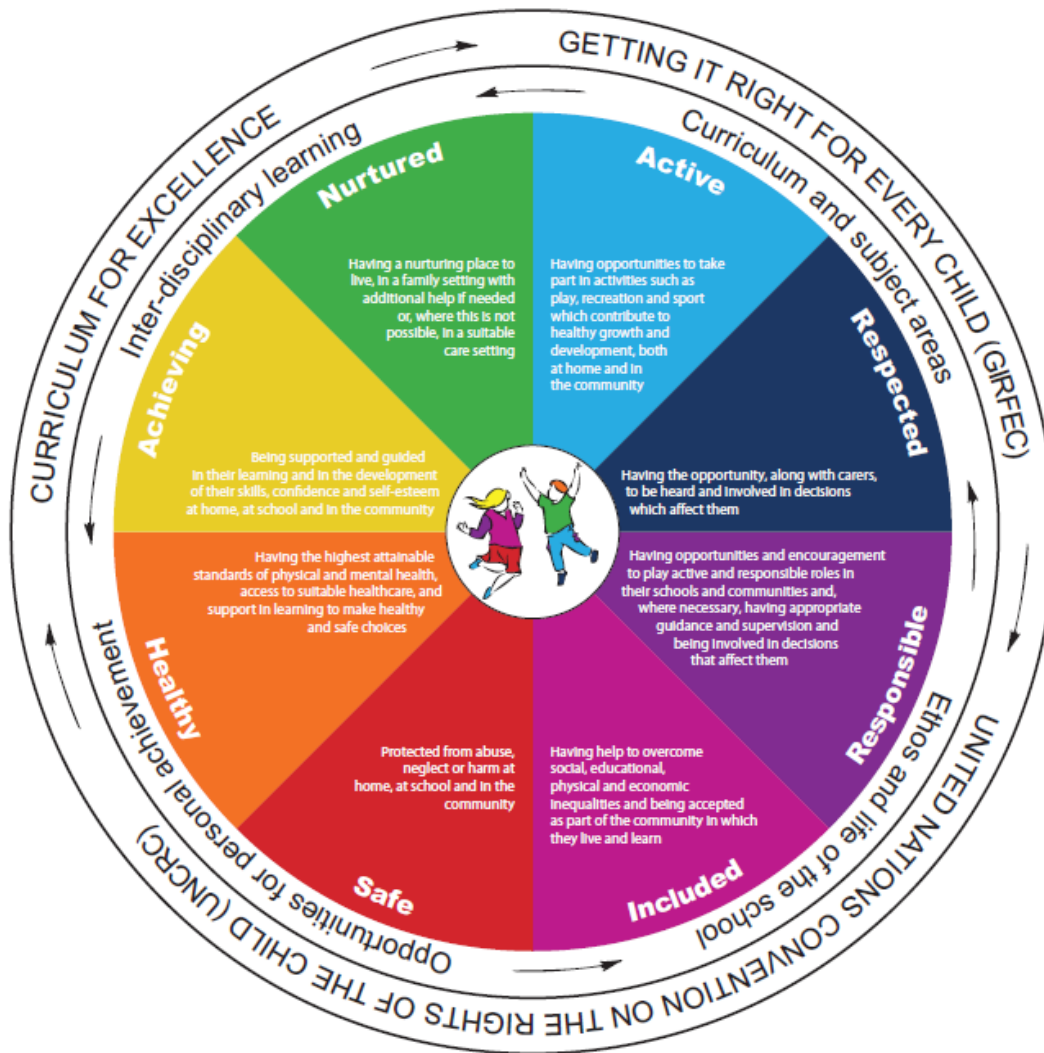
National context

Curriculum for Excellence recognises that health and wellbeing is central to effective learning. It highlights that learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this it is the responsibility of every teacher to contribute to learning and development in this area.

Scottish Government policy promotes excellence and equity: The National Improvement Framework set clear expectations for schools and centres to work in partnership with parents and stakeholders in pursuit of the four key priorities to achieve this.

Since 2010, Getting it Right for Every Child(GIRFEC) puts the rights and wellbeing of children and young people at the heart of the services that support them – such as early years services, schools and the NHS – to ensure that everyone works together to improve outcomes for a child or young person.

The Children and Young People's Act 2014 aims to make Scotland the best place in the world to grow up. By facilitating a shift in public services towards the early years of a child's life and towards early intervention whenever a family or young person needs help, the legislation encourages preventative measures, rather than crisis' responses. It is underpinned by the Scottish Government's commitment to the United Nations Convention on the Rights of the Child 1989 (UNCRC).[1]

All work relating to HWB in centres should be based on the understanding that relationships are key to supporting and improving the HWB of children and young people and that the Scottish definition of wellbeing and the language of the wellbeing indicators should be evident across all establishments.

Local Context

Edinburgh is widely recognised as one of the best cities in the UK in which to live. Over the last ten years, the population of the city has grown by 10% and analysis suggests a further 9% growth by 2024, especially at both ends of the age spectrum.

The City Region Deal Partnership has agreed an ambitious vision for the future whereby in the next 20 years the Edinburgh and South-East Scotland City Region will become the most connected, most creative, most inclusive and most entrepreneurial place in Europe.

The Scottish Health Survey 2017 indicates that as a City Edinburgh is performing strongly in relation to a number of health-related indicators. The number of its citizens who smoke, are obese or suffer from cardiovascular conditions are significantly lower than the Scottish average. In addition, both in relation to consumption of fruit and vegetables and amount of physical activity taken, Edinburgh performs significantly better than the national average. Smoking is the only area identified where Edinburgh is performing significantly worse than the national average.

The mental, social and emotional health of our children and young people is becoming increasingly important in a dynamic, changing world. Equipping our citizens of tomorrow with the resilience to tackle barriers to their learning and wellbeing is paramount for their future success.

Our approach to HWB sits alongside and further builds on our core pillars of inclusion;

• Relationships

• Rights Respecting

• Resilience building

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[1] UNCRC; The Foundation of Getting It Right for Every Child

- Restorative

Research

There is no doubt the health and wellbeing of children and young people impacts on their ability to access learning. Pupil wellbeing is linked to attainment and a range of factors such as social and emotional learning, an assets-based approach and supportive and inclusive school communities contribute to this. [2]

The adverse impact of poverty on health and wellbeing is well documented. This is evident in both physical and mental wellbeing and the risk of illness, low self-esteem, stress, anxiety. https://www.jrf.org.uk/report/psychological-perspectives-poverty

Social and emotional competencies are key to enabling young people to achieve their academic potential and are most effective when implemented at whole school level.[3]

Nurture groups can impact positively on social, emotional and behavioural competencies, if implemented well. Literature on resilience and emotional wellbeing identifies connectedness and belonging, feeling safe, valued and liked as key features in relation to positive communities and long term positive outcomes.

Resilience Building

Adverse Childhood Experiences (ACEs)[4] refer to stressful events occurring in childhood (between 0-18 years). These impact profoundly on the child's readiness and ability to learn and participate in school life. Headteachers should ensure that all staff develop a clear understanding of the impact of adverse childhood experiences on all learners and be aware, that other factors, such as bereavement, attachment and poverty, although not included in the original study, are now known to have a similar impact on children.

Research evidence shows that it is possible to mitigate against these factors. Many staff already do this however, it is vital that all staff take cognisance of the importance in supporting the development of resilience factors which may help protect children/young people such as:

- Positive relationships and role models

- Building on children's strengths, interests and passions (e.g. music/reading/sports etc)

- Developing good social and emotional skills (e.g. executive functions – self-awareness, empathy, reflective capacity, emotional regulation etc)

- Being the key adult who can support children/young people

- Participation and engagement in activities/groups/learning/pupil voice which leads to sense of self efficacy/achievement etc

- Fostering a sense of meaning and belonging

- Actively promoting and encouraging high expectations

- Promoting kindness, compassion and caring for others

- Supportive families, (family engagement/parent programmes etc), supportive schools (positive ethos, culture, rights respecting, nurture and restorative approaches) and supportive communities (access to clubs/spaces to play/other people to turn to etc).

Key Adults and the School Environment

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[2] (Noble, T. et al 2008)
[3] Brooks F, Public Health England (2014)
[4] NHS Health Scotland: Adverse Childhood Experiences

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The role of key adults has been identified as crucial. All adults should be ready to listen to and respond to individual pupils non-judgementally and to notice and speak to them when they are concerned. Developing a culture of trust and respect is vital in supporting positive relationships between adults and children. Restorative and solution focussed approaches should be implemented to protect and foster positive relationships across the school and wider community.

Positive relationships impact on attainment. The climate of the classroom and the school community are very influential in supporting learning. Where learners feel there is a climate of trust, they are more likely to have confidence to share what they don't know and so get feedback on what they need to do to improve their learning.[5]

The level of engagement a pupil feels with their school is strongly associated with attainment and meaningful learner voice is key to developing this sense of engagement. [6] Building trusting relationships and resilience in school-aged children is shown to mitigate against the impact of adverse childhood experiences.[7]

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[5] Hattie, J. and Yates, G. 2013

[6] SCCYP, "How Young People's Participation in School Supports Achievement and Attainment", 2015

[7] Bethell C et al, Health Affairs 2014, 33 no.12:2106-2115

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Evaluating progress in health and wellbeing

The Scottish Government has made clear its commitment to closing the poverty related attainment gap and it recognises the role health and wellbeing has in achieving this ambition. Specific stretch aims have now been set nationally to show the required improvements in children's health and wellbeing and Edinburgh will aim for improvements in line with these.

Currently schools may use a range of measures to evaluate progress in HWB. These include:

- Pupil Wellbeing Questionnaire (P3-7) and Secondary Pupil Survey
- Pupil self-evaluation using the wellbeing indicators (Appendix 1)
- Participation (wider achievement opportunities and uptake) and engagement levels (eg using the Leuven scale)
- Inclusion - including – exclusions, days lost, attendance and late coming, quality and quantity of Pupil Plans (GIRFEC and health)
- Evaluation from staff and parents and partners regarding HWB using the wellbeing indicators (Appendix 2).

These measures link closely to the 'Big 5' (attainment, attendance, inclusion/exclusion, participation and engagement) which should be the key focus of schools when evaluating their progress towards closing the poverty related attainment gap. Such measure will contribute the picture of HWB across the establishment and focussing on improvement in these areas will feed into improving HWB. The authority will provide support for schools in using appropriate measures.

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Key strategic actions

To effectively ensure HWB for learning, Headteachers should incorporate the following key features into the work of the school:

- *HWB profiling and improvement information*[8]
- Health and wellbeing responsibility of all
- Planned, progressive and relevant HWB curriculum[9]
- Self-evaluation and planning for HWB[10]
- Professional Learning for HWB

Each year, as part of their Standards and Quality and Improvement Plan or 3.1 return, Headteachers update the data and intelligence available for their setting. Much of this data and intelligence exists in the Equity Profile and includes:

- Demographic information and SIMD profiles
- *Evaluation of progress for HWB, linked to school improvement priorities*.
- Data at SIMD level extracted from tracking and monitoring of the following key measures:
    - Attendance and late coming
    - Exclusions
    - Participation
        - *Wider Achievement opportunities and uptake*
        - *Evidence of how learners influence decision making and affect change*
- Engagement
    - Assessment of baseline levels using the Leuven Scale for targeted cohorts
- Achievement
    - *Evidence of progress across HWB, other than responsibility of all, using the benchmarks to support professional judgement*

Headteachers should analyse all the above data with staff and key stakeholders, including partners, and use it to draft targets to ensure equity of provision, targeting groups of learners subject to poverty, as well as other groups known have less favourable educational outcomes, such as LAC, young carers, EAL and others relevant to the context of the school.

Planning for improvement at establishment level

Following analysis of the HWB data, Headteachers and senior leaders complete the full self-evaluation of their school and use it, in conjunction with all other evidence, to plan to improve health and wellbeing. They:

- Identify the desired outcomes (where appropriate, link to specific numerical targets)

    e.g.   using pupil questionnaire question:

    I have adults in school I can speak to if am upset or worried about something – improve response rate from 89% to 96% of pupils agreeing/strongly agreeing

- Identify appropriate interventions

    e.g.   CLPL and continued support for staff on role of key adult

    Increase opportunity for quality 1:1 time with tutor/class teacher to two x a term

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[8] Much of this information, particularly that found in italics, is not readily available to schools, however, this demonstrates our ambition to assist schools to gather such information in a manageable way to help support improvement in HWB.

[9] Thematic inspection of personal and social education/health and wellbeing in Scotland's schools and early learning and childcare settings, Education Scotland

[10] see Appendix 1

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Develop self-referral system to key with pupil council so all pupils can identify who their key adult is and how and when they can access them

- State how impact will be measured

  e.g. pre- and post-intervention short questionnaires based on pupil interventions

  pre- and post-pupil focus group feedback on effectiveness of interventions

  response rate to pupil questionnaire question improved to 96% of pupils agreeing/strongly

  agreeing to question next time it is administered

This forms part of the normal improvement cycle and be evident in school improvement planning. In common with other planning formats, improvements for health and wellbeing should be:

- specific
- timed
- aligned
- numeric (where appropriate).

Quality assurance for health and wellbeing

To ensure that systems and processes deliver the necessary improvements, the following governance structures will be established

- The HWB for Learning Strategic Group[11] will meet each quarter to monitor progress in relation to actions from the Children's Partnership Plan, the Education Improvement Plan and other related plans; make recommendations for future actions
- This group, chaired by Strategic Lead for HWB, will comprise:
  - Headteacher and DHT from each sector
  - Quality Improvement Officer (HWB)
  - Senior Manager Additional Support for Learning
  - Depute Principal Educational Psychologist
  - Service Managers: Lifelong Learning
  - Senior Manager: NHS
  - Senior manager: Voluntary Sector
  - Trade Union(s)
  - Parent(s)
  - Young Person(s).
- The Council HWB Strategic Group will also share information with the Children's Partnership Group and report on an annual basis to the Education, Children and Families Committee as appropriate.
- A report on HWB will be presented annually to the Children and Families Committee

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[11] See Terms of Reference documentation (draft)

Roles, remits and responsibilities

To ensure improvements in Health and wellbeing, the Chief Education Officer:
- Provides an annual statement of HWB to the Education, Children and Families Committee as part of the Education Standards and Quality Report.
- Provides an annual update on HWB linked to QI 3.1 to the Education, Children and Families Sub-Committee on Standards.
- Provide clear targets to improve HWB for learners in Edinburgh based on analysis of data from the HWB surveys.
- Provides clear local authority stretch aims, shared with schools to support improving HWB.
- Provides each Headteacher with indicative stretch aims to support improving HWB.
- Provides support and challenge to senior leaders to ensure improvements in HWB.

To ensure improvements in health and wellbeing, officers:
- Discuss HWB as part of the school's improvement plan and or 3.1 return to ensure HWB is being embedded into the life and work of the school.
- Provide support and challenge to senior leaders to ensure improved health and wellbeing.

To ensure improvements in health and wellbeing, headteachers:
- Promote the importance of positive, enabling relationships in creating a positive ethos and a climate of trust and respect where learner voice is valued and acted upon.
- Model behaviour which promotes HWB.
- Embed restorative/solution orientated approaches across the establishment
- Ensure they fulfil statutory duties in relation to health and wellbeing.
- Provide regular training/essential learning for staff on the key aspects as detailed in The Healthy School: strategic components.
- Ensure robust policies and practices are in place to promote a holistic approach and shared vision for health and wellbeing based on the wellbeing indicators and children's rights.
- Promote the mental, emotional, social and physical wellbeing of children, young people and staff, through key Council supports;
  - "I in 5" Raising Awareness of Child Poverty resources
  - Pupil Equity Fund - A CEC Guide to Getting Started (April 2017)
  - Growing Confidence Programmes
  - Building Resilience/Cool, Calm and Connected
  - Nurture
  - Included, Engaged, Involved policy
  - Council Equity Framework
- Ensure a relevant and progressive health and wellbeing curriculum with a strong focus on learner voice is in place.
- Ensure strong partnership working to plan for and meet the health and wellbeing needs of the school community.
- Ensure robust self-evaluation and planning to drive improvement in health and wellbeing
- Provide an annually updated HWB information as part of their SQIP (linked to QI 3.1) and, as appropriate, Equity Profile.

To ensure improvements in health and wellbeing, staff:
- Create a positive ethos and a climate of respect and trust where learner voice is valued and acted upon.
- Promote positive relationships and behaviour in the classroom, playground and beyond.
- Model behaviour which promotes HWB and positive relationships.

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- Consider the wellbeing indicators and children's rights when planning learning, teaching and assessment to ensure barriers to learning are minimised or removed.
- Know their learners and their needs. Plan accordingly.
- Use the wellbeing indicators to plan for and evaluate progress in children and young people's HWB.
- Where appropriate, provide a relevant and progressive health and wellbeing curriculum with a strong focus on learner voice.
- Where appropriate, use HWB benchmarks to plan for and assess progress in HWB.
- Ensure that they are fully aware of and engage in appropriate professional learning.
- Ensure that they provide high quality learning and teaching as outlined in the CEC Teaching and Learning Framework.

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Health and wellbeing – key strategic components

National/local policy/plans/curriculum	Associated Documents	Resources and training M- Mandatory, C- Core, T- Targeted, D – desirable.	What this should look like in establishments?
Safe			
Child Protection legislation Named person Lead professional GIRFEC HWB Principles and practice paper Wellbeing Indicators Relationships Sexual Health and Parenthood and Substance Misuse curriculum	School vision, values GIRFEC paper work Wellbeing forms Significant Occurrence Procedure Care Inspectorate Notification (eforms) (EY)	HWB Progression Frameworks (C) Positive Relationships for Behaviour and Learning (C) Child Protection (M) Nurture (C) Restorative approaches (C) Citywide Parenting Programmes (T) Eye Movement Desensitisation (T) Refugee Trauma guidance (T) Domestic Abuse (D) CALM (Sp Schools only) (T) FGM(C) Mentors in Violence Prevention (D) Essential Learning Pr, Sec and Special (M) Essential Learning Early Years (M)	**Values** The school community understands the wellbeing indicators and their role in supporting HWB across the curriculum Restorative approaches begin with the ethos of positive relationships, rights and respect Restorative approaches are for all members of the school community regardless of role **Practice** Strong culture of partnership working and joint planning across the learning community Regular planned opportunities for 1:1 dialogue with learners Staff trained and confident in supporting HWB needs, including skills to have effective 1:1 Dialogue with learners Regular time created for staff to discuss learners' HWB needs Safe Spaces in the establishment Supported lunch / break activities

National/local policy/plans/curriculum	Associated Documents	Resources and training M- Mandatory, C- Core, T- Targeted, D – desirable.	What this should look like in establishments?
Healthy			
Better Eating Better Learning Schools Health Promotion and Nutrition Act Nutritional Standards Setting the Table (EY) Food and Health curriculum Adverse Childhood Experiences research Mental Health Strategy	School vision, values GIRFEC paper work Wellbeing forms Significant Occurrence Procedure	Seasons for Growth (C) Roots of Empathy (D) Food and Health Progression Framework (C) Growing Confidence training (C) Cool, calm and connected (C) Resilience pack and training (C) Emotion Talks (D) Emotionally Based School Refusal Resources (C) Mindfulness (D) Situational Mutism Resources (T) Wellbeing Academy (T)	**Values** Health and wellbeing is valued and seen as a priority The key adult role is a crucial component in a learner's resilience - we believe that any of us can be that key adult **Practice** Planned curricular opportunities for learners to develop resilience All staff demonstrate HWB is central to their practice High quality meals which meet nutritional requirements Planned progressive HWB curriculum, shaped by learner voice and local context We develop individual attributes and supports that promote resilience including making sure every child has at least one 'trusted adult'

National/local policy/plans/curriculum	Associated Documents	Resources and training M- Mandatory, C- Core, T-Targeted, D – desirable.	What this should look like in establishments?
Achieving			
Developing the Young Workforce Skills for learning life and work (BTC4) National Improvement Framework Planning for Choices and Changes curriculum HGIOS 4 Realising the Ambition (EY) HGIOELC	Tracking and monitoring system - opportunities for personal achievement IEPs Promoting Attendance and Managing Absence Flexible Timetable Procedure	HWB progression framework (M) JASS (D) Duke of Edinburgh (D) Awards – various – HWB, Personal Development, Employability, CIRCLE Resources (M) Differentiation training (current Gap) Literacy and Dyslexia Guidelines (C) SCERTS (T) Up, Up and Away (EY) Hanen training (T) (EY)	**Values** All staff recognise the importance of HWB in combating disadvantage, improving achievement and helping to close the gap We look for opportunities for personal and wider achievement to highlight and build on individual strengths **Practice** Opportunities for wider achievement mean learners can develop skills across the 4 contexts for learning Achievement across the 4 contexts for learning is celebrated and valued Transitions are carefully planned they support HWB and progression in learning Learners self-report in their own progress in HWB and are supported to identify next steps We use the Getting It Right for Every Child approach to work together with children and their families We effectively track and monitor learners to ensure progression and target pupils at risk

National/local policy/plans/curriculum	Associated Documents	Resources and training M- Mandatory, C- Core, T-Targeted, D – desirable.	What this should look like in establishments?
Nurtured			
Whole school nurturing approaches Nurture groups Better relationships, better learning, better behaviour	School vision, values GIRFEC paper work Wellbeing forms Significant Occurrence Procedure Positive Behaviour Guidance (to be written)	Nurture training (ESPS) (C) SMHFA YP training (D) Lego Therapy (T) Mindfulness training	**Values** Positive relationships are crucial to developing successful learning communities Ethos of respect and trust where learners can and do voice their concerns and are listened to Restorative, solution orientated approaches used to promote positive behaviour Learners know staff care about them and feel confident to seek support We form meaningful relationships with every child and young person, especially those who struggle with relationships. We notice them, we take an interest and we proactively make connections **Practice** Staff act as positive role models to learners Staff demonstrate high expectations and ambition for all learners We are all available and approachable - if a child or young person wants to connect with us at an unsuitable time we always offer an alternative We provide nurture groups and support a culture of nurture
National/local policy/plans/curriculum	**Associated**	**Resources and training**	**What this should look like in establishments?**

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	Documents	**M- Mandatory, C- Core, T-Targeted, D – desirable.**	
Active			
2 periods/2 hrs PE Daily physical activity Outdoor learning Play	Risk benefit assessments	Physical Education, Physical Activity and Sport (PEPAS) cluster work (C) Active Schools (C) Forrest schools/kindergartens (D) PE Guidance (M) PE Cluster Guidelines (M) Loose parts play (C)	**Values** Daily physical activity is encouraged and valued Sport and recreational activities are promoted, valued and their contribution to HWB recognised across the establishment **Practice** Free Active Schools for all children in SIMD 1/2/3/known by the school to be living in poverty Positive relations with Active Schools link with a programme which is shaped by learner voice Frequent opportunities for outdoor learning, in the playground, local community and beyond Daily physical activity Tracking and monitoring systems identify learners who need to be more active and we plan for this Planned progressive learning experience for PE across the cluster Active travel promoted across the learning community

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National/local policy/plans/curriculum	Associated Documents	Resources and training M- Mandatory, C- Core, T- Targeted, D – desirable.	What this should look like in establishments?
Respected			
UNCRC Respect for All: National Approach to Anti-Bullying for Scotland's Children and Young People Universal entitlement to support Equalities Act 2010 Relationships Sexual Health and Parenthood curriculum	Anti-bullying guidelines Supporting Transgender Young People Guidance Learner Participation in Educational Settings 3-18 CEC Supporting LGBT Young People	Rights Respecting Schools Award (D) Positive Relationships for Behaviour and Learning (C) Restorative approaches (C) Mentors in Violence Prevention training (D) HWB Progression Frameworks (C) LGBT Charter Award (D) Sexual Health input for children with Additional Support Needs (developing)(T) RSHP National Resource (developing) (C)	**Values** All learners should feel listened to and valued Children's rights are core to the ethos and values of the school Relationships are based on mutual trust and respect We support everyone's right to access the support they need to achieve their potential **Practice** Views of learners are sought, valued and lead to change Learners people participate fully in the life of the school Diversity is celebrated and discrimination challenged We all model and share community values based on everyone's rights (to be safe, to learn, to be listened to)

National/local policy/plans/curriculum	Associated Documents	Resources and training M- Mandatory, C- Core, T- Targeted, D – desirable.	What this should look like in establishments?
Responsible			
Better Relationships, Better Behaviour, Better Learning	Learner Participation in Educational Settings 3-18 How good is OUR school Part 1 How good is OUR school Part 2	Restorative approaches (C) Solution orientated approaches(C) Leaderships roles	**Values** We show care and respect for others and model this behaviour We all have a responsibility to offer support to repair relationships Strong culture of learner voice, where views are listened to and acted upon **Practice** Learners co design their own learning in HWB and participate in delivery of some programmes Learners contribute to the wider life of the school and take on responsibilities e.g. on committees, buddies Learners have opportunities to develop skills across the 4 contexts for learning Restorative, solution orientated approaches used to promote positive behaviour We know there are consequences for decisions and actions that have had a negative impact on the rights of others, but consequences are proportionate and support us to develop behavioural awareness and ownership

National/local policy/plans/curriculum	Associated Documents	Resources and training M- Mandatory, C- Core, T- Targeted, D – desirable.	What this should look like in establishments?
Included			
Inclusion Framework ASL Act Equalities Act 2010 Entitlement to targeted support Included, engaged, involved 2 National Practice model GIRFEC	Improving Outcomes for Learners at Risk of Exclusion Procedure Risk Management Procedure Addressing Inclusion Included, Engaged, Involved Policy Supporting LGBT Young People in Edinburgh LGBT guidance and resources Antibullying and Equalities Policy CEC Supporting LGBT Young People	I in 5 (C) Making Education Equal for All - Edinburgh's Equity Framework (C) CIRCLE Resources (M) Differentiation training (current Gap) ASD training (M) FASD training (T) Visual Support Project (D) Playboxes (T) LGBT School's Charter(D) Up, Up and Away (EY) (C) Pupil Equity Fund – A CEC Guide to Getting Started	**Values** All staff understand the role of HWB in combating disadvantage and use this knowledge to support closing the gap The school community promotes equality, celebrates diversity and provides support for those who may at times feel excluded **Practice** Additional costs to the school day are minimised ensuring all children have access to resources for learning in the classroom Equal access to opportunities, regardless of income Poverty-related stigma is challenged so that all children and young people feel respected, included and supported by staff and pupils in their school and local community All learners have access to a key adult they know and can trust to discuss any issue or worry Strong culture of learner voice The 4 Rs underpin our practice; Relationships, Rights Respecting, Resilience Building, Restorative

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Hattie and Yates 2013

How Young People's Participation in School Supports Achievement and Attainment

SCCYP, 2015

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http://www.healthscotland.scot/population-groups/children/adverse-childhood-experiences-aces/overview-of-aces

Bethell C et al, Health Affairs 2014, 33 no.12:2106-2115

Thematic inspection of personal and social education/health and wellbeing in Scotland's schools and early learning and childcare settings

https://education.gov.scot/Documents/EducationScotlandPSEReportAug2018_.pdf

Making the links, making it work resource to support HWB responsibility of all across an establishment

https://education.gov.scot/improvement/self-evaluation/Health%20and%20wellbeing;%20Responsibility%20of%20all%20-%20Making%20the%20links%E2%80%A6making%20it%20work

How good is our school 4?

https://education.gov.scot/improvement/documents/frameworks_selfevaluation/frwk2_nihedithgios/frwk2_hgios4.pdf

UNCRC; The Foundation of Getting It Right for Every Child

https://www2.gov.scot/Resource/0041/00417256.pdf

The link between pupil health and wellbeing and attainment

Brooks F, Public Health England (2014) The link between pupil health and wellbeing and attainment; University of Hertfordshire: Crown copyright

Tackling the Attainment Gap by Preventing and Responding of Adverse Childhood Experiences

http://www.healthscotland.scot/media/1517/tackling-the-attainment-gap-by-preventing-and-responding-to-adverse-childhood-experiences.pdf

Appendix 1 Evaluating progress in health and wellbeing

Establishments should be able to show evidence of the progress children and young people are making in relation to their health and wellbeing.

Staff and learners should have a clear vision of which aspects of health and wellbeing they are working on. Both should know where the child/young person is now, what they are aiming for and next steps.

Some examples of how establishments might build a picture of children and young people's progress in health and wellbeing include:

• Children and young people self-reporting on their own progress

• Observations and one-to-one dialogue between the learner and an adult who knows them well

Over time, dialogue with the learner will focus on progress in relation to the learner's journey across all the different aspects of health and wellbeing. This is synonymous with the clear expectations around the entitlement for universal pupil support.

The 'wellbeing web' can provide a useful tool for evaluating progress in relation to HWB and can also help to develop a greater understanding of the full meaning of HWB through the language of the wellbeing indicators. Children/young people can evaluate against the wellbeing indicators using, for example the Edinburgh Wellbeing Outcomes, Making the links, making it work booklet (NIH) or individual school definitions as a guide. This will help children to identify strengths and areas for development. The teacher can work with children/young people/classes to support them with this aspect of their HWB and review progress through further dialogue/self-evaluation.

This approach can help to identify both individual, whole class and whole school priorities for health and wellbeing in addition to providing a simple and manageable tool for measurement.

A variety of tools for gathering opinions of staff, pupils, parents and stakeholders can be found below.

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I feel safe

I feel included

I am healthy

I am responsible

I am achieving

I feel respected

I feel nurtured

I am active

Scaling key
1 = Not at all true of me
10 = Very true of me

Edinburgh Wellbeing Outcomes

getting it right for every child

THE EDINBURGH PARTNERSHIP
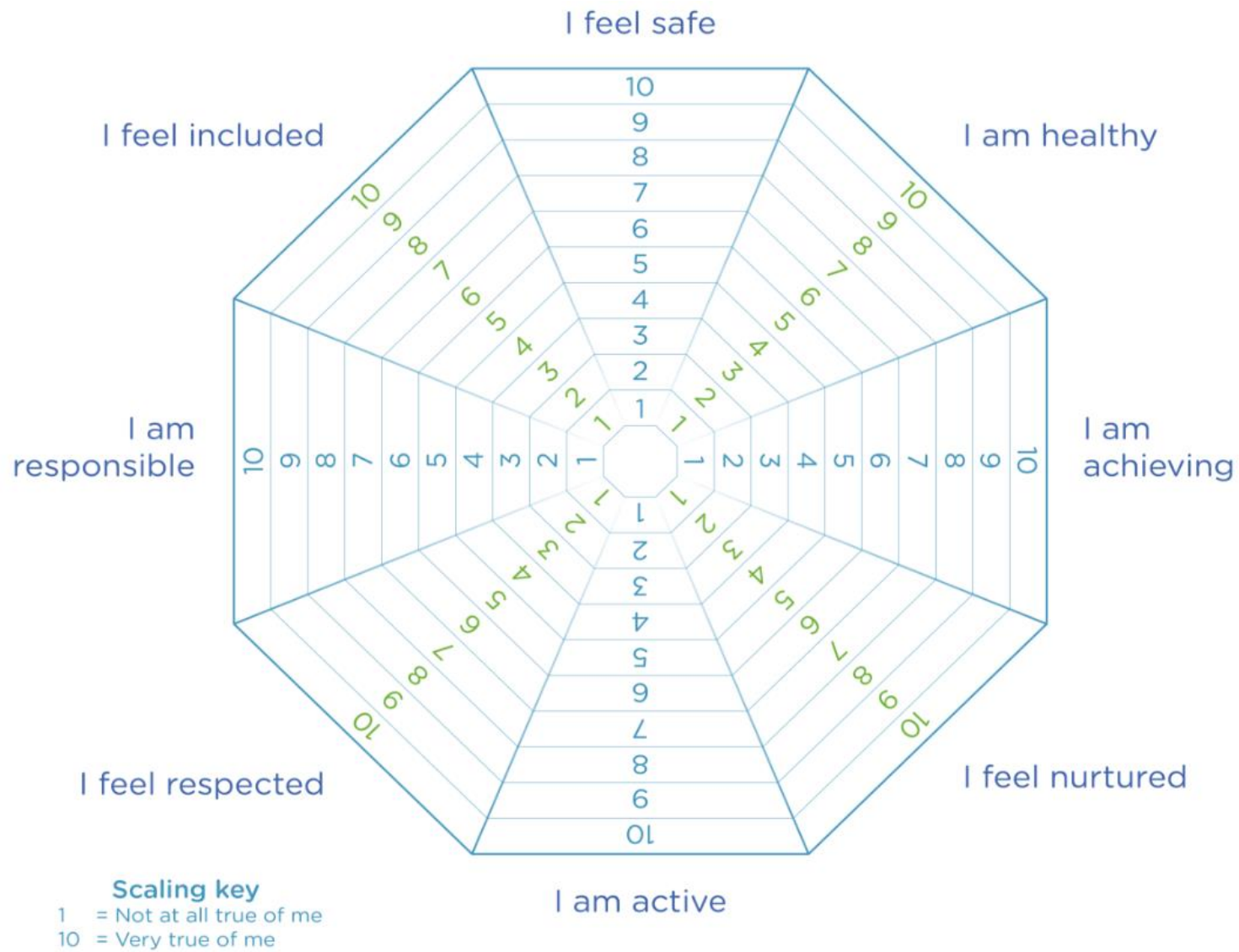
Safe	Healthy	Achieving	Nurtured	Active	Respected	Responsible	Included
I am safe with my family	I eat well	I am learning new things	I receive warmth and love	I play / take part in activities	I am involved in decisions which affect me	I am considerate to others	I have friends
I am safe where I learn or work	I look after myself	I feel confident	I have people who look out for me	I play / take part in activities with others	I have help to share my views	I have an understanding of right and wrong	In my learning environment people involve me in activities
I am safe where I live	I get the care and support I need	I do the best I can	I have the food I need and I am kept clean and warm		I am treated fairly	I meet my responsibilities	I have opportunities to be with people who are important to me
I keep myself safe	I enjoy life	I am ready for the next stage in my life	I receive praise and encouragement	I am helped to be active	I have my own space	I make a positive contribution	I feel that other people want me around
I am safe around other people	I am able to deal with difficult things	I get the help I need to learn	I am listened to when I am worried or upset		I have people around me who I trust and who trust me	I make good decisions	I have help to overcome disadvantages and barriers

Degree of Wellbeing

Low 1 → 2 → 3 → 4 → High 5

Wellbeing Web Name _____

I feel safe

I feel Included

I am healthy

I am responsible

I am achieving

I feel respected

I feel nurtured

I am active
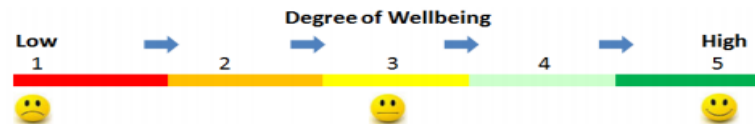
Not at all true of me   Very true of me
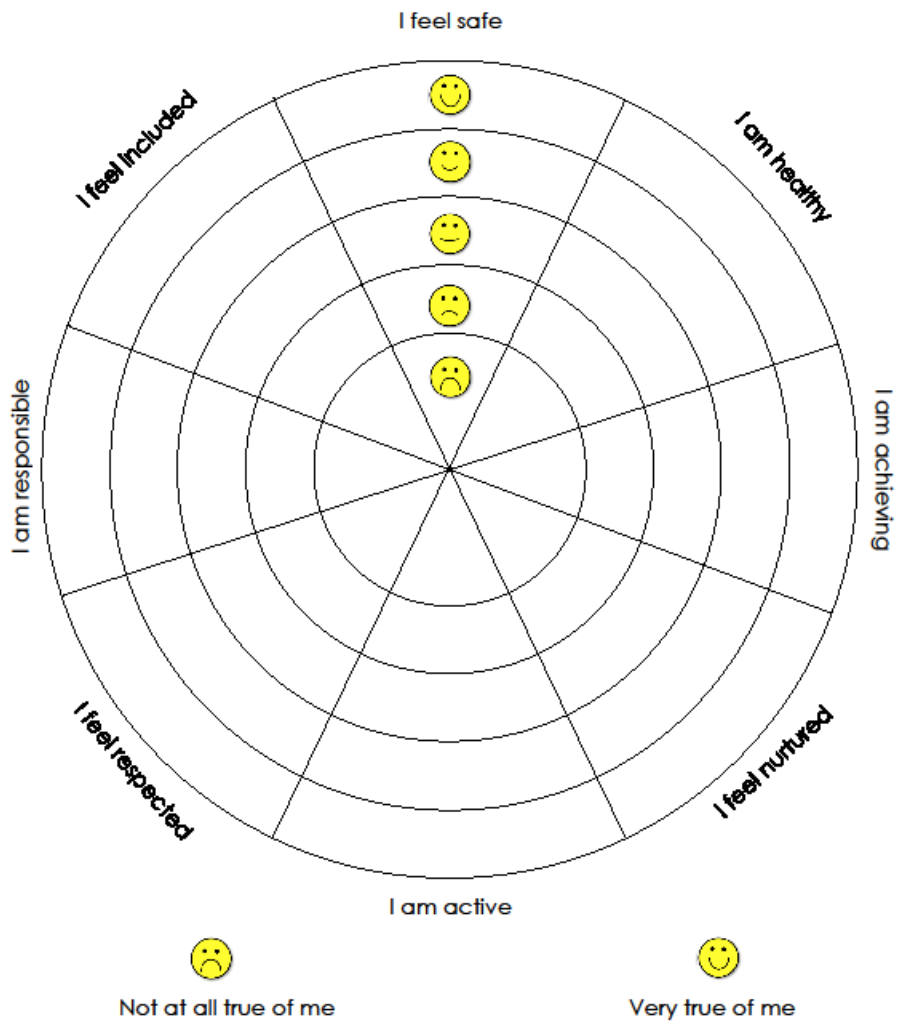
Appendix 2

Evaluating Health and wellbeing parents/stakeholders

Gaining the views of parents and stakeholders is vital if the establishment is to fully evaluate where they are with health and wellbeing and identify areas for development. Schools will know how best to gather such opinions; however, it is important that everyone has the same understanding of health and wellbeing so that meaningful information can be gathered to help the establishment move forward in a meaningful way.

The Education Scotland resource Making the links, making it work has helpful definitions of each of the wellbeing indicators in the resource booklet and more detailed definitions on the poster. Establishments may find these useful when trying to establish a shared understanding across the school community.

The wellbeing web (see Appendix 1) used in conjunction with a short narrative around strengths and next steps should provide helpful information to establishments around the views of stakeholders

CEC PEF Planning: 2021-22

Rationale and Local Operational Guidance

Rationale

Introduction

The rationale for Pupil Equity Funding continues to be to improve outcomes for children in equity cohorts. The social and economic impact of Covid-19 and the resulting school building closures in 2020 and 2021 have seen an increased number of families experiencing poverty-related barriers and a huge variance in the engagement of families and learners with the remote learning model. This has further magnified the need for the management of resources to support equity to include best value principles, and to ensure that approaches and interventions impact positively upon the outcomes for children and young people in order to close the attainment gap between the most and least disadvantaged learners. Schools have been issued with an additional 15% to the previously published 2021-22 PEF allocations, as part of a Pupil Equity Fund premium in response to challenges faced as a result of Covid-19.

The PEF National Guidance (May 2021) can be accessed here.

Key points from a City of Edinburgh Council perspective are:

- The importance of a robust contextual analysis including relevant data which identifies the poverty related attainment gap.
- School plans should outline clear outcomes to be achieved and how progress towards them will be measured.
- Plans must be grounded in evidence of what is known to be effective at raising attainment.
- Consideration of potential opportunities to plan for joint approaches and interventions across learning communities are encouraged.
- Where external services and resources are being purchased, the expectation is that schools use the CEC PEF Framework (found here).

In order to improve outcomes for equity cohorts within extremely tight budgetary constraints, there is an assumption within the City of Edinburgh Council that all spends should be linked to the following in order to close the poverty related attainment gap:

- **Core CEC/NHS staffing** to support children, young people and families experiencing poverty-related barriers
- **Family support/family learning approaches** for families experiencing poverty-related barriers*
- **Approaches to improving attendance for equity cohorts**
- **Counselling**
- **Reducing the Cost of the School Day and the Cost of Wider Achievement Opportunities**
- **Digital/ICT** (over and above DSM contributions, if schools wish to do this, with a key focus on learners who do not have access to a device due to poverty-related barriers)
- **Literacy and Numeracy interventions** to improve attainment for our most disadvantaged learners and close poverty-related attainment gaps
- **Wellbeing interventions (including nurture delivery)** to enable learners affected by poverty-related barriers to access learning and achieve positive outcomes

*Please note, *Maximise!* is being centrally funded in 2021/22 to deliver a city-wide support that all schools can access. Individual school PEF Plans should therefore not include *Maximise!*, as schools will be able to access appointments for their families via the centrally-funded model.

Equalities and PEF

Headteachers should consider additional steps that might be required to close the educational attainment gap for pupils affected by poverty who may also experience disadvantage for other reasons. For example, disadvantage related to; a protected characteristic (disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex (gender) and sexual orientation); a need for which they require additional support; being looked after; or having caring responsibilities.

The City of Edinburgh Council Equalities Renewal Planning Guidance asks schools to consider how the interests, knowledge, identities and resources of underserved young people and communities (e.g. those from minority ethnic backgrounds or loan parent households) are being recognised and valued. The influence of unconscious bias is also covered within the Equalities CLPL offer of the City of Edinburgh Council, and this should be considered in relation to whose ideas are valued and how they influence PEF planning.

Staffing

Where schools identify the need to recruit additional staff for an appropriate intervention or activity, they should work closely with the CEC (as the employer) to ensure that the job remits and specifications are clearly tied to the aims of the intervention or approach.
- Headteachers need to take full account of local HR policies and procedures and that staffing costs include not just salaries but also on-costs such as pensions, sick leave, maternity cover and also potentially recruitment costs.
- Detail of these costs can be found here. Any teachers recruited through Pupil Equity Funding will be excluded from the authority's contribution to any national teacher numbers and / or ratio commitment, which means it is essential to fill core staffing posts first before recruiting additional teachers.

Accountability and Reporting

- Schools are expected to incorporate details of their Pupil Equity Funding plans and explicitly report on the impact on outcomes for learners impacted by poverty within existing reporting processes to their Parent Council and Forum, including in their annual School Improvement Plans and Standards and Quality Reports.
- The planning and reporting of Pupil Equity Funding is outlined in the document Edinburgh Learns for Life: Standards and Quality Reporting and School Renewal Planning 2021-22.
- This includes the submission of a completed and evaluated PEF Plan 2020-21 with the school Standards and Quality Report, and the submission of a completed PEF Plan for 2021-22 with the School Renewal Plan, using the City of Edinburgh Council PEF Plan Template.

Appendices providing information on the CEC PEF open framework can be found here.

Education, Children and Families Committee

10:00am, Tuesday, 24 August 2021

Education Standards & Quality Report 20-21 (2)

Executive/routine
Wards
Council Commitments

1.   Recommendations

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

1.1.1   Note the progress and impact within each of the strategic areas of improvement reported in this section (part 2) of the S&Q report.

1.1.2   Note the continued hard work of staff in schools, central teams and partners, to support children and young people as part of the Covid-19 response

1.1.3   Agree next steps at 5.1 – 5.3

1.1.4   Agree that updates on the work detailed in this report are presented at Committee as required.

Julien Kramer

Interim Executive Director of Education and Children's Services

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Report

Education Standards & Quality Report 20-21 (2)

2.   Executive Summary

2.1   This Standards & Quality report provides a summary of the progress and impact within the following areas of strategic improvement within Schools and Lifelong Learning: Leadership, Learning Together, Sustainability, Children and Young People's Participation, 1+2 Modern Languages, Numeracy and STEM. In addition to the summaries detailed in the main report below, the full Standards & Quality Report is provided (Appendix 1) stating the outcomes, key strengths and next steps for each area, detailing sources of evaluative data.

3.   Background

3.1   Each of these areas of school improvement is governed through an Edinburgh Learns Board and/or a central officer from the QICS or Teaching and Learning team. Each Board has senior leadership representation from each school sector and from partner agencies. This ensures empowerment of senior leaders to lead strategy at school, and Local Authority, level, including taking a central role in decision-making. This also enables the gathering of data, from a range of stakeholders, to support the evaluation of the progress and impact of the actions agreed by the Boards.

3.2   Progress reports from each of the Boards are regularly provided at senior leadership meetings to ensure the impact of agreed actions and to consider whether plans need to be adapted to ensure positive outcomes for learners.

3.3   The overarching aim of the Quality Improvement and Curriculum Service is to ensure consistency in the provision of high-quality teaching and learning, leading to improved outcomes for learners and positive destinations. The impact of the Covid pandemic has meant that initial plans have been adapted to reflect the local and National context and Health & Safety guidance. For example, this has meant a rapid acceleration in the development of digital skills and the need to adapt to new ways of working whilst continuing to improve outcomes for learners.

4. Main report

4.1 The Standards and Quality of education in the City's schools has been shown to be good in most areas, despite the ongoing challenges. Senior leaders in schools have demonstrated commitment to their communities through flexibility, adaptability and adherence to safety guidelines, which have been paramount. Of greatest note is the rapid improvement in the delivery of digital learning and the reconfiguration of the assessment of senior phase learners. Although formal scrutiny was not possible during the year, schools continued to self-assess the quality of their provision. A further report detailing strengths and development needs in Teaching, Learning and Assessment will be presented in October, providing analysis of the self-assessment across core Quality Indicators.

The report to follow outlines the summary from each strategic lead on progress around other related themes.

4.2 Leadership

School Leadership is recognised within the National Improvement Framework 2021 as a key driver of school improvement and raised attainment. The CEC Leadership Framework is centred on empowering leadership at all levels, building capacity, collaboration, ongoing self-evaluation and reflective practice. Core to achieving this the opportunity for leaders at all levels to access high-quality professional leadership learning, locally, regionally and nationally. Edinburgh's uptake for Education Scotland PLL programmes, SEIC leadership learning opportunities and local CEC leadership programmes is high and increasing. Further local programmes for the middle to senior leadership pathway are in development for all sectors. The EL: Leadership Board, a collegiate partnership between officers and school leaders at all levels, meets three times a year. An action plan for 21-22 has been agreed which aligns with the Edinburgh Learns For Life vision.

As a core Quality Indicator, Leadership of Learning is assessed each year in schools and during HMIE full model inspections. Of the 6 that have taken place since June 2019, 1 school was graded as satisfactory, 4 as good and 1 as very good. In looking at school self-evaluation data from June 2020, primary schools on average evaluate at 4.15, secondary schools on average evaluate as 4.17, and special schools on average evaluate at 3.55. This reflects an improvement in the primary sector and a maintenance in the secondary and special sectors. All newly appointed or acting HTs have taken part in the CEC HT Induction programme and bring revitalised leadership approaches to their learning communities. All newly appointed HTs either already hold the Standard for Headship or are enrolled in the Into Headship programme in order to attain this.

4.3 Learning Together

Over the course of the pandemic all schools have strengthened their relationships with parents and carers. They have been responsive to the needs of families using a wide range of improvements based on self-evaluation data to tailor their approaches.

They have listened to their community to inform the setting of specific objectives. Almost all schools made effective use of Teams to run virtual family events and other digital solutions, such as Learning Journals and Seesaw, to communicate and consult with parents and carers, All schools have taken effective steps to support children where there may be financial hardship, supported by Pupil Equity Funding (PEF) and other community funding. All schools are developing a whole school approach to wellbeing which is shared and followed by staff, pupils, parents and carers based on Children's Rights and Building Resilience. Partnership working across sectors has continued to improve as schools have worked with other agencies to ensure the best outcomes for learners and families. Feedback from families who participated in centrally co-ordinated parenting programmes delivered in schools described what they had achieved, and progress in their own learning, as a result of the activities provided. The Parent Council Chair Survey (May 2021) identified an increase in parents and carers attending virtual Parent Council Meetings and Locality Meetings by up to 66%. Parents and carers had a good awareness of Locality Meetings, the Consultative Committee with Parents (CCwP) and their purpose.

The Learning Together EL Board will work closely with the CCwP and other partners to further improve provision, specifically by ensuring that the Learning Together guidance is implemented in more schools. Progress on this will be reported in December.

4.4   **Sustainability**

The current Sustainability Board was relaunched in March 2021 and links made with Education Scotland, Regional Improvement Collaboratives and Local Authorities. A shared strategy with colleagues in Policy and Insight will ensure alignment with corporate and whole CEC initiatives. Additional links established with partners including Scotdec, Sustainability Partnerships, Warp it! and Keep Scotland Beautiful.
Currently there are 45 Edinburgh Schools with Eco-Schools Green Flags and 74 Primary schools, 21 Secondary schools and 9 Special schools with a Rights Respecting Schools Award. As part of the City's Emission Reduction Plan, councillors have agreed to allocate £40,000 of the £300,000 sustainability fund allocated within the Council's 2021/22 revenue budget to roll out a Climate Literacy Training programme across the organisation.

SOLU activity this session (Outdoor Learning) includes new curriculum renewal and rationale guidance; extended targeted deployment of staff into schools and hubs (over 30 staff in more than 50 schools); a new digital teaching resources library; sharing good practice via the new Outdoor Learning Map (https://www.outdoorlearningmap.com/), expanded online training; Covid-19 excursions toolbox (planning offsite provision, including risk assessments and Covid mitigations) and The Epic Days Programme. The Road Safety and Active Travel team ran campaigns in schools to promote walking and cycling; such as the WOW campaign with Living Streets motivating more children to walk, scoot and cycle to school. They also continued to support Bikeability in Primary Schools and organise specific events such as Young Driver in High Schools.

4.5 **Children & Young Persons' Participation**

From August 2020 to June 2021, 7 Primary Schools took part in (Virtual and face-to-face) Learner Participation Staff CLPL during In-service and twilight sessions. Feedback averaged at Very Good. Currently there are 45 Edinburgh Schools with Eco-Schools Green Flags and 74 Primary schools, 21 Secondary schools and 9 Special schools with a Rights Respecting Schools Award. Consultation is well underway for The Granton Waterfront Project. It aims to promote sustainable growth and help Edinburgh become a greener, fairer economy. The Learner Lead Consultation has involved stakeholders from schools and Youth Talks.

The Scottish Youth Parliament elections will take place in November 2021. A SLWG has met twice to ensure the Young People of Edinburgh are well represented and there are opportunities for all. To date, there are 62 YP candidates, which has exceeded expectations.

By June 2021, 18 secondaries and 79 primaries completed the Wellbeing Survey, with 3,992 secondary pupils and 15,462 primary pupils taking part. For the secondary survey, the majority responses positively to 24 of the 31 survey statements. Compared to the last survey two years ago, pupils responded more positively to 24 statements and less positively to 4 statements. For the Primary survey, scores associated with the child are down whereas those related to relationships and the learning environment have gone up.

4.6 **Implementation of 1+2 Approach to Languages Learning**

Languages teaching and learning in CEC schools aims to equip learners with language skills needed to participate fully in a global society and economy, by ensuring that all learners have access to high-quality learning experiences in Language 2 and Language 3, in line with entitlements set out in the Scottish Government 1+2 Approach to Language Learning. While our evidence shows some decline in provision of full entitlement for L2 session 2020-21, overall engagement across sectors remains high and SQA presentations and awards have increased, in contrast to national trends. Participation in CLPL has been strong and professional networks have been active and supportive. Leadership at LA level has been strengthened by full-time Development Officer working with QIEO team and CEC Lead Teacher. Learners have engaged enthusiastically and learning experiences have been enhanced by partnership and collaboration. Strategic planning should now focus on:

4.6.1 School leadership at SLT level

4.6.2 Supporting schools in robust self-evaluation of teaching and learning in languages

4.6.3 Promoting bilingualism

4.6.4 Heritage Languages and linking languages with the inclusive curriculum

4.6.5 Continuing to build sustainability through professional development and partnership working

4.7   Numeracy

An ongoing focus on improvement in numeracy is critical if we are to ensure excellence through raising attainment and achieving equity (NIF priorities). Teacher professionalism, one of the NIF drivers for improvement, focuses on improving skills and confidence of teachers. One of our priorities in 2020/21 has been a commitment to high quality professional learning in numeracy and mathematics through a mix of self-led and live training. There has been an ongoing commitment to early number training through our SEAL approach and an expansion of training post-SEAL including a focus on the themes of addition, subtraction, multiplication and division, along with word problem solving through a CPA (concrete, pictorial, abstract) approach.

A small number of schools have received additional support, with the aims of developing numeracy pedagogy, raising attainment and closing the attainment gap. The has been delivered through high-quality professional learning and pedagogical coaching. One school on the project reported that, despite the disruption due to COVID, attainment in numeracy has risen by 3% (and by 13% for learners living in SIMD 1 and 2). Across the authority, attainment in numeracy and mathematics was increasing at P4, P7 and S3 (and remaining steady at P1) between 2015 and 2019. We have seen a slight drop in attainment due to COVID; numeracy levels however remain on a par with literacy attainment.

4.8   Science, Technology, Engineering and Mathematics (STEM)

The City of Edinburgh Council had seven successful bids for STEM funding from Education Scotland for a variety of projects during session 2019-20, including: the development of mathematics CLPL; inclusive approaches to teaching numeracy; learning numeracy through play; improving resilience in numeracy/mathematics; developing science skills across the Broad General Education; embedding STEM within inter-disciplinary learning; and developing STEM and Digital Literacy. The delivery of some of these projects was affected by the lockdown, with only a small number being able to continue into session 2020-21.

In the most recent round of funding applications (2021-22), we have had two bids accepted, both focusing on developing effective CLPL (one in numeracy, the other in STEM more widely). The latter will allow us to appoint a STEM Associate Development Officer: this proposal addresses the ambition of the Scottish Government's STEM Education and Training Strategy by offering excellence and inspiration in the form of a programme of CLPL to improve the confidence, knowledge and skills of practitioners, with the aim of delivering inspirational STEM learning experiences to raise engagement and attainment. To ensure equity and equality, we will partner with Education Scotland's Improving Gender Balance and Equity Team to provide CLPL to challenge gender stereotypes. We aim to close participation and attainment gaps by enabling learners from typically under-represented or low "science capital" groups, including learners with ASN, to access stimulating and challenging STEM experiences.

In terms of our current work, the Primary STEM Network has been expanded to include every Primary school in Edinburgh, and several members of staff from some

settings. A network of STEM Developers from across EY and Primary, from CEC and Midlothian, has been created. Key information, resources and events have been shared through regular communications with Networks.

4.9 Relationships have been developed with many local key STEM partners and partnerships with schools have been facilitated. Partners have met Primary staff at Primary STEM Meet-ups.

A range of STEM CLPL has been delivered including:

4.9.1 STEM Developers course for EY and Primary staff from CEC and Midlothian

4.9.2 Primary STEM Meet-ups with partners and Primary staff

4.9.3 STEM Challenges training

4.9.4 Science Enquiry training

4.9.5 Secondary STEM coordinator meetings

Resources have been shared through shared drives. Uptake of CLPL courses has been strong, with remote delivery of courses increasing practitioner engagement.

5. Next Steps

5.1 Each Board completes an analysis of progress and areas for development which translates into next steps in the Action Plans for Session 2021-22. Boards are also ensuring actions are fully aligned to the City Vision, the Edinburgh Learns for life Strategy and key city objectives such as eradicating poverty.

5.2 Each Board will revise their guidance materials, support and training for staff in schools.

5.3 Core activities will continue to be the development to high quality teaching and learning skills, and culture change to eradicate poverty. These actions are predicated to narrow the poverty related attainment gap, improve destinations and increase wellbeing and resilience.

6. Financial impact

6.1 There are no financial implications contained in this report.

7. Stakeholder/Community Impact

7.1 The Edinburgh Learns Empowerment Boards have representation from school leaders and relevant partner agencies. They will continue to engage with stakeholders in a range of ways, for example by inviting presentations and consulting reference groups. The reach of the Boards is increased through the range of established sub-groups and networks.

7.2 Each year schools evaluate themselves against the HGIOS? 4 Quality Indicators

7.3   Each Board is completing an Integrated Impact Assessment which will fully engage stakeholders. These will be reported by the end of the next school session.

8.   Background reading/external references

8.1   https://education.gov.scot/improvement/self-evaluation/HGIOS4

9.   Appendices

9.1   Appendix 1 Edinburgh Learns Standards & Quality Report 2020-21 Leadership

9.2   Appendix 2 Edinburgh Learns Standards & Quality Report 2020-21 Learning Together

9.3   Appendix 3 Edinburgh Learns Standards & Quality Report 2020-21 Sustainability

9.4   Appendix 4 Edinburgh Learns Standards & Quality Report 2020-21 Children & Young Persons' Participation

9.5   Appendix 5 Edinburgh Learns Standards & Quality Report 2020-21 1+2 Modern Languages

9.6   Appendix 6 Edinburgh Learns Standards & Quality Report 2020-21 Numeracy

APPENDIX 1

CEC STANDARDS & QUALITY REPORT

EDINBURGH LEARNS: LEADERSHIP

August, 2021

Edinburgh Learns

"Our Goal is that every learner experiences the best teaching and learning"

Our Outcomes

- To empower leadership at all levels to support the implementation of the Edinburgh Learns strategy, raise attainment and improve outcomes for all learners.
- To ensure values-based leadership, a flexible and sustainable leadership community, leaders with high levels of skill and experience and enhanced professional learning lead to the delivery of high quality education and raised attainment.

What Does Our Evidence Tell Us?

School Leadership is recognized within the National Improvement Framework 2021 as a key driver of school improvement and improved outcomes for children and young people.

From June 2019 to June 2021, 15 City of Edinburgh primary schools, 2 secondary schools and 1 special school were inspected by HMIE. Inspection has understandably been halted during the Covid-19 period. 11 primary schools and 1 special school were inspected using the "short model" where Learning, Teaching and Assessment (QI 2.3) and Raising Attainment and Achievement (QI 3.2) are the focus. Leadership of Change (QI 1.3) is a feature of the "full model" for inspection and evaluations were as follows:

School	Date of Inspection Report	Evaluation for QI 1.3
St. John's RC Primary School	21.7.20	4 - good
Pentland Primary School	21.7.20	4 - good
Dean Park Primary School*	23.6.20	5 - very good
St. Augustine's RC High School	31.3.20	4 - good
Preston Street Primary School	31.3.20	4 - good
Prestonfield Primary School	10.9.19	4 - good

*Dean Park Primary School is part of the South East Improvement Collaborative (SEIC) Research Schools Phase 1 project. This enables practice to be shared.

In June 2020, school self-evaluation of QI 1.3 Leadership of Change was as follows:

Sector	2 – weak	3 – satisfactory	4- good	5- very good	6- excellent
Primary (19-20)	0	8	58	22	0
Secondary (19-20)	0	2	15	6	0
Special (19-20)	1	3	7	0	0

In the midst of a global pandemic, it is testimony to the strength of leadership at all levels within our educational establishments and local authority that leadership professional learning uptake has increased as outlined below. This shows clear appetite for leadership learning and the empowered approach. School leaders have noted "staff have stepped up" and how distributed leadership has developed during the past academic year. This includes in leading digital learning, wellbeing initiatives and innovative classroom pedagogy.

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By June 2021, the Edinburgh Learns: Leadership Board agreed updated Terms of Reference and a new EL4Life Action Plan where our contribution to transforming, empowering and connecting leaders at all levels is defined. The Board now includes Support Staff and looks forward to further strengthening the diversity of its membership 21-22. There are 3 working groups within the Board, led by Board members. These groups are planning an enhanced local leadership professional learning offer for 21-22 with a particular focus on aspiring senior leaders in all sectors.

CEC leaders at all levels have engaged positively in national, regional and local CLPL. It is important to note that the leadership professional learning offer has been enhanced considerably in all areas and our staff have been receptive to this.

Latest and best data from Education Scotland, shows the following uptake for 20-21:

Education Scotland PLL Programme	CEC uptake 20-21
Stepping Stones	46
Teacher Leadership	15
Supporting Teacher Leadership	3
Aspiring Middle Leaders	5
Middle Leaders Leading Change	14
Into Headship	5 (completed March 2021); 7 (completing March 2022)
Towards Headship	0
In Headship	2
Excellence in Headship	22 + 2 (Stretch EIH progarmme)
Coaching and Mentoring*	4
Evolving Systems Thinking	10

*This does not include those who have attended webinars or sessions on Coaching to support school leader wellbeing – only the formal Coaching for Success programme.

In looking at our participation rate over time in the Into Headship programme since its conception in 2015, the following data set can be noted:

Cohort	Mainstream Primary School participants	Mainstream Secondary School participants	Special School participants	Primary School participants progressing into Headship posts	Secondary School participants progressing into Headship posts	Special School participants progressing into Headship posts
Cohort 1 2015-16	5	6 (2 DHTS at RC schools)	0	4	0	n/a
Cohort 2 2016-17	7 (1 DHT at RC school)	1	1	3 – CEC (1 RC) 2 – East Lothian Council	1 – CEC (RC)	1 – Perth and Kinross Council
Cohort 3 2017-18	3	2	2	2	1 – CEC (following QIEO post)	1 – QIM post (CEC) 1 – Independent Special School
Cohort 4 2018-19	6 (1 DHT at GME school)	3 (1 DHT at RC school, 1 QIEO)	1	3 – CEC (1 at GME school)	3 – CEC 1 – East Lothian Council (following QIEO post)	n/a
Cohort 5 2019-20	6	3	0	2- CEC	-	-

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Cohort 6 2020-21	4	2	0	1 - CEC	-	-
Cohort 7 2021-22	9	4	1	3 - CEC	-	1 - CEC

The increased uptake for Cohort 7 can, in part, be explained by the now mandatory requirement for any head teacher appointed after August 2020 to hold the Standard for Headship in order to gain permanence.

Nationally, there is low uptake for the Towards Headship and In Headship programmes and this is being explored further by Education Scotland. Excellence in Headship now has 2 recruitment opportunities per year (March and August)– it is anticipated CEC participation will continue to grow.

There are now multiple offers for Middle Leaders and those Aspiring to Middle Leadership, nationally and locally. Education Scotland have increased the number of places available to 250 on each, due to online delivery. Recruitment took place in May 2021 for 21-22. Data on the CEC uptake for these programmes will be available from Education Scotland in autumn 2021.

Locally, we have developed 3 new CEC Leadership Learning programmes and piloted them during session 2020-21 – delivering these sessions online has led to high uptake and positive evaluation:

City of Edinburgh PLL offer (new)	Uptake	Overall participant evaluation (1 lowest; 5 highest)
Leading Teams Remotely	34	4.50 (NB: 100% of respondents said they would be interested in further CLPL on Coaching)
Aspiring DHTs	61	4.86
Aspiring HTs (secondary)	14	4.50
Middle Leaders (refreshed)	64	Commences September 2021

"Leading Teams Remotely" for middle leaders, "Aspiring DHTs" and "Aspiring HTs (secondary)" were co-constructed and delivered by officers in partnership with school leaders. Most comments indicated they wished for more opportunity for discussion during the sessions – this was perhaps limited by the online nature of delivery. We are not yet able to measure impact but evidence shows very high numbers of applicants for recent permanent DHT posts across sectors (one post in a secondary school in April 2021 had 41 applicants, for example). There is a culture of aspiration that the Edinburgh Learns: Leadership strategy recognises and wishes to harvest.

As regards teacher leadership of learning, again, national, regional and local offers have grown. Edinburgh teachers were well-represented on the Stepping Stones programme (Education Scotland) for recently qualified teachers and Teacher Leadership programmes.

Regionally, we had 8 CEC teachers deliver SEIC Pedagogy Pioneers sessions and 2 schools engaging with the Research Schools programme. 3 CEC DHTs engaged in the SEIC DHT Connect programme, which is an "Excellence in Depute Headship" approach for experienced DHTs.

Locally, the Edinburgh Learns: Teaching and Learning team continue to build their offer for classroom practitioners which includes the core aspects of the CEC Teaching Charter – Assessment is for Learning, Skills, Leadership of Learning and Differentiation. Adapting to the pandemic by moving online, producing Sway materials, ensuring a "bitesize" approach and making leadership learning more flexibly accessed has been successful for teacher leaders.

The CEC HT Induction programme, led by a Senior Education Officer and the EL: Leadership lead officer, has also moved online this session. There have been 22 participants and the programme has been updated in line with Edinburgh Learns for Life priorities. Following feedback, we hope to move this to a blended model 21-22 to enhance participant networking and discussion.

The CEC Lead Teacher network, led by a QIEO, has strengthened during the delivery of the SQA Alternative Certification Model. Lead Teachers facilitated moderation partnership opportunities, Understanding Standards events and were a vital source of key information for their networks throughout 20-21.

Partnership working remains a key strength. Of particular note is university partnership, with lead officers working together on the Masters Level Pathway Group (Moray House) and Teacher Education Partnership groups. We work well with our SEIC colleagues, again lead officers forming the SEIC Professional Learning and Leadership Working Group and working jointly with head teachers in the SEIC Secondary Curriculum Working Group. CEC also benefits from strong and positive relationships with PLL colleagues at Education Scotland, the CEC lead officer having recently been asked to present at a National Into Headship Conference.

What Are Our Next Steps?

- School Leadership remains a driver within the National Improvement Framework 2021.
- Work is underway on the development of a Professional Learning Pathway for support staff. This is being led by Fran Platt (ASL DHT) and Louise Stevenson (EL TLT SDO).
- The Working Groups of the Leadership Board wish to develop the successful "short courses" for the middle to senior leadership pathway further, using the model of the "CEC Middle Leaders" programme as a template. This work also includes an Early Years aspiring leadership workstream. The success of the "CEC Middle Leaders" programme is the monthly contact point, intersessional tasks, enquiry-based learning approach and ability to share learning at the culmination. Feedback also shows that the development and delivery of professional learning by CEC leaders, for CEC leaders, is a strength. The Board felt this was a very good model for other target audiences, going forward.
- The Board will work collaboratively with the EL: Inclusion and EL: Equalities lead officers, and the lead officer for Teacher Professionalism, to ensure alignment of priorities and leadership learning programmes. Of particular interest to the Board is how we can work together to support the leadership development of BAME staff.
- Work on Coaching and Mentoring is underway – initially, during 2020-21, with a focus on supporting school leader wellbeing. The lead officer has worked collaboratively with HR to plan for this. It is anticipated that this becomes a core offer over time – with a shift in focus to empowering school leaders to lead and create a culture of professional learning in their schools, and enhancing PRD processes.
- The global pandemic has meant that some of the usual external scrutiny around QI 1.3 Leadership of Change has not taken place. We welcome the recommencement of such activity, when Covid allows.
- QIEOs will engage in professional dialogue with HTs on their self-evaluation of the core Quality Indicators as usual, in the new session. This speaks to the emergent need of all staff in schools to lead learning digitally and remotely, to lead assessment and moderation, to lead and support the wellbeing of their pupils and communities, to be involved in strategic decision-making. It is important not to lose the gains we have made in empowering staff to be leaders in their own classrooms, schools and beyond.
- School Leaders will engage with a survey to capture their views on CEC leadership networking, communication and conferencing opportunities with a view to refining and improving this offer.
- The Board will consider the findings from the recent OECD report at the earliest possible opportunity. The Board will also consider the implications of the nationally agreed new Lead Teacher role for our local authority.

Standards and Quality Report

Edinburgh Learns

"Our Goal is that every learner experiences the best teaching and learning"

Our Outcomes

- Involve all parents and carers in the life and work of their child's/children's school(s).
- Implement further strategies to support 1 in 5 poverty awareness with a view to reducing the cost of the school day.
- Increase parental knowledge of parenting support programmes.
- Create opportunities for parents, carers and children to learn together.

What Does Our Evidence Tell Us?

Schools have strengthened their relationships with parents and carers. They have been responsive to the needs of families using a wide range of improvements, using self-evaluation data which included socio-economic data and local demography. Schools have worked to remove barriers to pupil participation through helping parents & carers to support their child's learning during the second lockdown. Schools used Insights to identify families who required support with remote learning. By tracking pupil engagement, and having supportive conversations, with families they were able to tailor their approaches by listening to their community and setting specific objectives.

Schools have created a family agreement where families committed to actively engaging in the school's equity and inclusion work, including specific steps to build a strong anti-racist community. Schools have supported the continuity of anti-racist work at home and beyond school, through the development and delivery of relevant resources and programming for all families. Schools have begun building the capacity of Parent Councils members, in their role as community leaders and ambassadors, to engage the larger parent body in their anti-racist practice.

Schools have taken effective steps to support children where there may be financial hardship, this is supported by Pupil Equity Fund (PEF) and other community funding. During Lockdown school staff were present in their local communities to meet and support parents and carers.

Schools have implemented a whole school approach to wellbeing which is shared and followed by staff, pupils, parents and carers based on Children's Rights and Building Resilience.

Parental feedback, regarding learning at home during the second lockdown, showed improvement in the use of Teams and appreciation of live lessons, 'Catch-ups', learning videos and live assemblies. Schools made effective use of Team to run virtual family events. and other digital solutions to communicate and consult with parents and carers.

Partnership working across sectors has continued to improve as schools have worked with other agencies to ensure the best outcomes for learners and families.

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Key Findings from the Family Support Mapping and Parental Consultation 2020, completed by 2,424 parents and carers, found 64% of all parents and carers reported that there had been positives for their families during the lockdown period. Equally the same number (64%) also reported that it had been very or quite challenging. Parents and carers felt grateful for the extra, unpressured time together with their children, being more involved with school learning and being supported by schools with regular communication. School closures had an overwhelming impact on families and outweighed all other written responses illustrating the difficulties of working from home and home schooling their own children, many of whom had no access to childcare or Hub places.

The Parent Council Chair Survey (May 2021) identified an increase in parents and carers attending virtual Parent Council Meetings and Locality Meetings by up to 66%. Parents and carers had a good awareness of Locality Meetings and the Consultative Committee with Parents (CCwP) and their purpose, generally viewed as opportunities to share information and discuss areas of common concern. The survey highlighted barriers to engaging through these forums, suggestions for future enhancement and areas for ongoing support.

The Family Learning in Edinburgh Report, published in May 2021, by Community Learning and Development Lifelong Learning service in partnership with primary schools found Family Learning has been effective in:
- Building the capacity of parents to engage in with their children in learning
- Supporting parents to understand the value of engaging in play and learning
- Building parents confidence to engage in other learning opportunities and become involved with school and wider community.

The Parental Engagement Read Write Count Equality and Equity Project Report, dated June 2021, found family learning is improving parents and carers capacity to learn. Feedback from families described how they felt they were achieving and progressing their own learning as a result of participating in the activities provided.

What Were Our Strengths?

- Positive relationships and high levels of trust between schools, parents and partners.

- Increased range of digital solutions used by schools to improve parental engagement in children's and young people's learning.

- Involvement of pupils and parents in creating and reviewing school vision, values and aims relevant to the context of the school within its community.

- Commitment of Parent Councils and other parent groups to support and be actively involved in school improvement.

- Centrally co-ordinated parenting programmes for targeted families delivered in schools including Peep Learning Together online sessions, Read, Write, Count, Mindroom sessions, Triple P training for targeted families.

- Capacity and skills of school staff and partners to support parental involvement and engagement.

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What Are Our Next Steps?

- Clear communication for all families who continue to have changes in family circumstances to access supports from other agencies. Ensure support is accessible for all.

- Build on partnerships developed to include parents and carers in school development and renewal planning.

- Continue to connect with parents and carers to remove barriers to learning including digital poverty and to intervene when children are at risk with an awareness of the long term effects of poverty and disadvantage.

- Work together with parents and carers to plan family learning that takes account of the impact of the pandemic on families and communities

APPENDIX 3

CEC STANDARDS & QUALITY REPORT

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SUSTAINABILITY

August 2021

EDINBVRGH
THE CITY OF EDINBURGH COUNCIL

Edinburgh Learns

"Our Goal is that every learner experiences the best teaching and learning"

Our Outcomes

- To align outcomes, where possible, and actively engage with "Edinburgh 2030 Climate Strategy – Delivering a Net Zero, Climate Ready City".
- To connect and coordinate children Sustainability opportunities and resources locally and nationally.
- Develop and enhance knowledge and awareness of Sustainability education.
- All learners should have an entitlement to Learning for Sustainability curriculum.
- Capitalise on Cop26 Global Climate Summit to create positive change.

What Does Our Evidence Tell Us?

Learning for Sustainability is concerned with every level and type of learning and the provision of quality education for all. It has been embedded within the Standards to support teachers in actively embracing and promoting principles and practices of sustainability in all aspects of their work.

For a school it is 'a whole school approach that enables the school and its wider community to build the values, attitudes, knowledge, skills and confidence needed to develop practices and take decisions which are compatible with a sustainable and equitable world.

There are elements of good practice in Sustainability across the school estate and elsewhere across the Council. However, this could be more consistent. A refreshed strategy should be connected and co-ordinated more effectively in order to achieve our outcomes and realise our vision of 'A fairer, healthier, greener future for everyone.'

What Were Our Strengths?

- Sustainability Board relaunched in March 2021 and links made with Education Scotland, Regional Improvement Collaboratives and Local Authorities. A new shared strategy with colleagues in Policy and Insight will ensure alignment with corporate and whole CEC initiatives.
- Formal links established with partners including Scotdec, Sustainability Partnerships, Warp it!
- Currently there are 45 Edinburgh Schools with Eco-Schools Green Flags.
- As part of the City's Emission Reduction Plan, Councillors have agreed to allocate £40,000 of the £300,000 sustainability fund allocated within the Council's 2021/22 revenue budget to roll out a Climate Literacy Training programme across the organisation. This is planned to take place in Sept/Oct.
- Children and Young Persons' voice is key to a Sustainable, greener future. Rights Respecting Schools is a UNICEF Award which supports Schools understand their rights and how they are entitled to be part of planning for improvement and their future. Currently, Edinburgh has 74 Primary schools 21 Secondary schools and 9 Special schools involved in this initiative. It was a good year for achievements, given that all of the work was virtual.
- Consultation is well underway for The Granton Waterfront Project. It aims to promote sustainable growth and help Edinburgh become a greener, fairer economy. CEC, along with partners, invested over £250 million in the surrounding neighbourhoods. The plan is to deliver around 3,500 new net zero carbon homes, business start- up space and commercial opportunities, Europe's largest

coastal park through creating new and enhanced green spaces, creative arts, culture and leisure space and key services including a school and health centre. The Learner Lead Consultation has involved stakeholders from schools and Youth Talks.

- The Enerphit approach to addressing the existing estate has been launched to address energy inefficiency in older schools in the Edinburgh Estate. Brunstane Primary School is the first school to go through this improvement. In addition, Currie High School was built to Passivhaus standard with "learning for sustainability" embedded in the vision. It is hoped the success of Brunstane and Currie will be the model for other schools needing this step change to meet energy expectations.

- During 2020/21 and in response to the pandemic, SOLU activity (outdoor learning) includes new curriculum renewal and rationale guidance; extended targeted deployment of staff into schools and hubs (over 30 staff in more than 50 schools); a new digital teaching resources library; sharing good practice via the new Outdoor Learning Map (https://www.outdoorlearningmap.com/), expanded online training; Covid-19 excursions toolbox (planning offsite provision, including risk assessments and Covid mitigations); Epic Days Programme (https://www.edinburgh.gov.uk/news/article/13239/epic-adventures-for-primary-7-pupils); and reintroduction of overnight camping expeditions.

- During 2020-2021, The Road Safety and Active Travel team ran campaigns in schools to promote walking and cycling; such as the WOW campaign with Living Streets motivating more children to walk, scoot and cycle to school. They also continued to support Bikeability in Primary Schools and organise specific events such as Young Driver in High Schools.

What Are Our Next Steps?

- SLWG will launch new CEC Sustainability Policy by September 2021.
- Each School will have a named Sustainability rep by October 2021.
- Carbon Literacy Training will be offered to all HT and DHTs in session 2021-2022.
- 'Paw Print' Carbon footprint App will initially be trialled in 1 Primary and 1 Secondary School in Term 1 of next session. Phase 2 will take place in 3 Learning Communities.
- In Sept/October 2021, 1000 S2 Pupils will take part in a Hydrogen Education Programme Challenge sponsored by Arcola, Scottish Power and ITM Power and in conjunction with Scottish Government.
- SLWG will consult with Outdoor Learning Unit to scope out strategy for Outdoor Learning and explore how they can influence curriculum design and planning in schools. In addition, incremental reopening of Benmore and Lagganlia residential outdoor centres, plus a new Edinburgh-based Outdoor Learning Centre (Bangholm re-build); review of the Excursions Policy and associated school/community evaluation resources (safety, environmental sustainability, equity, equality and effectiveness); deployment of new temporary additional staff (Covid-19 recovery); renewed Career-long Professional Learning offer (in partnership with the Early Years Team); and expansion of direct delivery provision via Bonaly.
- The Road Safety and Active Travel Team will undertake a review of school travel plans beginning at the start of the 21/22 academic year. We will ask pupils, staff and parents how routes to school can be improved and collate the outcomes in a new Travel Plan for each school. We intend to complete this project over 18 months and our progress will be shared on the Streets Ahead website.
- SLWG from Board will capture best practice from new school builds and Enerfit Programme to educate and mitigate energy inefficiency across school and community estate. Share "Edinburgh 2030 Climate Strategy – Delivering a net zero, climate ready City" message.
- SLWG will explore re-wilding of City Spaces and school grounds with staff from Water of Leith Conservation and other stakeholders.
- Sustainability Lead will liaise with Education Scotland and other partners to encourage full participation in COP 26 Summit Package in Schools, Colleges and Youth Centres. This may include a 1.5 Max Summit pre-COP 26 in November 2021.

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- Scotdec will offer opportunities to take part in a Global Climate Seminar and provide other quality CLPL to support learning for sustainability.
- SLWG with colleagues from waste, recycling, and FM will consult over a series of meetings to refresh waste and recycling strategy. There has been budget allocated (£100k) for improvements in schools recycling (additional recycling bins) and actions in relation to further reducing plastic waste for catering and reducing food waste across the Learning Estate in Edinburgh.

APPENDIX 4

CEC STANDARDS & QUALITY REPORT

CHILDREN AND YOUNG PERSONS' PARTICIPATION

August, 2021

EDINBVRGH
THE CITY OF EDINBURGH COUNCIL

Edinburgh Learns

"Our Goal is that every learner experiences the best teaching and learning"

Our Outcomes

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

What Does Our Evidence Tell Us?

What is participation? – *UN General Comments and documented in the Education Scotland presentation for launch of Learner Participation in Educational Settings (3-18), 2018)*

We must ensure that:

- children are **supported** to form a free view
- an **environment** that enables the child to exercise her or his right to be heard is provided
- (children's views can) add relevant **perspectives and experience**
- (children's views are) considered in **decision-making, policymaking** and preparation of **laws** and/or measures as well as their **evaluation**
- *The concept of participation emphasises that including children should **not only be a momentary act**, but the starting point for an **intense exchange** between children and adults on the development of policies, programmes and measures in all relevant contexts of children's lives.*
- *Article 12 of the United Nations Rights of the Child stipulates that simply **listening to the child is insufficient**; the views of the child have to be **seriously considered** when the child is capable of forming her or his own views.*

What Were Our Strengths?

- From August 2020 to June 2021, 7 Primary Schools took part in (Virtual and physical) Learner Participation Staff CLPL during In-service and twilight sessions. Feedback averaged at Very Good. Training needs to be redesigned to reflect the recent UNCRC legislation in Scotland.
- Children and Young Person's voice is key to a Sustainable, greener future. Rights Respecting Schools is a UNICEF Award which supports Schools understand their rights and how they are entitled to be part of planning for improvement and their future. Currently, Edinburgh has 74 Primary schools (24 registered, 24 Bronze, 19 Silver, 7 Gold), 21 Secondary schools (4 registered, 11 Bronze, 3 Silver, 3 Gold) and 9 Special schools (6 Bronze, 2 Silver, 1 Gold) involved in this initiative. It was a good year for achievements, given that all of the work was virtual.

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- Consultation is well underway for The Granton Waterfront Project. It aims to promote sustainable growth and help Edinburgh become a greener, fairer economy. The Learner Lead Consultation has involved stakeholders from schools and Youth Talks.
- The Scottish Youth Parliament elections will take place in November 2021. A SLWG has met twice to ensure the Young People of Edinburgh well represented and there are opportunities for all. To date, there are 62 YP candidates, which has exceeded all expectations.
- By June 2021, 18 secondaries and 79 primaries completed the Wellbeing Survey, with 3,992 secondary pupils and 15,462 primary pupils taking part. For the secondary survey, the majority responses positively to 24 of the 31 survey statements. Compared to the last survey two years ago, pupils responded more positively to 24 statements and les positively to 4 statements. For the primary survey, scores associated with the child are down whereas those related to relationships and the learning environment have gone up.

What Are Our Next Steps?

- A series of 5 CLPL opportunities available to all staff next session designed to support the philosophy of the learner being at the heart of all policy, improvement and planning. Themes include: An overview of learner participation and leadership, Vision and Values, Curriculum Design, The 4 Arenas of Participation and Planning for Improvement.
- Colleagues from schools, CE Council, Schools and SYP will continue to work with candidates and their families and schools to prepare them for upcoming elections in November.
- Further consultation and good practice sharing of effective tracking of Wider Achievement in schools, colleges and youth groups. Consistent approach considered.
- Colleagues from C&YPP Board will conduct a baseline audit to scope out whether C&YP Voice is captured consistently and effectively in crucial decisions for Care Experienced, ASL and Child Protection cases.
- SLWG to consider how schools, Life-Long Learning (including CLD), youth groups and colleges can plan and collaborate more effectively learner pathways and opportunities.
- SLWG to discuss how we can involve our YP in all strategic CEC decision and policy making.
- Using RRS status data, further promote the award in schools.

APPENDIX 5

CEC STANDARDS & QUALITY REPORT

IMPLEMENTATION OF 1+2 APPROACH TO LANGUAGELEARNING

August, 2021

EDINBVRGH
THE CITY OF EDINBURGH COUNCIL

Edinburgh Learns

"Our Goal is that every learner experiences the best teaching and learning"

Our Outcomes

- To improve language skills to enable our learners to participate fully in a global society and economy.
- To ensure that all learners have access to high-quality learning experiences in L2 and L3, in line with entitlements set out in the Scottish Government 1+2 Approach to Language Learning.

What Does Our Evidence Tell Us?

- Data collected via Scottish Government 1+2 Survey for session 2020-21 show a decrease in primary schools reporting full implementation of L2 P1 – P7: 97% in 2019 (national average 88%), compared to 64% full implementation and 36% partial in 2021 (no data was collected in 2020). L3 is currently reported as 73% full entitlement, 27% partial. In secondary schools, twenty offer full entitlement for L2 and three partial entitlement. Twenty-one secondary schools are providing a full L3 entitlement. To date, data for 2020-21 has not been collated centrally but our figures reflect expected national landscape for L2.

- Primary schools identify barriers to be conflicting priorities, staff skills and confidence, loss of momentum, reduced curriculum focus and bubble restrictions. Secondary schools cite timetabling, curriculum model and staffing. Relevance of these barriers differs according to context.

- Pupil voice gathered through research and teacher networks indicates strong engagement with and enjoyment of learning experiences within the BGE, coupled in some cases, with a desire for increased challenge.

- Data shows an increase in uptake and awards at SQA National 5 and Higher across languages between 2018 and 2020, in contrast to national trends, which show an overall decline.

- Evidence gathered through collaborative research in schools with SEIC partner LAs and Edinburgh University School of Education confirms internationally accepted findings and Scottish Government guidance, that successful implementation is strengthened by active involvement of school SLT and a planned, strategic whole-school approach. Engagement with our Lead Teacher and Curriculum Leads networks indicates this is an area for development in some primary and secondary contexts.

What Were Our Strengths?

- Working with QIEO team and CEC Lead teacher, full-time 1+2 DO has been able to offer significantly enhanced support for schools this session.
- CL and Primary Lead Teacher networks have been strengthened through increased collaborative activity and enhanced professional learning opportunities.
- There has been high participation with local and national CLPL on pedagogy, practice and leadership. CEC has funded more teachers than any other Scottish LA to complete OU language and pedagogy courses.
- CEC Lead Teacher, supported by QIEO team, has provided sector-leading support for the SQA ACM this year.
- Existing SEIC, partner agency and university partnerships have adapted and expanded this session. Fresh engagement has been initiated with Heriot-Watt University and Edinburgh College.
- Pupil engagement initiatives such as Language Ambassador programmes, have been developed, sustained and strengthened through Covid 19, to support wider achievement and near-peer collaboration.
- Remote and blended learning have boosted digital skills and increased links with families.
- Pupil experience and teacher skill significantly enhanced through strong, supportive partnerships.

What Are Our Next Steps?

- Messaging, regarding the need for strong leadership and planned, strategic implementation to guarantee full entitlement to learners in all contexts, must be unequivocal.
- Establish 1+2 Senior Leaders Network to ensure 1+2 SLT remit and responsibility clearly defined and allocated in all schools and QIEO Team able to support this.
- Enable improvement through reflective practice and strategic planning by supporting rigorous self-evaluation of languages learning and teaching as part of planning for attainment.
- Ensure heightened awareness of the benefits of bilingualism across learning communities to strengthen provision across 1+2 and Heritage Languages, raise attainment and support the inclusive curriculum.
- Increase sustainability through strengthening partnerships and enhanced CLPL for leadership and languages pedagogy.
- Build capacity in skilled, creative use of digital, linked to CEC Empowered Learning initiative.

APPENDIX 6

CEC STANDARDS & QUALITY REPORT

NUMERACY AND MATHEMATICS

August, 2021

EDINBVRGH
THE CITY OF EDINBURGH COUNCIL

- To improve attainment in numeracy and mathematics throughout the years of the Broad General Education (BGE) and Senior Phase.
- To improve outcomes and reduce inequity in numeracy and mathematics development.
- To increase confidence and fluency in mathematics for those who deliver mathematics education.
- To improve the quality of learning, teaching and assessment in numeracy and mathematics.

These outcomes are taken from the Raising Attainment in Mathematics (draft) March 2020

What Does Our Evidence Tell Us?

ACEL - Numeracy
(includes predicted grades 2019-20 and 2020-21)
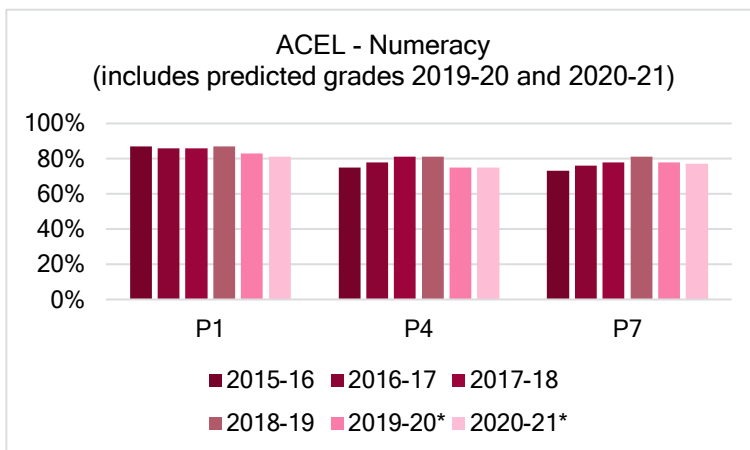
Numeracy attainment in P1 remained steady (and above 85%) between 2015 and 2019. Over this time both P4 and P7 attainment improved across the city (up by 6% and 8% respectively over the 3 years). We have seen a dip in estimated attainment across all primary measured stages in the last 2 years. COVID will be a factor, and it's essential that our next steps reflect the need to raise attainment again and close the gaps. We note that we are seeing similar sized drops in aspects of literacy over the last 2 years.

ACEL - S3
(includes predicted grades 2019-20 and 2020-21)
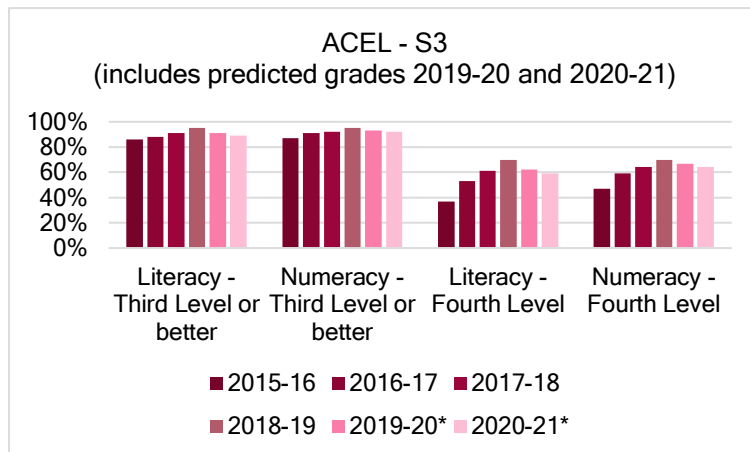
In S3, attainment at third and fourth levels have risen between 2015 to 2019 roughly in line with literacy. Numeracy attainment at 3rd level has been consistently above 85% (at 95% at its highest), and although we have seen a drop since 2019 the drop has not been as marked as in literacy. We have seen a marked improvement in 4th level attainment between 2015 and 2019 though there are still improvements to make here, particularly with the drop since 2019. Increased attainment at 4th level by the end of S3 will impact favourably on attainment at National 5 and beyond in senior phase.

Numeracy	2016-17			2017-18			2018-19		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
P1	75%	94%	19%	75%	93%	18%	77%	95%	18%
P4	65%	88%	23%	65%	90%	25%	68%	90%	22%
P7	60%	87%	27%	64%	88%	24%	67%	90%	23%
S3 (Third Level)	80%	96%	16%	84%	97%	13%	89%	99%	10%
S3 (Fourth Level)	34%	74%	40%	39%	85%	46%	45%	86%	41%

Q1 and Q5 data shows that the poverty-related attainment gap is reducing slowly over time, with most improvement seen at third level. There is still progress to be made however.

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Improving attainment in literacy and numeracy

Percentage of Leavers Attaining Numeracy

Legend:
- Edinburgh, City of SCQF 4
- Virtual Comparator SCQF 4
- Edinburgh, City of SCQF 5
- Virtual Comparator SCQF 5
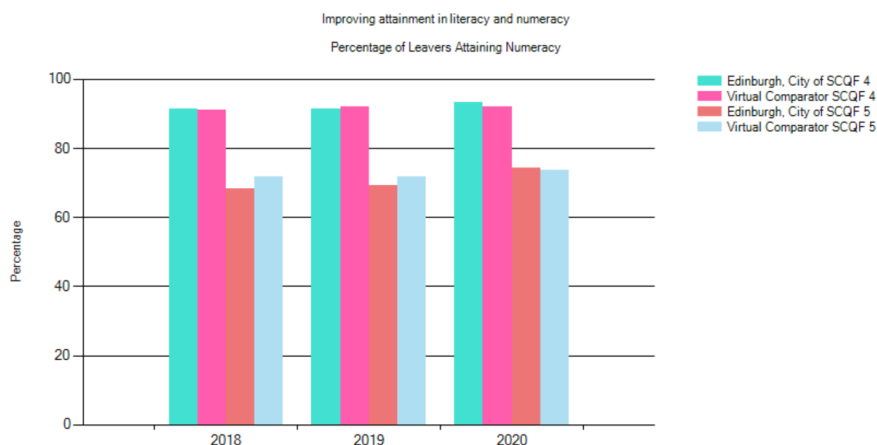
When considering leavers' numeracy attainment at SCQF levels 4 and 5, we see that both have improved over the last 3 years and both were higher than the virtual comparator for the first time in 2020.

What Were Our Strengths?

- We have expanded and developed our high-quality professional learning offer, maintaining our commitment to early number training in our SEAL approach and introducing a wide and varied programme of live webinars. These have focused on the themes of addition, subtraction, multiplication and division, along with word problem solving through a CPA (concrete, pictorial, abstract) approach to support learning post-SEAL. These areas were identified as a priority through the analysis of data and through discussion with teachers.

- We have worked with a small number of schools, as part of an Education Scotland STEM grant and the SAC school programme, with the aims of developing numeracy pedagogy, raising attainment and close the attainment gap. This has been delivered through high-quality professional learning and pedagogical coaching. One school on the project reported that, despite the disruption due to COVID, attainment in numeracy has risen by 3% (and by 13% for learners living in SIMD 1 and 2).

What Are Our Next Steps?

- We will continue to develop our teachers' skills and knowledge support high quality learning, teaching and assessment. This is achieved through the delivery of professional learning in numeracy and mathematics, along with pedagogical coaching for individual schools and practitioners.

- We will work with the ASL service and Psychological Services to implement targeted interventions for children and young people with gaps in numeracy skills.

- Pupil Support Assistants (PSAs) play a vital role in supporting learners with numeracy and it is imperative that they have the skills they need to do so. As part of the wider plan for PSA training, we will offer a suite of numeracy professional learning. PSAs will be able to choose the training relevant to the stage and needs of the learners with whom they are working.

- The Raising Attainment in Mathematics (draft) Report was published in March 2020 following a Validated Self-Evaluation across the city. We aim to publish a final version of this report and share it with schools and relevant partners.

- We have an ongoing commitment to work with our SAC schools to help raise attainment and close the gap. The success of the partnership working between the numeracy development officer and

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some of our SAC schools this session will be widened out to include more of these schools. We will take the lessons learned from the success of this year's project to apply to future engagement.

- We will continue to work with our partners across the South East Improvement Collaborative (SEIC) to support high-quality professional learning across the 5 local authorities.

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Education, Children and Families Committee

10:00am, Tuesday, 24 August, 2021

National Qualifications - Alternative Certification Model

Executive/routine
Wards
Council Commitments

1.   Recommendations

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

1.1.1   Note the assessment arrangements in place, to support the award of National Qualifications, amended to reflect the impact of Covid-19

1.1.2   Approve the next steps detailed in order to support young people in making progress in their learning and in moving to positive destinations.

Julien Kramer

Interim Executive Director of Education and Children's Services

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Report

National Qualifications - Alternative Certification Model

2.   Executive Summary

2.1   Due to the Covid pandemic, arrangements for the award of National qualifications have been amended in sessions 2019-20 and 2020-21. The removal of the exam diet has required schools to deliver ongoing, high-quality teaching, learning and assessment, throughout periods of in-school, remote and blended learning, in alignment with SQA and Local Authority Guidance. This has created the need to develop clear assessment plans to support provisional grades, in accordance with subject-specific guidance, known as the Alternative Certification Model(ACM).

2.2   School leaders have ensured that these plans have been shared with clarity to their staff teams, ensuring an understanding of standards, providing opportunities for staff to engage in moderation activities which support consistency of these standards to ensure equity for all learners. This includes engagement in local and national practitioner networks, as appropriate. A timely and transparent approach to communicating with young people and their parents & carers about changes and key messages and timescales has been essential in generating confidence in the system.

2.3   Quality assurance of approaches has been crucial in ensuring this equity and consistency both at school, local and national levels. The main priority throughout has remained that no young person is disadvantaged as a result of the amended arrangements and is supported throughout the process, and beyond, to enable all young people to progress in their learning and move to sustained positive destinations.

3.   Background

3.1   The Scottish Government took the decision that National 5, Higher and Advanced Higher exams would not go ahead in session 2020-21, due to ongoing concerns about the impact of Covid-19 and the need to ensure that there is fairness and equity for all of Scotland's young people. The Alternative Certification Model (ACM) has been implemented to ensure fair and credible results for all learners undertaking National Qualifications.

3.2   Provisional results submitted to SQA in June 2021 have been supported by robust quality assurance carried out by each school, City of Edinburgh Council (QICS) and SQA. This will ensure that a National 5 awarded in the north of Scotland is of the

same standard as one which is awarded in the south of Scotland and everywhere in between. The ACM for National 5, Higher and Advanced Higher has followed a similar process.

3.3   SQA published broad guidance entitled "National Courses: guidance on gathering evidence and producing estimates" in October 2020: https://www.sqa.org.uk/sqa/95281.html

3.4   More detailed guidance on the roles and responsibilities of teachers, schools and local authorities regarding SQA Quality Assurance for the National Qualifications 2021 is available here: https://www.sqa.org.uk/sqa/96762.html

3.5   The National Qualifications 2021 (NQ21) Group was set up to support the development of the ACM nationally. It included representatives from a range of key stakeholders including Association of Directors of Education in Scotland (ADES), the Educational Institute of Scotland (EIS), the National Parent Forum of Scotland, SQA and Schools Leaders Scotland (SLS).

3.6   Edinburgh officers have been liaising closely with local authority colleagues across Scotland, via ADES and the SEIC, and have been supported well by our SQA Liaison Manager. The QICS convened working groups with key stakeholders including Secondary school senior and middle leaders, ASL service, parents/carers and teaching unions, to co-produce advice on different aspects of ACM implementation:

3.6.1   Quality Assurance and Assessment approaches
3.6.2   Moderation and Lead Teacher Networks
3.6.3   Assessment Arrangements
3.6.4   Learner & Parent/Carer Communications

3.7   Information has been shared via regular updates with the following networks:-

3.7.1   SQA Coordinators
3.7.2   Lead teachers (including Subject and Support for Learning leaders)
3.7.3   Senior Leaders (Head Teacher and Depute Head Teacher)

3.8   The QICS has worked closely with SQA, School leaders, and practitioner networks to ensure the effective sharing of guidance regarding the Alternative Certification model and to support schools in putting this guidance into assessment plans which ensure clarity for staff, young people and their parents & carers.

4.   Main report

4.1   **Alternative Certification Model**

The QICS issued guidance to Senior leaders in March 2021 (Appendix 1). This provided clear information about preparation and implementation of the model as detailed below.

The revised alternative certification model is based on five key stages:

Stage 1: ongoing until April 2021
Teachers access subject specific guidance, assessment resources and Understanding Standards materials and webinars from SQA.

4.1.1 Ensure all staff have engaged with the SQA's alternative certification model documentation including Understanding Standards activity.

4.12 Provide clarity you young people on what pieces of evidence will inform their Provisional grade for each subject; the weighting of each piece of evidence; and the timeline for assessment.

4.1.3 Agree school approach to assessment (this could include subject-specific variances).

4.1.4 Share with staff teams the agreed approach for internal verification.

4.1.5 HT/DHT engages with QIEO regarding Assessment Strategy and Quality Assurance processes - March/April 2021.

Stage 2: April - May 2021
School and local authority quality assurance continues. During May, SQA requests, reviews and provides feedback on assessment evidence from each school, college and training provider.

4.1.6 SQA will determine which subjects/levels are sampled.

4.1.7 SQA will liaise with schools to agree how evidence will be submitted (either by post/uplift or by electronic copy).

4.1.8 It is accepted that evidence will only be partial at this point.

4.1.9 Local Authority Subject Moderation is ongoing, including on **Framework Friday 14 May**.

Stage 3: End of May to 25 June 2021
Schools, colleges, training providers, local authorities and SQA work through final stages of local and national quality assurance and feedback, to reach provisional results that are consistent, equitable and fair.

4.10 By **Friday 11 June** – Staff agree provisional grades in school

4.11 No new timetable for existing Senior Phase prior to Mon 14 June.

4.12 From **Mon 14 June** – Final in-school QA and discussions with QIEO/QIM ahead of sign-off.

4.14 Week beginning 14 June can still be used to assess pupils who may have been absent etc. if necessary.

4.15 Additional Assessment Day for teachers to engage with the Alternative Certification Model (ACM) on **25 May and 9 June.**

4.16 Local Authority Subject Moderation is ongoing.

Stage 4: by 25 June 2021
Schools, colleges and training providers submit quality assured provisional results to SQA.

Stage 5: Appeals process for 2020–21

4.17   The deadline for appeals is 24th August, 2021

4.2   **Assessment Evidence**
Provisional grades are based on teachers' judgements of pupils' demonstrated attainment, based on a range of evidence, supported by local and national quality assurance.
SQA produced subject-specific guidance for a range of qualifications (including NQs, NPA, NCs, Foundation Apprenticeships) taking into account disruption to learning this year that set out the key evidence required for each course. National standards have been applied, based on holistic assessment of this key evidence of demonstrated attainment, to determine provisional results. Schools were required to ensure that families received communication to make them aware how learners were going to be assessed in each subject area and the differences between this, and last year's models e.g. being aware that once the assessment process has been concluded and evidence assessed, it is not possible to undertake additional assessments, reassessments, nor consider additional evidence, in support of a higher grade. Inferred attainment is not a part of the ACM for session 2020-21. Teachers were required to provide effective feedback, at appropriate points, to ensure learners understand progress and next steps in learning.

A range of assessment resources were developed by SQA and at school level to support the gathering of evidence of demonstrated attainment. Schools were able to use previous SQA papers however it was made clear that schools were not expected to fully replicate the exam process or conditions. Where a young person was absent from school e.g. due to self-isolation or illness, alternative assessment opportunities were provided.

4.3   **Setting Grade Boundaries**

As all National Courses were internally assessed in 2021, schools had the flexibility to adjust their assessments, or marking approaches, to ensure they are consistent with national standards. If, exceptionally, they felt an assessment is more or less challenging than anticipated, they can take this into account when making the overall provision grading decisions for learners.

4.4   **Moderation and Quality Assurance**

All practitioners involved in the implementation of the ACM were required to engage in collaborative moderation activity to ensure shared understanding of standards and expectations. This took place within, or across, a department or subject area where teachers are familiar with course specifications and approaches to assessment.

Teachers were asked to:-

4.4.1 check assessment instruments before they are delivered, where possible, to ensure validity
4.4.2 arrange standardisation exercises, including reference to Understanding Standards, and cross marking an appropriate sample of learning evidence, before wholesale marking, to set the standard
4.4.3 sample assessment decisions – cross marking a sample of candidate responses to ensure that appropriate action was taken where required
4.4.5 sign off the completed ACM Quality Assurance Check-lists
4.4.6 maintain assessment and moderation records using Local Authority or SEIC Moderation & Assessment paperwork.

4.7 **Data Analysis Tool**

Schools were provided with a Data Analysis tool, developed by the Senior Data Analyst, to support schools in ensuring rigour in provisional grades whilst providing a tool to support the tracking of attainment over time. The tool provided the following tracking information:-

Highlight similarities or differences in the data; providing a graphical view of the data to help the user better understand how these relate to other features of the data (e.g. number of entries, no awards, etc).

However, the data tool does not say why anticipated grades in 2021 are (or are not) similar to the data for previous years. This should be apparent in the **narrative** for the course in question, developed through moderation activity related to the anticipated grades for 2021.

Senior leaders were asked to work with their staff to analyse the data consider the following key questions:-

(a) Are there any **similarities** between this year's anticipated Provisional Results and grades in previous years? If so, do I understand why these particular years might be similar?
(b) I understand why the anticipated Provisional Results might look different from the data for these earlier years?

In particular:

4.7.1 Are the grades for 2021 **consistently lower/higher** than these earlier years?
4.7.2 Are the grades for 2021 **tending to cluster more around particular grades**?
4.7.3 Are differences **related to a lack of No Awards** in 2021 (looking at the graph on the left)?
4.7.4 Are differences related to any **changes in entries** over time?

School were provided with a moderation template (See ACM Guidelines Appendix 1) to enable final checks, and sign-off, of provisional grades to be undertaken.

4.8 **National Quality Assurance**

Education Scotland carried out a national review of local authority approaches to quality assurance of the alternative certification model (Appendix 3). CEC engaged in this process in April 2021, by meeting with lead HMIE officers, arranging focus groups of head teachers, SQA coordinators and Lead Teachers. Education Scotland provided CEC with the following feedback:-

Strengths

4.8.1 Detailed, effective guidance produced in consultation with schools. Clear roles and responsibilities, clear rationale. Links to key documents and QA checklists.

4.8.2 Use of networks and working groups to address challenges. Collaborative approach, including use of SEIC links.

4.8.3 Use of Lead Teachers and SQA appointees. Empowered framework of support.

4.8.4 Centre officers proactive in responding to needs of schools: "open door" approach.

Areas for Consideration

4.8.5 Strategic overview of QA processes: build in earlier "sense checks" and clarify expectations.

4.8.6 Consider support for Lead Teachers and SQA appointees, including with workload.

4.8.7 Avoid perception of "one-off, high-stakes" assessments. Clarify what can be used as evidence of attainment

In addition to this, Education Scotland identified a sample of schools and courses at a range of qualification levels to form part of their external verification process. Schools were given subject feedback, the authority was given an overview of this feedback, and nationally collated subject reports were made available on the SQA website. Professional dialogue about this feedback was incorporated into the QIEO/HT meetings which formed part of the local approach to the ACM.

4.9 **QICS Quality Assurance**

In response, QIEOs arranged voluntary meetings with Curriculum leaders to discuss the process of ACM in place, forming an important part of the triangulation of evidence for the Local Authority approach to the ACM. The purpose of these short professional conversations was to ascertain the views of CLs as to how we may take what we've learned from this year to develop local QA processes for the senior phase in future years, and also gauging how they, as middle leaders, have interpreted our local guidance. Dialogue focused on how assessments were selected and moderated, the faculty assessment schedule, faculty moderation processes (including any engagement with local authority moderation offers and their views on this) and what the local authority could have done better or differently

by way of support for the ACM, in order to inform our practice next year. These conversations illustrated the robust approach to the ACM taken by middle leaders and the positive impact of subject-level collaboration on moderation in the Senior Phase, which middle leaders are keen to retain and enhance in session 21-22.

4.10 **Communication of Provisional Grades**

All young people were notified of their provisional grades, by letter, on Wednesday 23 June. This included further information about how their provisional grade have been arrived at, the appeals process, results day and available support and advice.

4.11 **Results**

Provisional results will be confirmed to young people on Tuesday 10th August. A summary of this results will be made available, following this confirmation process.

5. Next Steps

5.1 To support young people to progress in their learning and/or to move to positive destinations, following receipt of final grades on 10th August, 2021.

5.2 To support young people, and school teams, with appeals submitted (deadline 24th August 2021).

5.3 To use quality assurance intelligence gathered to inform the LA Assessment & Moderation strategy.

5.4 To analyse attainment data to inform school/Local Authority improvement targets.

6. Financial impact

6.1 There are no financial implications contained in this report.

7. Stakeholder/Community Impact

7.1 The Edinburgh Learns Empowerment Boards have representation from school leaders and relevant partner agencies. They will continue to engage with stakeholders in a range of ways, for example by inviting presentations and consulting reference groups focusing on the curriculum pathways offered within each early years setting and school. This will include ensuring that learners' views inform the ongoing development of Assessment & Moderation Strategy.

7.2 Attainment and positive destination data will be analysed and tracked to ensure progress for all learners.

8. Background reading/external references

8.1 "National Courses: guidance on gathering evidence and producing estimates"
https://www.sqa.org.uk/sqa/95281.html

9. Appendices

9.1 Appendix 1 – Edinburgh Learns Alternative Certification Model Guidance

9.2 Appendix 2 - Alternative Certification Model Provisional Grades Letter to Young People

9.3 Appendix 3 - Education Quality Assurance of ACM Briefing paper for staff

EDINBURGH LEARNS
Guidance on SQA Alternative Certification Model (ACM)

Contents

Introduction

The Scottish Government has decided that National 5, Higher and Advanced Higher exams will not go ahead this school session 2020-21. This is due to ongoing concerns about the impact of Covid-19 and the need to ensure that there is fairness and equity for all of Scotland's young people.

The Alternative Certification Model (ACM) aims to ensure fair and credible results for all learners undertaking National Qualifications. Provisional results submitted to SQA in June 2021 will be supported by robust quality assurance carried out by each school, The City of Edinburgh Council and SQA. This will ensure that a National 5 awarded in the north of Scotland is of the same standard as one which is awarded in the south of Scotland and everywhere in between. The ACM for National 5, Higher and Advanced Higher will follow a similar process.

SQA published broad guidance entitled "National Courses: guidance on gathering evidence and producing estimates" in October 2020: https://www.sqa.org.uk/sqa/95281.html

More detailed guidance on the roles and responsibilities of teachers, schools and local authorities regarding SQA Quality Assurance for the National Qualifications 2021 is available here: https://www.sqa.org.uk/sqa/96762.html

The National Qualifications 2021 (NQ21) Group was set up to support the development of the ACM nationally. It includes representatives from a range of key stakeholders including Association of Directors of Education in Scotland (ADES), the Educational Institute of Scotland (EIS), the National Parent Forum of Scotland, SQA and Schools Leaders Scotland (SLS).

Edinburgh officers have been liaising with local authority colleagues across Scotland, via ADES and the SEIC, and have been supported well by our SQA Liaison Manager. The quality improvement team convened working groups with key stakeholders including, Secondary school senior and middle leaders, ASL service, parents and teaching unions, to co-produce advice on different aspects of ACM implementation:

- Quality Assurance and Assessment approaches
- Moderation and Lead Teacher Networks
- Assessment Arrangements
- Learner & Parent/Carer Communications

Information is shared via regular updates with the following networks:

- SQA Coordinators
- Lead teachers (including Subject and Support for Learning leaders)
- Senior Leaders (HT and DHT)

The following guidance brings together the range of national and local advice shared previously with schools (see Appendix). We wish to acknowledge and thank all those who have contributed to this collaborative process.

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ACM Implementation Timeline

The revised alternative certification model is based on five key stages:

Stage 1: ongoing until April 2021
Teachers access subject specific guidance, assessment resources and Understanding Standards materials and webinars from SQA.

- Ensure all staff have engaged with the SQA's alternative certification model documentation, including Understanding Standards activity.
- Provide clarity to young people on what pieces of evidence will inform their provisional grade for each subject; the weighting of each piece of evidence; and the timeline for assessment.
- Agree school approach to assessment (this could include subject-specific variances).
- Share with staff teams the agreed approach for internal verification.
- HT meets with QIEO/QIM to discuss previous patterns of attainment (**by end of March**).

Stage 2: April - May 2021
School and local authority quality assurance continues. During May, SQA requests, reviews and provides feedback on assessment evidence from each school, college and training provider.

- SQA will determine which subjects/levels are sampled.
- SQA will liaise with schools to agree how evidence will be submitted (either by post/uplift or by electronic copy).
- It is accepted that evidence will only be partial at this point.
- Local Authority Subject Moderation is ongoing, including on **Framework Friday 14th May**.

Stage 3: end May to 25 June 2021
Schools, colleges, training providers, local authorities and SQA work through final stages of local and national quality assurance and feedback, to reach provisional results that are consistent, equitable and fair.

- By **Friday 11 June** – Staff agree provisional grades in school
- No new timetable for existing Senior Phase prior to Mon 14 June.
- From **Mon 14 June** – Final in-school QA and discussions with QIEO/QIM ahead of sign-off.
- Week beginning 14 June can still be used to assess pupils who may have been absent etc. if necessary.
- Additional Assessment Day for teachers to engage with the Alternative Certification Model (ACM) on **25th May and 9th June.**
- Local Authority Subject Moderation is ongoing.

Stage 4: by 25 June 2021
Schools, colleges and training providers submit quality assured provisional results to SQA.

Stage 5: Appeals process for 2020–21 – To be advised following consultation.

QUALITY ASSURANCE

Quality Assurance documentation for school level, including sign-off by staff at each level (**Appendix One**).

As per the timeline above, QIEOs are meeting with Head Teachers before Easter and will also meet in June for final sign-off.

Support at subject level via Lead Teacher networks is ongoing (this includes support from SEIC for some subjects).

Guidance for Lead Teachers has been shared and can be found in **Appendix Two**.

We will work with schools to develop effective support for moderation at the centre, which will include sharing data on prior attainment and looking at provisional patterns of attainment for this session. More details of this will follow in due course.

SQA Guidance on Key Roles and Responsibilities
https://www.sqa.org.uk/sqa/96762.html
This link takes you to more detailed guidance on the responsibilities of teachers, schools and local authorities regarding SQA Quality Assurance for the National Qualifications 2021.

Education Scotland's support for Digital Quality Assurance of National Qualifications
Using Microsoft Teams and OneNote, learner evidence can be curated and shared with peers. Discussion around learner evidence can be done asynchronously or live, with the results of the discussion recorded in text, video or voice notes. Every member of the team will be able to access the record of quality assurance to enable them to make judgements about their own learners. You can find out more about this process here:
https://blogs.glowscotland.org.uk/glowblogs/digilearn/2021/02/19/digital-quality-assurance-of-national-qualifications/

Assessment Guidelines

This takes account of the national guidance and sets out best practice for the creation and validation of assessment and how schools will undertake moderation to ensure a shared understanding of standards and expectations. It has been agreed by the Scottish Government that two additional in-service days will be set aside for teachers to work on assessments this year.

Assessment evidence

On 8 December the Deputy First Minister outlined to Parliament that National Qualifications in 2020-2021 will be awarded based on **teacher judgement of evidence of demonstrated attainment**, supported by local and national quality assurance processes.

SQA has produced subject-specific guidance for a range of qualifications (including NQs, NPA, NCs, Foundation Apprenticeships) taking into account disruption to learning this year that sets out the key evidence required for each course. National standards will be applied based on a holistic assessment of this key evidence of demonstrated attainment to determine provisional results. (Scottish Government 24 March 2021)

It is important that we communicate to families to make them aware how learners are going to be assessed in each subject area. This should include timings for assessments and weightings.

It is important that families understand that *inferred attainment* is not a part of the ACM for session 2020-21, and the differences between this year's model and the last. This includes being aware

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that once the assessment process has been concluded and evidence assessed, it is not possible to undertake additional assessments, reassessments, nor consider additional evidence, in support of a higher grade.

Teachers will provide effective feedback, at appropriate points, to ensure learners understand progress and next steps in learning.

Provisional grades cannot be shared until the quality assurance process has been concluded. In practice, this likely means sharing the grades during the final week of term, before submission to SQA. (Note however that this advice may have to revisited once the SQA reveal final details of the appeals process for this session.)

Schools are best placed to respond to candidate absence on the day a particular piece of assessment is due to take place, as they would for any other internal assessment. All candidates should be afforded an opportunity to complete planned assessments in the same parameters and conditions as their peers to ensure there is demonstrated evidence of their ability.

Use of SQA papers

National 5, Higher and Advanced Higher question papers and marking instructions are available on the SQA Secure website. Teachers can use them to support internal assessments when gathering evidence for provisional results in session 2020-21. The question papers can be used in full or in part.
The following link explains how to extract questions from these papers:
https://www.sqa.org.uk/sqa/95917.html

There is however no requirement nor expectation that you reproduce an exam in full. **SQA guidance emphasises that there should be a clear focus on quality rather than quantity of the evidence.** It is perfectly acceptable to split an exam into two shorter assessments, and even then the combined length could be reduced by removing some questions if necessary. In such cases, care should be taken to ensure that the overall level of difficulty of any assessment is not reduced. Schools should also carefully consider the content of any assessments to ensure that they meet both SQA requirements and reflect the learning journey of those expected to sit them following periods of blended learning.

See SQA advice here for more details regarding evidence:
https://www.sqa.org.uk/sqa/files_ccc/nq-estimates-guidance-2020-21.pdf
All question papers and marking instructions must be stored securely and treated as confidential. The content must not be shared or discussed online - or in any location where they could be accessed by unauthorised persons.
We should bear in mind that learners currently in S4 and S5 have no experience whatsoever of sitting SQA examinations. Timetabling full length, exam-style assessments may not be the best way to allow these learners to perform to the best of their ability.

Setting Grade Boundaries
We are aware that there appears to be contradictory advice from SQA for different subjects regarding the use of grade boundaries when generating provisional results and have contacted SQA as a matter of urgency to attempt to get clarification. This is an issue that has been raised nationally.

As all National Courses are internally assessed in 2021, centres have the flexibility to adjust their assessments or marking approaches to ensure they are consistent with national standards. If exceptionally they feel an assessment is more or less challenging than anticipated, they can take this into account when making the overall grading decisions for learners.

There is no expectation that a centre must change grade boundaries if an SQA paper is split in order to fit into a school timetable, unless it is felt this considerably changes the level of difficulty.

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The SQA ask that equalities, children's rights and wellbeing considerations underpin all decisions and actions within the Alternative Certification Model.

Exam/study leave

The advice remains as set out in earlier communications:
As there are no exams in May/June, there will no longer be any Study Leave. Due to Covid-19 risk mitigations, schools may need to temporarily adjust the timetable to accommodate arrangements for assessments.
(EL Guide for Learners & Parent/Carer January 2021)

Due to Covid-19 risk mitigations, schools may need to temporarily adjust the timetable to accommodate arrangements for assessments.
(EL Guidelines for SQA Qualifications November 2020)

Such adjustments to timetables may be required at times, for example, to allow sufficient space and capacity for key assessments to be delivered in line with SQA requirements for assessment conditions; to ensure effective delivery of Assessment Arrangements; or where there is a desire to ensure that every learner sitting a particular assessment can do so at the same time.

Teachers should use the flexibility to assess learners at times and in ways that are appropriate to their needs to manage the assessment burden on young people during the remainder of the academic session (24 March 2021)
https://www.gov.scot/publications/coronavirus-covid-19-guidance-on-reducing-the-risks-in-schools/pages/school-operations/#curriculumandassessment

Invigilators

We are currently risk-assessing the use of invigilators (other than normal school staff) for assessments in the final term. We recognise that this would free up staff to focus on the marking of assessments, or further moderation activities. Note, however, that current restrictions on gatherings in an area are set at 50 individuals. Note also that any decision made now regarding the deployment of such staff, could be overtaken by subsequent Scottish Government in June, depending on infection rates etc.

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Moderation Guidelines

Moderation develops a shared understanding of standards and expectations. It is a collaborative activity, best done within or across a department or subject area where teachers are familiar with course specifications and approaches to assessment.

The main steps in any moderation exercise will involve all of the following:
1. checking assessment instruments before they are delivered, where possible, to ensure validity
2. arranging standardisation exercises, including reference to Understanding Standards, and cross marking an appropriate sample of scripts before bulk marking to set the standard
3. sampling assessment decisions – cross marking a sample of candidate responses (square root of total cohort) – and ensuring that appropriate action is taken before evidence is returned to candidates
4. signing off the completed ACM Quality Assurance Check-lists (Appendix 2)
5. maintaining assessment and moderation records using Education Scotland Digital Quality Assurance Tool, Local Authority or SEIC Moderation & Assessment paperwork.

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Appendix One – Quality Assurance Templates

INSERT NAME High School
National Qualifications 2021
Alternative Certification Model Quality Assurance Procedures

Internal Assessments
1. Colleagues involved in the delivery and assessment of the NQs have a knowledge and understanding of the national standards.
2. Colleagues are engaging with the most recent SQA Understanding Standards resources and activities as required.
3. Colleagues are working with the most up to date SQA course requirements for 2020-2021.
4. Colleagues are using the 2020-2021 SQA subject specific guidance on assessment.
5. An appropriate number of assessment opportunities are planned, in line with subject-specific guidance from the SQA, to generate the key assessment evidence.
6. Young people have been made aware of these assessments and are aware of how their grades will be calculated based on them.
7. Instruments of assessment are agreed in line with SQA subject specific guidance.
8. Marking instructions are standardised to conform to national standards and are applied consistently.
9. Grade boundaries applied are consistent with national standards.
10. Assessments are carried out in class and under SQA exam conditions.
11. Post assessment, learners' assessment evidence is sampled proportionately, and marking is cross-checked against the national standard. Candidate evidence at grade boundaries is included in the sample.

Provisional Grades
1. All teaching staff involved in the provisional grade process will work through the SQA Academy Estimates module found here:
   https://www.sqaacademy.org.uk/course/view.php?idnumber=estimates
2. Provisional grades are based on evidence of demonstrated attainment, have been derived in line with SQA guidance and with reference to the national standard.
3. Assessment judgements are moderated within departments/faculties to ensure that provisional grades are a fair representation of a candidate's ability and performance within the subject.
4. In the finalisation of the provisional results, consideration is given to inclusion, equality and the additional support needs of all candidates.
5. A provisional band is provided for all candidates, with the exception of those who have been withdrawn from the course.
6. Provisional results for the 2021 cohort are compared with the attainment data from previous cohorts on a subject by subject basis, with the exception of the 2020 data, using the supplied paperwork.
7. The Curriculum Leader and the DHT attainment/HT meet to review the provisional results compared to historical data. Implications are considered, and adjustments made as appropriate. Justification for any change is recorded.
8. CL and teacher agree and sign off the provisional results.
9. DHT attainment carries out a whole school analysis of provisional results, comparing 2021 provisional attainment with historical attainment patterns, year group potential and prior attainment if available.
10. DHT attainment/HT agree and sign off provisional grades.

Internal Assessments QA Checklist

Faculty	
Subject	

Activity	CL initials
Colleagues involved in the delivery and assessment of the NQs have a knowledge and understanding of the national standards.	
Colleagues have engaged with the most recent SQA Understanding Standards resources and activities as required.	
Colleagues have worked with the most up to date SQA course requirements for 2020-2021.	
Colleagues have used the SQA subject specific guidance on assessment.	
An appropriate number of key assessment pieces have been used to generate the provisional grades, in line with the SQA subject-specific guidance.	
Appropriate weight given to each individual piece of evidence in accordance with its predictive value	
Young people have been made aware of these assessments and how they will be used to generate grades.	
Standardised marking instructions, compliant with national standards, have been applied consistently.	
Grade boundaries applied are consistent with national standards.	
The appropriate SQA assessment conditions have been applied.	
Moderation exercises have been carried out internally and externally, including reference to Understanding Standards, cross marking an appropriate sample of scripts before bulk marking to set the standard.	

Teacher signature(s) *Please indicate which levels you are presenting for, e.g. Nat5/H etc.*		Date
CL signature		Date

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Provisional Results QA Checklist

Faculty	
Subject	

Activity	CL /SLT initials
All faculty colleagues involved in the provisional grade process have worked through the SQA Academy Estimates module.	
All curriculum leaders involved in the provisional grade process have attended a Local Authority briefing on Assessment & Moderation Guidelines	
Provisional grades are based on evidence of demonstrated attainment, have been derived in line with SQA guidance and with reference to the national standard.	
Assessment judgements have been moderated internally and externally to ensure that provisional grades are a fair representation of a candidate's ability and performance within the subject.	
In the finalisation of the provisional results, consideration has been given to inclusion, equality and the additional support needs of all candidates.	
A provisional band has been provided for all candidates, with the exception of those who have been withdrawn from the course, by 18 June.	
Provisional results for the 2021 cohort have been compared with the attainment data from previous cohorts, with the exception of the 2020 data.	
Outcomes of the data analysis have been discussed with Faculty Link DHT/HT. Implications have been considered, and adjustments made as appropriate. Justification for any adjustments has been recorded.	
SLT has carried out a whole school analysis of provisional results, comparing 2021 provisional attainment with historical attainment patterns, year group potential and prior attainment if available.	
CL signature	**Date**
SLT signature	**Date**

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Local Authority Quality Assurance checklist

QIEO will engage with HT/DHT regarding Assessment Strategy and Quality Assurance processes - March/April 2021.	
Guidance on the Alternative Certification Model will be issued.	
Professional Learning on the Assessment and Moderation Guidance will be offered to all faculty leaders/curriculum leaders in April/May 2021.	
Requests for external support with validation and moderation from departments through the Lead Teacher Network will be facilitated.	
Collaboration and collegiate activities across senior and middle leaders and within subject groups to validate assessment instruments and moderate assessment samples will be facilitated.	
Data pack on previous patterns of attainment to compare previous trends on performance for individual subjects and cumulative whole school attainment trends will be provided.	
QIEO will engage with HT/DHT to discuss the submitted provisional results and confirm that the Alternative Certification Model Quality Assurance Procedures have been applied, including Internal Assessment & Provisional Results QA Checklists– May/June 2021	

QIEO Signature		**Date**
HT Signature		**Date**

Appendix Two Part (a) – calendar of moderation support

Local Authority Subject Moderation March-May 2021	Planned	When is this taking place?
Expressive Arts		
Music	Yes	Friday 14th May Moderation partnerships established and Teams channels set up
Dance	Yes	Friday 26th March – preparation for moderation sessions N5 1:15-2pm H 2-2:45pm Friday 14th May
Drama	Yes	Friday 26th March Friday 14th May
Art and Design/ Photography	Yes	Friday 26th March Friday 14th May
PE	Yes	N5 and AH PE Understanding Standards Friday 26th March H PE Understanding Standards tbc post-Easter N5/H/AH Moderation Events will take place on Friday 14th May Schools paired up to moderate evidence
Technologies		
Business	Yes	Higher Admin Tuesday 20 April Nat 5 Admin Wednesday 21 April Higher BM Tuesday 27 April Nat 5 BM Wednesday 28 April

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		Nat 5 Thursday Accounts 29 April
		Higher Monday Accounts 26 April
		Nat 5 Economics Thursday 29 April
		Higher Economics Monday 26 April
CDT	Yes	Friday March 26th: Moderation Plan Launch and outline of the group
		Week beginning 19th April: meeting of CDT subject/level facilitators.
		Subject meetings for the following will then be arranged by subject facilitators:
		N5 Design and Manufacture
		Higher and Advanced Higher Design and Manufacture
		N5 Graphic Communication
		Higher and Advanced Higher Graphic Communication
		N5 Engineering Science
		Higher and Advanced Higher Engineering Science
		N5 Practical Woodwork
		N5 Practical Metalwork
		These will be different days and times. We are using Onenote to collect evidence and Microsoft forms to collect evidence. We have planned to group schools into 3 so that everyone can be involved.
Computing	TBC	

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Health and Food Technology	Yes	4 subjects:
		Health and Food Technology Nat 5/H
		Fashion and Textile Technology Nat 5/H
		Practical Cookery Nat 5
		Practical Cake Craft Nat 5
		We are setting up moderation groups on Teams.
		Next network meeting to decide next steps is 27th April.
		Moderation events:
		14th May, 25th May and 9th June.
Social Subjects		
RME	TBC	SEIC event on Thursday 27th May, 2021
		Moderation partnerships being established
History	Yes	Friday 26th March
		Friday 14th May
		Summer term Subject Network meeting date tbc
Geography	TBC	
Modern Studies	Yes	AH Thursday 18th March
		N5 Monday 26th April
		Framing Additional Qs Workshop 26th April
		Marking Best Practice AH Thursday 6th May
		Pre-assessment Moderation Friday 4th June 1-3pm tbc
		Post-assessment Moderation tbc
Philosophy/Psychology		Cross-authority network is well-established
		N5/H Psychology Wednesday 10th March
		End April/May date tbc
		Higher Philosophy
		Post-Easter date tbc
Literacy/Languages		

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English	TBC	
Modern Languages	Yes	Speaking and Writing 18th March (AH) 23rd March (H) 25th March (N5) (NB: March events had 50 attendees from across almost all schools) Reading and Listening May dates tbc
Media	TBC	Cross-authority network is well-established.
Maths/Sciences		
Maths	Yes	Friday 14th May Tuesday 25th May Moderation partnerships established and times agreed between them
Biology	Yes	Friday 14th May Moderation partnerships established for those who expressed interest and work is underway – times agreed by partners
Chemistry	Yes	Friday 26th March Friday 14th May Further additional date tbc if required
Physics	TBC	

Appendix Two Part (b) –

Lead Teacher Guidance (updated Feb 2021)

SQA Moderation and Quality Assurance 20-21

SQA guidance entitled "National Courses: guidance on gathering evidence and producing estimates" (October 2020) can be found here: https://www.sqa.org.uk/sqa/95281.html.

Subject specific guidance for National 5, Higher and Advanced Higher can be found here: https://www.sqa.org.uk/sqa/95258.html

SQA have made question papers available through the SQA Secure website.

New materials and webinars are being posted on the Understanding Standards website: https://www.understandingstandards.org.uk/

The revised model for delivering National 5, Higher and Advanced Higher results in 2021 (also known as the Alternative Certification Model) was published on 16th February, 2021: https://www.sqa.org.uk/sqa/95257.html

Within the model, the revised date for provisional results is now **25th June, 2021.**

The revised alternative certification model is based on five key stages:

Stage 1: ongoing until April 2021 – Teachers and lecturers access subject specific guidance, assessment resources and Understanding Standards materials and webinars from SQA.

Stage 2: April to May 2021 – School, college, training provider and local authority quality assurance continues. During May, SQA requests, reviews and provides feedback on assessment evidence from each school, college and training provider.

Stage 3: end May to 25 June 2021 – Schools, colleges, training providers, local authorities and SQA work through final stages of local and national quality assurance and feedback, to reach provisional results that are consistent, equitable and fair.

Stage 4: by 25 June 2021 – Schools, colleges and training providers submit quality assured provisional results to SQA.

Stage 5: Appeals process for 2020–21 – To be advised following consultation.

The SQA Academy course which all staff can access can be found here: https://www.sqaacademy.org.uk/course/view.php?idnumber=estimateqa

Current Expectations

In CEC, Lead Teachers and their corresponding networks offer a key mechanism to ensure work on moderation continues in line with previous good practice. In particular, we know the support that subject networks provide to smaller departments or single teachers of subjects within departments is invaluable.

We are aware moderation is underway, including within departments and through existing partnership working across presenting centres, and a number of moderation opportunities took place on the Framework Friday on 15th January.

There continues to be an expectation for moderation and quality assurance within the national guidance, although SQA acknowledge that assessment may now take place later in the year. Engaging in school and local authority quality assurance activities is first mentioned in Stage 1 and is mentioned again in Stage 2 guidelines. We are in a strong position with this.

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Within Stage 2, SQA give some indication of external quality assurance:
 "*During May, on a proportionate basis, SQA selects courses from each school and college for national quality assurance and provides subject-specific feedback. For national quality assurance, this package of evidence will be less than that used for reaching provisional results. The assessment evidence can be partial or incomplete. For example, it could consist of one or two pieces of key evidence from a small number of learners in the subjects selected. For some practical subjects, where capturing and submitting assessment evidence is not possible, sampling activity will be replaced by a professional discussion held between the school, college or training provider and a SQA senior appointee.*"

The First Minister indicated in a recent parliamentary address that 2 Assessment Support Days will be forthcoming. No further details have been given to date.

Next Steps:

To provide further opportunities to work collaboratively, we would ask you to consider the following:
- **Friday 26ᵗʰ March, 2021** has been agreed as an optional/voluntary CEC subject network afternoon. Please consider using this time to create an opportunity for subject specialists to work together on aspects of moderation. In order to support consistency of assessment judgement within your subject area, this may be a good time to use Understanding Standards resources as the SQA guidance above suggests.
- In addition to this, the **Framework Friday on 15ᵗʰ May, 2021** will provide a final opportunity. At this stage, it may be possible for moderation of pupil assessment evidence to take place.
- Subject Network meetings will continue to run remotely, consider when these will be best placed to meet the needs of your network.
- As Lead Teacher, prioritise offers of support to smaller departments or single subject teachers within departments, if you are able to. Encourage smaller departments to buddy up with moderation partners to build their capacity.
- All the above are optional professional learning opportunities and you are best placed to understand what will work best for your own subject and network.

Suggested Quality Assurance and Subject Support Activity February – June 2021

- Following the phased return to school, schools will develop their own QA calendars/moderation guidance to meet the needs of their context and revised assessment opportunities/windows. **NB**: We recognise that questions remain unanswered as to the possibility of a full return to school for our learners and that some SQA subject guidance appears predicated on this assumption.
- Effective formative feedback should continue to be provided to learners during the continuation of learning and teaching, both remotely and during practical activities in school, while working towards course completion.
- Learning and teaching in subjects with highest levels of critical practical work that require in-school facilities and cannot be undertaken remotely is a key priority within the Scottish Government return to school guidance - https://education.gov.scot/media/ry4bk2eg/returnofseniorphaselearners.pdf
- This guidance also asks that learners have secure foundation and course coverage prior to formal assessment taking place in the later stages of the 2020/21 academic session
- Subjects updates continue to be released – please check this link: https://www.sqa.org.uk/sqa/96037.html
- CEC and SEIC Subject Networks will continue to meet – please contact Michelle.Moore2@edinburgh.gov.uk if you have any questions about the SEIC networks.
- Link with your subject QIEO for advice and support as appropriate.

- As assessment evidence is built up, moderation activity will allow practitioners and curriculum leaders to review and check the evidence used to make final provisional results decisions.
- The local authority will make a pro-forma available for Senior Leaders to confirm SQA and local guidance has been followed throughout the estimates process. This was done last year and was felt to be supportive.

Suggested Moderation Activity on 26th March, 2021

1:30-3:30pm
It may be more appropriate for a subject's moderation activity in March to focus on consistent application of national standards– this could be done in a locality meeting as opposed to a 1:1 moderation partnership. Discussion on the key features and criteria of each "grade" could be part of this approach.

CLs/Subject Leaders from the locality could use resources from the SQA Understanding Standards website to support this: https://www.understandingstandards.org.uk/
There may be an opportunity for staff with SQA appointee/verification/marking experience within each subject area to add value to this process or to lead discussion.

It is recognised that any moderation activity at this stage will be supportive, rather than "review and check". Further opportunities for departmental moderation in line with school quality assurance procedures will be required prior to estimate finalisation.

Suggested Moderation Activity on 15th May, 2021

1:30-3:30pm

Sampling of pupil work **if ready to do so** – with a focus on an appropriate number of candidates on the borderline between grades

Different moderation teams may wish to focus on different levels – National 5, Higher, Advanced Higher.

If using the same assessment instrument (part of an SQA paper from the secure website, for example), you may wish to agree on certain questions that you focus discussion on in order to maximise the time available to dialogue
3 pupils to discuss per "moderation partner" across a range of standards is suggested but it is recognised this may vary across subjects.

Where possible, this sample could be shared in advance between moderation partners and then discussed during an agreed 1:1 Teams meeting on 15th May (or another agreed date as appropriate).

The SQA provide guidance on unconscious bias – samples for discussion can be anonymised, for example, to increase robustness of the agreed judgement of standard – thus: "*Use of blind or cross marking can decrease the potential for bias in grading decisions, and moderation across departments, learning areas and faculties will ensure fairness for all candidates and that robust standards are maintained." (*From National Courses: guidance on gathering evidence and producing estimates p3).

Single subject teachers within departments should, where possible, retain the moderation partnerships that are currently in place or that emerge as a positive consequence of January's Framework Friday moderation opportunity. There is no requirement for all candidate evidence to be cross-marked. A proportionate, sampling approach will work well.

SQA Guidance on Key Roles and Responsibilities
https://www.sqa.org.uk/sqa/96762.html
This link takes you to more detailed guidance on the responsibilities of teachers, schools and local authorities regarding SQA Quality Assurance for the National Qualifications 2021.

Education Scotland's support for Digital Quality Assurance of National Qualifications
Using Microsoft Teams and OneNote, learner evidence can be curated and shared with peers. Discussion around learner evidence can be done asynchronously or live, with the results of the discussion recorded in text, video or voice notes. Every member of the team will be able to access the record of quality assurance to enable them to make judgements about their own learners. You can find out more about this process here:
https://blogs.glowscotland.org.uk/glowblogs/digilearn/2021/02/19/digital-quality-assurance-of-national-qualifications/

Appendix Three– Curricular and Subject Leader Guidance (March 2021)

The SQA published broad guidance entitled "National Courses: guidance on gathering evidence and producing estimates" in October 2020 – see link: https://www.sqa.org.uk/sqa/95281.html

From P9 of this guidance:

Moderation across departments, learning areas and faculties will ensure fairness for all candidates and ensure that robust standards are maintained. ***It is good practice to extend moderation activity beyond the centre to a local or regional level, where possible.***

Updated materials and webinars to support moderation are being posted on the Understanding Standards website: https://www.understandingstandards.org.uk/

This link takes you to more detailed guidance on the responsibilities of teachers, schools and local authorities regarding SQA Quality Assurance for the National Qualifications 2021: https://www.sqa.org.uk/sqa/96762.html

We are aware moderation is underway in many subject areas already, both within departments and through existing partnership working across presenting centres – **thank you**.

Your subject Lead Teachers will communicate with you, through your Subject Networks, when any further planned moderation activities are going to take place. Some subject moderation will take place on agreed Framework afternoons; some subjects will have their own agreed times and dates as best suits the needs of their subject area.

At present, moderation across centres will take place remotely using Teams. It is hoped that we may be able to permit some face-to-face subject meetings in May, but this is not yet confirmed.

Each curricular area has a QIEO contact link and a Lead Teacher. Please contact your Lead Teacher in the first instance, should you have any questions about moderation opportunities.

Suggested moderation activity - April – May 2021

Use moderation partnerships to support the verification of adapted SQA papers or other instruments of assessment to ensure they continue to meet national standards so that they remain valid assessments.

Use Subject network meetings to engage in professional dialogue regarding how learners within a subject will be assessed to achieve consistency of opportunity across the authority for pupils to demonstrate their ability and generate assessment evidence.

There is a **Framework Friday on 14th May** – Lead Teachers have been asked to use this afternoon to support the sampling, cross-marking (in a proportionate model) and moderation of learner evidence. This will be a further opportunity to work with colleagues from other centres. Please do make use of this opportunity wherever possible.

If using the same assessment instrument (part of an SQA paper from the secure website, for example), you may wish to agree on certain questions that you focus discussion on in order to maximise the time available to dialogue.

The SQA provide guidance on unconscious bias – samples for discussion can be anonymised, for example, to increase robustness of the agreed judgement of standard – thus: "*Use of blind or cross marking can decrease the potential for bias in grading decisions, and moderation across departments, learning areas and faculties will ensure fairness for all candidates and that robust standards are maintained.*" (From National Courses: guidance on gathering evidence and producing estimates p3)

Single subject teachers within departments should, where possible, retain the moderation partnerships that are currently in place as a positive consequence of the earlier Framework Friday moderation opportunities in January and March (or similar as your Lead Teacher arranged).

CEC Assessment Support Days are on **Tuesday 25ᵗʰ May and Wednesday 9ᵗʰ June, 2021.**

Use of SQA papers

National 5, Higher and Advanced Higher question papers and marking instructions are available on the SQA Secure website. Teachers can use them to support internal assessments when gathering evidence for provisional results in session 2020-21. The question papers can be used in full or in part. The following link explains how to extract questions from these papers:

https://www.sqa.org.uk/sqa/95917.html

Setting Grade Boundaries

We are aware that there appears to be contradictory advice from SQA for different subjects regarding the use of grade boundaries when generating provisional results and have contacted SQA as a matter of urgency to attempt to get clarification. This is an issue that has been raised nationally.

As all National Courses are internally assessed in 2021, centres have the flexibility to adjust their assessments or marking approaches to ensure they are consistent with national standards. If exceptionally they feel an assessment is more or less challenging than anticipated, they can take this into account when making the overall grading decisions for learners.

There is no expectation that a centre must change grade boundaries if an SQA paper is split in order to fit into a school timetable, unless it is felt this considerably changes the level of difficulty.

The SQA ask that equalities, children's rights and wellbeing considerations underpin all decisions and actions within the Alternative Certification Model.

Education Scotland's support for Digital Quality Assurance of National Qualifications

Using Microsoft Teams and OneNote, learner evidence can be curated and shared with peers. Discussion around learner evidence can be done asynchronously or live, with the results of the discussion recorded in text, video or voice notes. Every member of the team will be able to access the record of quality assurance to enable them to make judgements about their own learners. You can find out more about this process here:

https://blogs.glowscotland.org.uk/glowblogs/digilearn/2021/02/19/digital-quality-assurance-of-national-qualifications/

Appendix Four– SQA Qualifications guide for Learners, Parents & Carers (updated March 2021)

Introduction

We understand that you may have a range of questions relating to the changes in SQA exam arrangements this year. This guide provides answers to the most commons questions we have been asked. It is dynamic and will be revised to reflect ongoing updates from SQA.

We would encourage our learners to contact their Pupil Support Leader at school if they are feeling unsure or even anxious about the new assessment arrangements as help is available.

Key Messages

▪ The Scottish Government has decided that **National 5, Higher and Advanced Higher exams will not go ahead this school session 2020-21**. This is due to ongoing concerns about the impact of Covid-19 and the need to ensure that there is fairness and equity for all of Scotland's young people.

▪ The **Alternative Certification Model (ACM) for National 5, Higher and Advanced Higher** will follow a similar process. This means that the teacher or lecturer will decide each learner's provisional result by judging the assessment evidence gathered and checking the results with other staff in your school or college. This also means that coursework will not be marked by SQA, however it can still count towards evidence of your learning.

Frequently Asked Questions

What does the Alternative Certification Model (ACM) mean for me as a learner?

▪ This year teachers and lecturers will use the assessments you have done as evidence to decide what your results should be. This is referred to as using demonstrated attainment. This will be supported by a robust set of checks (quality assurance) carried out by the child's school (or college), The City of Edinburgh Council and SQA. The results will be finalised following various layers of quality assurance, including sampling by SQA senior subject specialists.

▪ The ACM aims to ensure fair and credible results for all learners undertaking National Qualifications.

How will I know how I am doing throughout the session?

▪ Teachers will provide effective feedback, at appropriate points, to ensure you understand your progress and next steps in learning.

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How will teachers gather assessment evidence when pupils are in school?

- Schools are aiming to **assess your learning at key points** using appropriate assessment conditions.

- These 'key points' may be **coordinated across the school using an assessment calendar**. Various terms such as 'assessment window' or 'prelim' may be used to describe these formal assessments. Due to Covid-19 risk mitigations, schools may need to temporarily adjust the timetable to accommodate arrangements for assessments.

- This year teachers will use the assessments you have done as evidence to decide what your results should be. This is referred to as using demonstrated attainment. The school will make you aware of:
  - the assessments that will be used as evidence of demonstrated attainment
  - when the assessments will take place
  - the provisional result based on evidence of demonstrated attainment will be shared with young people once the Quality Assurance process is complete.

- The SQA has published subject-specific guidance to advise teachers and lecturers on the types of evidence that can be used to determine a provisional result. This can be found underlined here.

What type of assessment evidence will be gathered?

  - SQA has reduced the evidence requirements for each National Course to the minimum necessary to preserve the validity and public confidence in the qualifications.
  - SQA has also published subject-specific guidance documents across National 5, Higher and Advanced Higher courses.
    - These documents summarise the key pieces of evidence required as the basis for provisional results.

Why is quality assurance necessary?

- Quality assurance is about fairness for you. A robust system of checks (quality assurance) is being put in place to make sure that a National 5/Higher/Advanced Higher awarded in the north of Scotland is of the same standard as one which is awarded in the south of Scotland and everywhere in between.

How will the quality assurance model work in session 2020-21?

- Each school will use SQA guidance and assessment materials to help gather your evidence. This includes ensuring in advance that the **assessments used are valid, reliable, practicable and fair.** Your school and local authority will check your assessment evidence.

- This evidence will be quality assured through a robust process at subject, whole school, local authority and national level.

- SQA will request, review and give feedback on samples of assessment evidence from your school and/or college.

- Sampling ensures that all teachers/lecturers are making consistent and reliable assessment judgements against the national standard. This includes checking that assessment judgements are free from bias and that learners are treated fairly and equitably.

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- Your school and local authority will look at SQA feedback and check your provisional results. The deadline by which all gathering of evidence should be completed is 11th June. This is so that there is sufficient time to do this checking of results.

- Local Authority & School Quality assurance will take place from 14th June.

- Once the assessment process has been concluded and evidence assessed, it is not possible to undertake additional assessments, reassessments, nor consider additional evidence.

- Your school and/or college will **send your provisional results to SQA by 25th June 2021.**

- On **16 Feb 2021,** the Scottish Government announced that there will be two exceptional in-service days in all secondary schools across Scotland to provide extra time for teachers to engage with the Alternative Certification Model (ACM). **In Edinburgh, these will be 25th May and 9th June.**

How will I be supported if I have an Additional Support Need? Can I still access Assessment Arrangements (AA)?

- If you have an additional support need and have been identified as needing assessment arrangements (AA), these should, where possible, be in place for each assessment. Please speak to your subject teacher or Support for Learning Leader if you have any concerns about the AA process.

- Assistive features are built into iPad to complement vision, hearing, motor skills, learning and literacy. To look at Accessibility features on iPad, go to Settings > Accessibility

- https://www.apple.com/uk/accessibility/

- The Additional Support for Learning (ASL) Service have created a YouTube channel with videos on accessibility features: Additional Support for Learning Service Edinburgh – YouTube.

Due to the loss of 'in-school' learning time, caused by lockdowns, and the absences of some pupils and staff having to self-isolate, will this affect how well I do this year?

- It's important to remember that learners across Scotland are in a similar situation, so the SQA, local authority and school are working hard to ensure you are not disadvantaged.

- SQA have made changes to N5, Higher and Advanced Higher courses to take account of this.

- Ensure that you are engaged in your learning now and maintain this, as much as possible, throughout the session. If you have any concerns, please speak to your teacher or Pupil Support Leader.

- Your school will have procedures in place to support anyone who is absent during the year.

Will there be Study Leave and when will the Timetable changes happen?

- As there are no exams in May/June, there will no longer be any Study Leave. Due to Covid-19 risk mitigations, schools may need to temporarily adjust the timetable to allow sufficient space and capacity for key assessments to be delivered in line with SQA requirements for assessment conditions.

March 2021

- We are working with schools across the City to develop plans for learning in the summer term once the gathering of evidence for SQA has been completed. The school will confirm these arrangements once agreed.

- There will be no new timetable for the current Senior Phase prior to Mon 14 June.

When will I receive my results?

- Learners will receive their SQA results on **10 August 2021**.

What is the appeals process?

- During March, SQA is asking a range of individuals and groups including learners, parents/carers, teachers and national organisations to share their views on appeals. This will help to develop the appeals process for 2021.   More information about this can be found at https://www.sqa.org.uk/sqa/96506.html

How can I find out further information about the Alternative Certification Model?

- To stay up to date on 2021 National Qualifications visit www.sqa.org.uk/NQ2021

- The SQA have also produced a booklet with information on the Alternative Certification Model for learners and parents. This can be found at https://www.sqa.org.uk/sqa/files_ccc/NQ-2021-what-you-need-to-know.pdf

- SQA Learner & Parent information can be found at https://blogs.sqa.org.uk/2021/
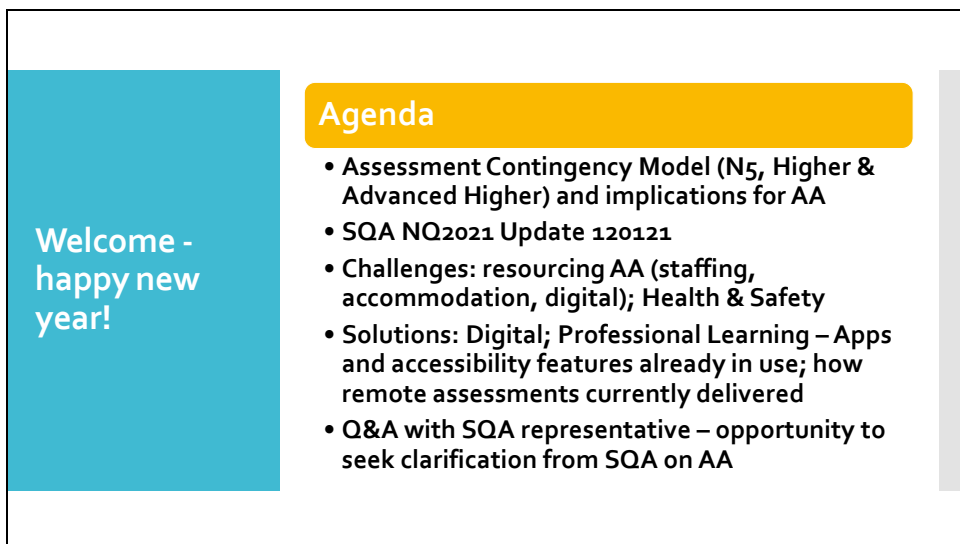
Appendix Five – ACM & AA Presentation to SfLL

13 January 2021

ACM & Assessment Arrangements

13 January 2021

Welcome - happy new year!

Agenda

- Assessment Contingency Model (N5, Higher & Advanced Higher) and implications for AA
- SQA NQ2021 Update 120121
- Challenges: resourcing AA (staffing, accommodation, digital); Health & Safety
- Solutions: Digital; Professional Learning – Apps and accessibility features already in use; how remote assessments currently delivered
- Q&A with SQA representative – opportunity to seek clarification from SQA on AA

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Assessment Contingency Model (N5, Higher & Advanced Higher) and implications for AA

- **SQA NQ2021 Update 120121**
- **What about Assessment Arrangements?**
- Teachers are using a variety of internal assessments to gather evidence of attainment. Students with disabilities or additional support needs who require support should be provided with suitable Assessment Arrangements [8]
- SQA advise that centres should "*continue to use the same assessment arrangements processes already in place in your centre to support candidates requiring an assessment arrangement for an internal assessmen*t [9]
- Note that "*Centres do not need to submit assessment arrangement requests to SQA for National Qualifications in 2020-21*".

Challenges: resourcing AA (staffing, accommodation, digital); Health & Safety

- FAQs document to follow based on questions submitted

Solutions:

ASL Service staff can deliver training to school staff so they can upskill in this area and in turn, upskill pupils:

- **Accessibility features of Microsoft Office tools** e.g. immersive reader. Please note interest for this in the chat. Please note other tools/ areas you need specific input for.
- **Accessibility features of iPads** – focus for the February SfL Business Meeting on 19.2.21. We can open this up to wider staff – contact Fran Platt (ASLS DHT).

Remote assessments – still relevant for pupils who we predict will not return to their school when they reopen. CEC will produce guidance on this.

Support for Parents:

- **ASLS youtube channel with videos on accessibility features:** Additional Support for Learning Service Edinburgh – YouTube. There are videos up currently and ICT ASL are looking to add further examples in the coming weeks.

Solutions: iPad – Accessibility Features

"Powerful assistive features are built into iPad to complement your vision, hearing, motor skills, learning and literacy. So you can create, learn, work, play and do pretty much anything you want to do, wherever you want to do it, more easily than ever".

To look at Accessibility features on your iPad, go to **Settings > Accessibility**

https://www.apple.com/uk/accessibility/

- **Get Started** with all **Accessibility** features:

https://support.apple.com/en-gb/guide/ipad/ipad9a2465f9/ipados

- Dictation
- Spoken Content
- Look Up a word's definition
- Safari Reader View
- Colour tint (overlay)
- Magnifier
- Guided Access

iPadOS

Solutions:

- **Gracemount High School:** http://www.gracemounthighschool.co.uk/Learning_At_Home/index.html
- http://www.gracemounthighschool.co.uk/resources/School-Documents/Learning-At-Home/EAL-Secondary-App-Wheel.pdf
- **Call Scotland:**
- https://www.callscotland.org.uk/blog/technology-based-assessment-arrangements-during-lockdown-at-home/
- **Digital Support (Edinburgh Learns @ Home on SharePoint)**
- The **Digital Support** information in the **Edinburgh Learns at Home** site has been reorganised and updated. You can get direct access to it from this link: http://tinyurl.com/CECDigital.

SQA – role in AA

- **NO AA requests will be submitted to SQA for 20/21**
- **Role of SQA is now different as no longer 'reporting' to it**
- **BUT maintain own Audit Record of all school AA decisions (SfLL & Link SLT, Ed Psych advise on complex cases)**
- Follow your existing school AA policy and procedure
- SQA still able to advise:
  - Contact <aarequests@sqa.org.uk> with any specific pupil/subject queries
  - Contact <Susan.Gibb@sqa.org.uk> with any policy/procedure questions

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SQA Resources

- **Use existing SQA guidance documents – based on legislative framework:**

- (2019) Assessment Arrangements Explained: Information for centres
SQA (2020) About assessment arrangements: Assessment Arrangements for 2020-21.
SQA (2020) Using technology to support assessment remotely: questions and answers.
SQA (2020) Advice for centres in using technology to support assessment remotely.

Next Steps

AA FAQs to follow

Await further advice on 'universal' remote assessments – no 'whole cohort' assessments at this stage

CEC will produce Guidelines on Remote Assessment if necessary to ensure consistency across schools

School to audit AA and maintain Record

Contact Anna Kellner for PL

Acknowledgments

- Susan Gibb – SQA
- Jude Durnan - ASL
- Fran Platt - ASL
- Anna Kellner - ASL
- Annemarie Proctor – Educational Psychologist
- AA Working Group: Roberta Porter, Mike Irving, Alison Fotheringham, Rob Greenaway, Sally MacMillan, Moira Wilson

Appendix Six– SQA Qualification Guidelines 2020-21

November 2020 (note: now out of date, for reference only)

Introduction

This document has been created as a result of the guidelines that have been published recently by the Scottish Qualifications Authority (SQA) in relation to National Qualifications and other SCQF Awards. It is dynamic and will be revised to reflect the ongoing updates from SQA.

SQA Guidelines so far:

- SQA support by qualification type
- Adaptations to Internally-assessed qualifications (**National Progression Awards**, National Certificates, **Skills for Work**, Awards and internally-assessed NQ Unit) with subject-specific guidance
- Information to support delivery of National 5, Higher and Advanced Higher course assessments **National Qualifications 2020/21**
- There will be **NO** external assessment of **National 5** courses this year – either by an exam or by coursework.
- SQA Exam diet for Higher & Advanced Higher pupils will begin on Monday 10th May and run to Friday 4th June 2021 - a final decision on whether this exam diet takes place will be made by the February holidays. SQA **exam timetable for 2020/21**.
- SQA published **broad guidance on evidence gathering and estimation** with a very clear focus on the quality, not quantity, of evidence.
- This is accompanied by an **SQA Academy Course** for teaching staff on quality assuring estimates.
- Evidence-based estimates will be used in three ways during 2021:
  - **National 5 qualifications will be awarded on basis of centre estimates**, supported by assessment resources and quality assurance. Subject-specific guidance is available on the NQ subject pages.
  - **Higher and Advanced Higher exam diet** will run, and estimates submitted as part of the normal awarding processes.
  - If the public health situation deteriorates and exams at Higher and Advanced Higher are cancelled, **then estimates will be used with appropriate quality assurance to award qualifications at Higher and Advanced Higher levels,** as well as at National 5. The Scottish Government have identified February 2021 as the cut-off date for any change to the current arrangements.

Looking outwards

The City of Edinburgh work closely with SQA regional advisers and school SQA Coordinators to provide support in relation to National and internally-assessed qualifications. A few workstreams, with staff and stakeholders from across the school estate, have been created to lead on arrangements for:

- Evidence gathering, estimates and moderation
- Subject-specific support
- Alternative Assessment Arrangements
- Information and advice for learners, parents and carers

Gathering evidence and producing estimates

Based on SQA and local guidelines, each school can determine the most equitable and efficient means of gathering evidence and producing estimates.

National 5

- Alongside subject-specific guidance on the NQ subject pages SQA is publishing assessment resources:
  - SQA devised National 5 question papers and marking instructions posted on SQA's secure website.
  - Understanding Standards materials to reinforce practitioners' understanding of the national standard, including guidance on making grading decisions.

- Focus is on gathering **key pieces of evidence that have a high predictive value aligned to the required assessment components.**
- About **quality of evidence** (two to four pieces depending on subject requirements) rather than quantity, managing assessment load for learners and workload for staff.
- Opportunity for **more flexible classroom-based assessment.**
- As there is no National 5 exam, there is no expectation that schools hold a formal diet of prelims. The use of the term "prelim" with regard to National 5 has the potential to be misleading and we would suggest using the phrase **formal assessment**.
- Aiming to **assess candidates at key points in their learning** using appropriate assessment conditions. These key points may be **coordinated across the school in an assessment 'window' or block'**.
- **Timelines** for these assessment windows or blocks should be **shared in advance** with learners and parents/carers.
- Due to Covid-19 mitigations, schools may need to temporarily adjust the timetable to accommodate arrangements for assessments.
- For the purposes of estimation, candidate evidence **should be gathered at the later stages of learning.** No-one should lose out because of a poor performance in an assessment early in the session.
- **Assessment resources can be adapted by schools**, such as splitting a question paper component, to **fit delivery within class periods**.
- **Effective feedback** should be provided following each 'assessment window' to ensure each learner understands their progress, level of attainment and next steps for learning. Care should be taken with the use of terms such as "target grade" later in in the session lest this be misunderstood as a predicted grade.
- Where **candidates are unable to come into the school**, assessments can be conducted remotely, provided appropriate authentication measures are in place, which for some assessments will require online supervision. SQA to issue more guidance shortly.
- [Assessment Arrangements 2020-21](#) **If candidates are have additional support needs and have been identified as needing assessment arrangements, please ensure that these are in place for each assessment and/or assignment**. Where possible, follow your normal internal verification process for requesting assessment arrangements.
  The AAR system will not accept requests for National 5 candidates this year, so keep a record of your decisions and any evidence that supports them.
- **Quality assure estimates** using the **[SQA Academy Course](#)** for teaching staff. A candidate's final estimate must be realistic and based on the evidence you possess of demonstrated attainment.
- **Procedural information on submitting estimates** to SQA will be published in *Delivering National Qualifications: Guide for SQA Co-ordinators 2020–21.*
- **Robust moderation** of evidence gathering should be based on collaborative approaches to marking, at faculty level, and ideally on a wider scale. Marking should be cross-checked against national standards as exemplified in SQA Understanding Standards materials. There will be an opportunity to conduct cross-centre moderation and sharing of practice on the afternoon of Friday 15 January 2021.

Higher and Advanced Higher
- Link to the SQA website and **[exam timetable for 2020/21](#)**.
- Please refer to attendance management procedures for authorised absence**:** ***Study leave for pupils participating in national exams, if arranged by the school during the period of the national examination timetable*** [Included Engaged Involved Pt 1 - SEEMiS Attendance Codes](#)
- Continue to **enter assessment arrangement requests on the AAR system** for Higher and Advanced Higher examinations. Principles and procedures to follow when providing assessment arrangements**:** [Assessment Arrangements Explained: Information for centres](#)

Good practice zone
- Balerno High School https://balernochs.files.wordpress.com/2020/10/sqa-changes-to-higher-and-advanced-higher-courses-2020.pdf
- Queensferry High School 2020-21 SQA MS Sway: https://queensferryhigh.co.uk/index.php?p=1044
- The Royal High School: https://royalhigh.wordpress.com/senior-phase-assessments/

March 2021

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Appendix 2

Dear <mark>Child Name</mark>

Alternative Certification Model (ACM) - Provisional Grades 2020

The Alternative Certification Model (ACM) was developed in response to the Deputy First Minister's announcement regarding the cancellation of exams and covers National 5, Higher and Advanced Higher.

Following a period of learning, teaching, and assessment, your teachers have used the assessments you have completed as evidence to determine your provisional results. This is referred to as using demonstrated attainment. You have undertaken assessments which have contributed to your overall attainment in the course. Your teachers may also have considered assessment evidence generated earlier in the year which meets the conditions of assessment for the course specified by the SQA, and which demonstrates your attainment against the national standard for your subjects. Your teachers will have discussed with you how your provisional results were determined.

A robust quality assurance process has been put in place at national, local and school level. This means that a set of 'checks' has been carried out at every level to make sure the provisional results you have been awarded have been assessed fairly and are in line with the national standard.

Your teachers have engaged with SQA Understanding Standards resources and ensured they apply SQA subject guidance appropriately. They have also carried out moderation activities. These are activities where teachers will work with other teachers of their subject (both from the same school and other schools) to ensure that provisional grades are a fair representation of a candidate's ability and performance within the subject. Senior leaders in school have also engaged in professional dialogue with your teachers about the process of arriving at your provisional results.

All schools have engaged with a process called SQA Verification – schools were asked to provide a sample of pupil evidence across a number of subjects and levels to the SQA in order that the SQA could verify national standards had been applied and provide feedback.

Appeals 2021

Information on Appeals 2021 can be found at www.sqa.org.uk/appeals.

You have the right to appeal directly to SQA for free and can register that you want to appeal from Friday 25 June. The registration service will open on Friday 25 June and will close on Thursday 12 August. Your appeal will be processed after Results Day on Tuesday 10 August. If you decide that you wish to appeal *after* Thursday 12 August, you can do so by contacting your school directly.

Once your appeal has been completed, SQA will inform your school, college or training provider and they will tell you the outcome.

Results Day – 10th August

You will receive your results by post and text/email if you signed up to MySQA. These results will be the same as the provisional results submitted by your teacher.

Provisional results 2021

Subject Name	Level	Grade

Please note that results are displayed as a band and the bands relate to grades as follows:

Band 1 & 2	Band 3 & 4	Band 5 & 6	Band 7	Band 8 & 9
A	B	C	D	No award

If you think there has been a clerical error, please contact your school immediately.

Appendix 3

National review of local authority approaches to quality assurance as part of the alternative certification model - National Qualifications 2021

BRIEFING FOR LOCAL AUTHORITY AND SCHOOL STAFF INVOLVED IN MEETINGS AND FOCUS GROUPS

On 24 March 2021, Gayle Gorman, Chief Inspector of Education, Education Scotland wrote to all local authorities with details of a review to be carried out by HM Inspectors of Education. This review is at the request of John Swinney MSP, Deputy First Minister and Cabinet Secretary for Education and Skills.

HM Inspectors will take undertake a national review of local authority approaches to quality assurance as part of the alternative certification model - National Qualifications 2021. HM Inspectors will not be reviewing an individual school's or department's approach to quality assurance, or quality assure pieces of assessment evidence gathered for determining learners' provisional grades

HM Inspectors will carry out review activities will take place 12 April to 30 April 2021, with a national report being published by mid-May.

HM Inspectors will ask local authorities to provide a brief summary of their arrangements. They will then have a discussion with local authority staff; a focus group of headteachers; a focus group of teachers and professional association representatives. There will be no ask of you as school staff to provide any documentation in advance of, or as part of, focus group discussions to ensure there is no additional workload for you. Meetings will be take place remotely and will last approximately 45-60 minutes. Focus groups will consist of no more 6-8 people.

Thank you in advance for your contribution to this national review.

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Education, Children and Families Committee

10:00 am, Tuesday, 24 August, 2021

School Excursions - Equity

Executive/routine
Wards
Council Commitments

1.   Recommendations

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

1.1.1   Note the initial findings from information gathered about school residential visits to Benmore and Lagganlia just prior to the onset of the pandemic; existing good practice and the different kinds of funding available to schools.

1.1.2   Note the different estimated costs of investing in a central dedicated P7 residential excursion fund for pupils from low-income families.

1.1.3   Note the key actions which will be included in a 2021/22 action plan. These provide the next steps in reducing inequality and maximising participation in school excursions.

Julien Kramer

Interim Executive Director of Education and Children's Services

Contact: Andrew Bradshaw, Principal Officer

E-mail: Andrew.Bradshaw@edinburgh.gov.uk| Tel: 07718 660549

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Report

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School Excursions - Equity

2.   Executive Summary

2.1   The Council is committed to ensuring that every child can participate equally in school experiences and that no child is excluded from these as a result of inability to meet school costs, including school residential visits. Left unaddressed, the cost of a residential excursion can be a significant barrier to the participation of pupils from low-income families on these visits. This report summarises information about some residential visits prior to COVID-19, including an updated and developing city-wide understanding of the proportion of pupils attending specific school residential visits and how these are funded; and why some pupils are not attending. High quality residential excursions are hugely valued and deliver significant and unique benefits and outcomes. Existing good practice in removing/reducing financial and non-financial barriers are provided, plus existing funding identified and the estimated costs of investing in a central fund presented. Information gained has been used to create the next steps for improvement and development.

3.   Background

3.1   This report is in response to a request from the Education, Children and Families Committee December 2019 meeting (see 8.1) to: *'report on how schools can ensure that young people from low incomes 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 numbers of children attending and details of funding in place for all of them to attend.'*

3.2   The Sport and Outdoor Learning Unit (SOLU) started gathering information in February/March 2020. This focused on Benmore and Lagganlia visits. The template in Appendix 9.1 was created, tested and then shared; focusing on finding out the:

3.2.1   number of young people who attended and how they were funded; and

3.2.2   number of young people who did not attend and why.

Some information was collected and then COVID-19 prevented any further residential stays. This information is presented in Section 4 as an initial baseline (13 schools).

3.3   'Outdoor Learning' is one of the three core strands of Learning for Sustainability, alongside Global Citizenship and Sustainable Development Education. Learning for Sustainability is a core part of the General Teaching Council for Scotland's (GTCS) Professional Standards.

3.4   The outdoor environment offers motivating, exciting, different, relevant and easily accessible contexts for learning. The Scottish Government advocates this is best delivered through a combination of onsite, local and residential experiences and outlined the vision: '*all children and young people are participating in a range of progressive and creative outdoor learning experiences which are clearly part of the curriculum* (Curriculum for Excellence through Outdoor Learning, 2010 – see 8.2 and Appendix 9.2). Residential experiences are an integral part of effective outdoor learning and cannot be replaced by onsite and local learning; all three are required to achieve the very best outcomes.

3.5   The Scottish Government detailed more recently the importance of outdoor learning school residential visits via its COVID-19 guidance, stating these are: *'longstanding features of Scottish education as they allow young people to undergo a more immersive educational experience and develop skills for life such as resilience and independence. The overnight aspect is therefore seen as integral to the learning experience'* (Scottish Government 30 June, 2021 – see 8.3)*. The document in 8.4 provides an evidence-based summary of the educational value of residential outdoor learning experiences, especially supporting young persons' needs in response to COVID-19. There can be significantly greater outcomes for vulnerable pupils; those visiting a wilderness setting; and participants attending longer courses. Past evidence about the effectiveness of Benmore and Lagganlia can be found via 8.1 (December 2019 Report Appendix 9.6).

3.6   SOLU, which incorporates the Outdoor Learning Team, is an integral part of the Lifelong Learning Team (Appendices 9.3 – SOLU Scope of Work and 9.4 SOLU Centres).

3.7   Since the start of COVID-19, the Scottish Government had not recommended/ permitted overnight school visits until May 2021. Post-May 2021 visits are subject to strict conditions (see 8.3).

3.8   The Council's Benmore and Lagganlia Outdoor Centres have been temporarily closed since March 2020 due to the Covid-19 pandemic. In line with recently updated Scottish Government guidance (8.3), the Council has responded promptly and approved the safe restart of school residential excursions to Benmore and Lagganlia early in the new 2021/22 academic year (subject to ongoing national advice and assessment of local infection rates). Overnight camping expeditions were also approved, and some started promptly in late June/early July. The Council is at the forefront of delivering a proportionate and incremental reintroduction of overnight visits. Furthermore, SOLU staff are working with partners at the national

level, including the Scottish Government, to create guidance and resources for use across Scotland (examples via 8.4 and 8.5).

3.9 The Child Poverty Action Group (CPAG) in Scotland regards school excursions as a 'cost of the school day' (see 8.6). CPAG has produced a toolkit to support schools, local authorities and their partners to take action to identify and address financial barriers to participation and learning (Appendix 9.5 CPAG Toolkit Key Messages).

3.10 According to CPAG and other evidence, child poverty rates in Scotland are expected to rise further in the coming years and there is increasing concern across households on their financial situation (see 8.7, 8.8 and 8.9).

3.11 The Council is committed to reducing the Cost of the School Day, which addresses barriers to participation and allows equal access to education for all (e.g. see 4.3.2 – Pupil Equity Funding: PEF). The Council sets out expectations for minimising the cost of school excursions via its Pupil Equity Framework (Appendix 9.6).

3.12 Schools invest significant time in reducing and removing barriers to participation on excursions.

3.13 Some non-residential excursions are funded centrally by the Council; reducing the cost to families. These include the Primary Swimming programme and P7 Risk Factory workshops (Appendix 9.7).

3.14 The Excursions Policy was reviewed at the Education, Children and Families Committee meeting in December 2019 (8.1). This included updates linked to reducing inequality and the Council's net zero carbon target. A further review is being undertaken in Autumn 2021 in response to COVID-19 (see 5.1).

3.15 The Council continues to be committed to high quality residential visits, as proven by its capital works investment programme and the prompt proposed restart of Benmore and Lagganlia residential visits. The Council operating its own centres is as important as ever: allowing it to directly control the safety, availability of provision and quality of its services; guaranteeing the best provision to Edinburgh children and young people. The centres work closely with Edinburgh schools and are a beacon of good practice throughout the UK and beyond.

4. Main report

4.1 The cost of school excursions, including residential visits, should be considered as 'Part of the Cost of the School Day'; addressed alongside other costs and assessed as part of a school's performance in achieving 'Equity for all Learners' (8.20 Education Scotland – How Good is Our School 4 – HGIS4).

4.2 Baseline information (pre and during COVID-19)

4.2.1 In response to the Committee request in Section 3.1, an initial review of schools visiting Benmore and Lagganlia is detailed in Appendix 9.8. Key findings (13 schools):

4.2.1.1   Schools secured a high attendance rate with 95.8% of pupils visiting Benmore or Lagganlia.

4.2.1.2   Non-attendance was due to pupils not wanting to attend (48.3%); parent/carer general concerns linked to readiness of pupil to attend a residential (24.1%) and 'other' (24.1%), which included family holidays, pupils arriving just before departure and 'cultural' reasons. No school recorded financial concerns as a reason for non-attendance; thus indicating these schools are undertaking significant and effective work to minimise financial barriers.

4.2.1.3   Of those attending, 143 (21.9%) did not pay the full amount. Most of these paid £150 or less, including 44 (30.8%) not paying anything.

4.2.2   Schools used a variety of funding sources to subsidise the 143 pupils. Nearly half of the pupils were supported via a combination of sources, including PEF, non-PEF school funding, third-party charity grants and school fundraising. The remainder were supported by individual categories.

4.2.3   Primary Head Teacher Survey regarding Benmore and Lagganlia – March 2021 Appendix 9.9. Key findings (40 responses):

4.2.3.1   The Council having its own residential centres is highly valued (see Q2 for reasons).

4.2.3.2   Further evidence of many schools effectively addressing financial barriers is indicated by Head Teachers selecting 'Financial' outwith of the three most common reasons for pupils not attending a residential. Some Head Teachers did select 'Financial' within the 'top 3', thus indicating variation across the city and the continued need to provide action via rigorous monitoring, support and guidance.

4.2.3.2   Head Teachers requested support with (i) reducing costs potentially via a central fund and/or signposting to grants; (ii) maximising attendance of pupils with certain protected characteristics and English as an Additional Language (EAL) groups; (iii) meeting pupils' additional needs; and (iv) creating shorter more local residential experiences prior to P7 (reducing anxieties and developing confidence and skills). This can be achieved by sharing good practice across the city, producing additional resources and updating training.

4.2.4   Epic Days programme (extended day offsite visit) in Appendix 9.10. Key findings:

4.2.4.1   Although Epic Days are not residentials, they are extended days and useful to monitor to ensure financial barriers are being addressed and good practice identified.

4.2.4.2   Schools secured a high attendance rate with 96% of pupils attending their Epic Days (adjusted for whole-class COVID-19 absences).

4.2.4.3   Non-attendance was due to family holidays; pupils not wanting to attend; COVID-19; medical reasons and concerns linked to readiness to attend an extended day excursion. No school recorded financial concerns as a reason for non-attendance, thus indicating these schools are undertaking significant and effective work to minimise financial barriers.

4.2.4.4   Schools liaised with SOLU to adapt the day to meet specific needs including adjusting activities; shortening the day and providing additional rest breaks.

4.2.4.5   Of those attending, 196 (35.9%) did not pay the full amount. Nearly all paid less than half of the total cost of the visit, including 181 (92.3%) not paying anything.

4.2.4.6   Schools used a variety of funding sources to subsidise 196 pupils. Half were supported by non-PEF school funding. The remaining pupils were funded by third-party charity grants (19.9%), PEF (11.2%), school fundraising (2.6%) or a combination of different sources, including those above (16.3%).

4.2.5   Existing good practice by schools is detailed in the case studies and examples in Appendices 9.8, 9.10 and 9.11. These show how those Edinburgh schools work to ensure young people from low incomes families are not excluded from experiencing excursions, including residential outdoor learning. Examples include free or subsidised excursions (supported by PEF, non-PEF school funding, fundraising and external grants/donations); flexible payment plans started early (for all families); good communication and consultation with families; access to kit; using active travel for local visits; and auditing visits, then carefully selecting high quality ones which deliver the best outcomes (avoiding too many lower quality excursions). Solutions may not necessarily cost money but have required schools to do things differently. Schools are also addressing non-financial barriers.

Good practice includes supporting individual circumstances including pupils with specific protected characteristics; using interpreters to engage families where English as an Additional Language (EAL) may be a barrier; supporting pupils with additional support needs (e.g. specialist equipment, additional staff and liaising with families and specialists); and involving young people and families in reviewing and designing excursions. Appendix 9.12 provides a summary of some funding sources/solutions being used by Edinburgh schools. Actual solutions used by schools will depend on their local contexts and resources. Schools also cater for those not attending residential visits, including themed weeks based in and around Edinburgh.

4.3 Moving Forward

4.3.1   Left unaddressed, the cost of a residential excursion can be a significant barrier to the participation of pupils from low-income families. Based on Section 4.2 and background information, many schools are using different

funding sources and spending significant time successfully reducing the cost of excursions for young people from low incomes families, including residential visits, and maximising attendance. Responding to the impact of COVID-19, building on existing strengths, addressing non-financial barriers and identifying areas for further improvement at the school and city-wide levels will avoid complacency and sustain continued progress.

4.3.2 The Council's 2021/22 Pupil Equity Funding (PEF) guidance, designed to close the poverty related attainment gap, expects all spends to be linked to priority criteria, which includes 'Reducing the Cost of the School Day' and the 'Cost of Wider Achievement Opportunities'. This enables schools to allocate PEF to residential offsite visits, thus ensuring this funding is used to reduce/remove barriers.

4.3.3 A self-evaluation resource based on the CPAG The Cost of the School Day Toolkit and Council's Pupil Equity Framework will be shared with schools in Autumn 2021 (Appendix 9.13). This will support schools in reviewing practice via robust challenge questions/expectations and setting goals for improvement.

4.3.4 The cost of investing in a city-wide fund to provide financial support to pupils from low-income families attending a high-quality residential visit is explored in Appendix 9.14. This focuses on a 'P7 residential excursion guarantee' model, exploring different tiers of contribution which may then be supplemented by PEF and other funding sources. Supporting all young people to attend Benmore and Lagganlia reduces potential inequality of experiencing high-quality residential outdoor learning; delivered by first-rate appropriately qualified instructors in inspirational and unique wild places. A central fund would significantly reduce the time staff spend on liaising with families and securing additional funding, often from multiple sources, and release funding for other priority activity. Council Officers await further details regarding the First Minister Nicola Sturgeon's statement in May 2021, which stated the intention to: '*take steps to remove charges for core curriculum activities*' (see 8.10).

4.3.5 The 2021/22 Benmore and Lagganlia budgets were recently approved via the Council's Service Resumption process. These include an allocation for COVID-19 mitigations to support attendance at Benmore and Lagganlia, such as centrally funding additional coaches to maintain school groupings and dealing with transporting close contacts and symptomatic persons (subject to national guidance conditions). The Centres are liaising with schools to ensure a flexible and supportive approach in order to maximise pupil attendance.

5. Next Steps

5.1 The Outdoor Learning Team is finalising its 2021/22 Action Plan. This includes Excursions Adaptation and Renewal with Appendix 9.15 providing more detail about priority future actions which will focus on maximising participation/reducing

inequality. These actions were created using the evidence in this report, and includes a continued data gathering exercise to check initial findings in this report and to extend beyond Benmore and Lagganlia and into Secondary education. This will assist in setting policy, checking progress, ensuring accountability and identifying priority work. This is especially important in response to COVID-19 and supporting family anxieties towards affording excursions.

6.   Financial impact

6.1   Interventions and actions listed within the report include those annually funded by the Scottish Government, including Pupil Equity Funding and Scottish Attainment Challenge Schools Programme Funding.

6.2   Schools annually auditing their excursions programmes allow budgets to be allocated in advance, thus minimising financial risks.

6.3   The estimated costs of investing in a central fund are for illustrative purposes and are not allocated to any budget.

6.4   There is a potential financial risk if establishments do not comply with the Communities and Families Excursions Policy and COVID-19 Excursions Toolbox.

7.   Stakeholder/Community Impact

7.1   The Sport and Outdoor Learning Team undertake work by involving staff, volunteers, young people, families, and partners. This is via evaluation feedback; surveys; parent enquiries; discussions during training; updates to Council procedures; and meetings with colleagues from across the Council.

7.2   Views of parents/carers, families, and young people continue to be gathered by schools as part of the self-evaluation process assessing the impact of the interventions and supports delivered to children and young people experiencing poverty-related barriers.

7.3   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.

7.4   The Communities and Families Excursions Policy provides guidance on equity and equality. Compliance with this guidance will minimise the risk of equity and equality issues.

7.5   A significant number of actions via SOLU and partners are specifically targeted at addressing inequality. Planed work in Appendix 9.15 will continue to address this priority.

8. Background reading/external references

8.1 Previous Outdoor Learning Report. Education, Children and Families Committee, Tuesday, 10 December, 2019. General link to meeting documents and link to Outdoor Learning report: https://democracy.edinburgh.gov.uk/documents/s11782/7.10%20Outdoor%20Learning.pdf. Also includes another report - 7.7: Communities and Families Excursions Policy.

8.2 Curriculum for Excellence Through Outdoor Learning – a planned and progressive approach: https://education.gov.scot/Documents/cfe-through-outdoor-learning.pdf.

8.3 Scottish Government guidance - Coronavirus (COVID-19): school visits and trips: https://www.gov.scot/publications/coronavirus-covid-19-guidance-for-school-visits-and-trips/.

8.4 Educational value of Scotland's Outdoor Education Centres: https://www.sapoe.org.uk/links/local-authority-outdoor-education-centres/.

8.5 Coronavirus (COVID-19) - guidance to support the reintroduction of school residential visits v2 May 2021: https://www.goingoutthere.co.uk/appendix/coronavirus-covid-19-reopening-and-operation-of-outdoor-education-centres-and-reintroducing-visits-by-schools/.

8.6 Child Poverty Action Group (CPAG) in Scotland - The Cost of the School Day Toolkit: https://cpag.org.uk/scotland/CoSD/toolkit.

8.7 Child Poverty Action Group (CPAG) in Scotland – The Facts: https://cpag.org.uk/scotland/child-poverty/facts.

8.8 Child Poverty Action Group (CPAG) in Scotland - Poverty in the Pandemic - https://cpag.org.uk/policy-and-campaigns/report/poverty-pandemic-update-impact-coronavirus-low-income-families-and.

8.9 Scotland's Wellbeing - The Impact of COVID-19 – Chapter 4: Communities, Poverty, Human Rights: https://nationalperformance.gov.scot/scotlands-wellbeing-impact-covid-19-chapter-4-communities-poverty-human-rights.

8.10 Statement given by the First Minister Nicola Sturgeon at the Scottish Parliament, Edinburgh on Wednesday 26 May 2021: https://www.gov.scot/publications/priorities-government-statement-26-2021 /

8.11 Previous report – updated Communities and Families Excursions Policy. Education, Children and Families Committee, Tuesday, 12 December, 2017. General link to meeting documents and link to Communities and Families Excursions Policy report.

8.12 Previous Outdoor Learning Report. Education, Children and Families Committee, Tuesday, 12 December, 2017. General link to meeting documents and link to Outdoor Learning report.

8.13 Previous Committee report: 1 March 2016, Outdoor Centres and Outdoor Learning.

8.14   Previous Committee report: [11 September 2014, Sports and Outdoor Learning Unit](#).

8.15   Previous Committee report: [21 June 2011, Outdoor Learning Strategy 2011 – 2014](#).

8.16   More about the Outdoor Learning Team:

- Outdoor Learning Team's website: https://www.experienceoutdoors.org.uk/.

- Outdoor Learning Team's website – Outdoor Learning: https://www.experienceoutdoors.org.uk/outdoor-learning-scotland.

- About Us: https://www.experienceoutdoors.org.uk/about-us.

- Our Purpose, Our Definition, and Our Values: https://www.experienceoutdoors.org.uk/our-purpose.

- Blog: https://www.experienceoutdoors.org.uk/experience-outdoors/get-your-duke-of-edinburgh-award

- The Risk Factory website: https://theriskfactory.org/

8.17   The City of Edinburgh Council Child Poverty Resources – [website](#).

8.18   [Going Out There: Scottish Framework for Safe Practice in Offsite Visits](#). A framework developed in partnership by the Scottish Government, the Health and Safety Executive (HSE), the Scottish Advisory Panel for Outdoor Education, Education Scotland and the Association of Directors of Education, with input from other partners including voluntary organisations and providers.

8.19   National Bus Travel Concession Scheme for Young Persons (Scotland) Amendment Order 2021: https://www.transport.gov.scot/publication/draft-ssi-national-bus-travel-concession-scheme-for-young-persons-scotland-amendment-order-2021/

8.20   Education Scotland – How Good is Our School? – HGIOS 4: https://education.gov.scot/improvement/self-evaluation/HGIOS4

9.   Appendices

Appendix 9.1	Information Template.
Appendix 9.2	Planned and Progressive Outdoor Learning and Excursions.
Appendix 9.3	Sport and Outdoor Learning Scope of Work.
Appendix 9.4	Overview of Centres.
Appendix 9.5	Child Poverty Action Group (CPAG) in Scotland - The Cost of the School Day Toolkit Summary Key Messages.
Appendix 9.6	Making Education Equal for All - Edinburgh's Pupil Equity Framework.
Appendix 9.7	Examples of Centrally Funded Day Excursions (Council and National).
Appendix 9.8	Benmore and Lagganlia (Residentials) - February / March 2020 Initial Baseline.

Appendix 9.1 Original MS Excel Template for data collection

	A	B–H	I	J	K	L	M	N	O
2	Any questions? Key contact: Andrew.Bradshaw@edinburgh.gov.uk								
3	Section A	Introductory Information							
4	A1	Name of School:							
5	A2	Person submitting this form:							
6	A3	Academic year (drop-down menu):							
7	A4	Outdoor Centre (drop-down menu):							
8	A5	Excursion month:							
9	A6	Number of pupils eligible to attend (e.g. class or year group number):							Pupils
10	A7	Number of pupils who **attended** the residential excursion:							Pupils
11	A8	Number of pupils who did **NOT** attend the residential excursion (A5-A6):						0	Pupils
12	A9	Percentage **attending**:						#DIV/0!	%
13									
14	Section B	Pupils attending the excursion						0	Pupils
15	B1	Before ANY subsidy/reduction, what was the **total** cost of the excursion (including transport and any other costs) PER PUPIL - total							Amount
16	B2	For how many pupils did families/other parties pay the full/total amount (B1)?							Pupils
17	B3	Percentage paying full/total amount:						#DIV/0!	%
18	B4	Number not paying full/total amount - B1 (A6 - B2):						0	Pupils
19	B5	Please provide more detail about the pupils in B4. IF NONE, LEAVE BLANK. This is an opportunity to describe how the reduction/subsidy was funded.							

	A	Best Fit Category (scroll down the drop-down menu - 'combination' option at the bottom)	Further information/description.	Amount charged	Reduction per pupil (from B1). Ignore empty rows amounts.	Number of Pupils
20						
21	B5a Group 1				£0.00	
22	B5b Group 2				£0.00	
23	B5c Group 3				£0.00	
24	B5d Group 4				£0.00	
25	B5e Group 5				£0.00	
26	B5f Group 6				£0.00	
27	B5vi Group 7	Individual reductions for individual pupils (too complex to group above).	Combination. Include an average charge amount (Cell M32):		£0.00	
28			Average reduction (not weighted to number of pupils):		#DIV/0!	
29			Average reduction (weighted to number of pupils):		#REF!	
30			Total reduction/subsidy:		#REF!	
31			Total pupils (should equal B4). Please check if CELL is RED. Okay if GREEN.			0
32						
33		**OPTIONAL** additional information for Section B:				
34–36						

	A	B–H	I	J	K	L	M	N	O
38									
39	Section C	Pupils NOT attending the residential excursion						0	Pupils
40	C1	Please provide more detail about the pupils included in A7. This is an opportunity to describe the reasons why some pupils did not attend the							
41		The aim is to maximise participation. BEST FIT **PRIMARY** reason for **not** attending. Please try to identify the **primary reason**. We know schools are very good at identifying barriers and providing support in overcoming these. The information below will						Number of Pupils	%
42	C1a Group 1	Financial.							#DIV/0!
43	C1b Group 2	Parental /carer concerns about purchasing and / or obtaining clothing / kit.							#DIV/0!
44	C1c Group 3	Parental / carer GENERAL concerns linked to readiness of pupil to attend a residential.							#DIV/0!
45	C1d Group 4	Parental / carer concerns linked to adventurous activity.							#DIV/0!
46	C1e Group 5	Parental / carer concerns linked to food / meeting dietary needs.							#DIV/0!
47	C1f Group 6	Pupils not wanting to attend (GENERAL).							#DIV/0!
48	C1g Group 7	Medical reasons.							#DIV/0!
49	C1h Group 8	Short notice cancellation (were attending) e.g. due to illness, injury or family circumstances.							#DIV/0!
50	C1i Group 9	Other (please provide more information below - this will allow us to create additional 'group categories' in the future).							#DIV/0!
51	Information for Grp 9:								
52	C1j Group 10	Combination of above (if no PRIMARY reason):							#DIV/0!
53	C1k Group 11	Despite working with families, reason not known:							#DIV/0!
54			Total pupils:					0	
55			If CELL is RED, please check numbers again. Okay if GREEN (or remains						#DIV/0!
56		Optional additional information for Section C:							
57–60									
61									
62	Section D								
63	D1	Would you like us to contact the School to help you with increasing participation in residential excursions?							
64	D2	If you are demonstrating good practice above, are you okay with us contacting you/the School so we can share good practice with other schools? Please record any good practice below (D3).							
65	D3	Good practice:							
66	D4	If yes to D2 and/or D3, key contacts:							

"**The Journey through education for any child in Scotland must include opportunities for a series of planned, quality outdoor learning experiences**"

The vision for outdoor learning in Scotland is that:

• all children and young people are participating in a range of progressive and creative outdoor learning experiences which are clearly part of the curriculum.

• schools and centres are providing regular, frequent, enjoyable and challenging opportunities for all children and young people to learn outdoors throughout their school career and beyond

• teachers and educators embed outdoor learning in the curriculum so that learning in the outdoor environment becomes a reality for all children and young people.

Curriculum for Excellence through Outdoor Learning

Learning and Teaching Scotland 2010

Curriculum for Excellence Through Outdoor Learning – reference to a planned and progressive approach. Curriculum for Excellence Through Outdoor Learning.
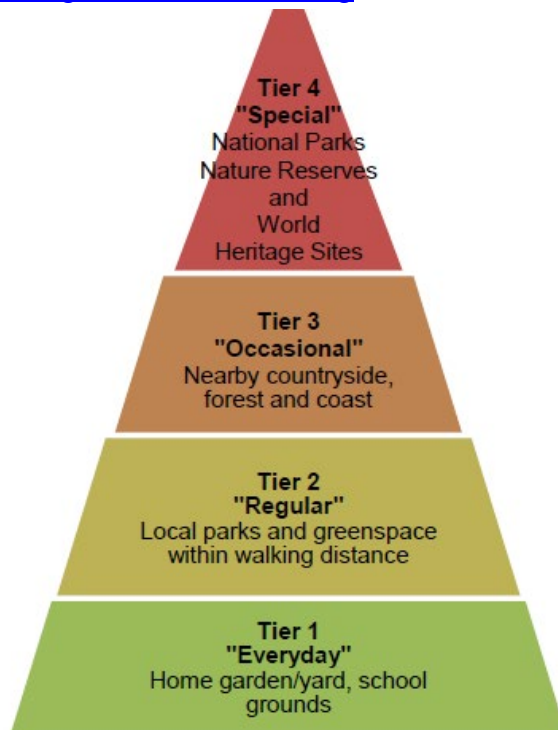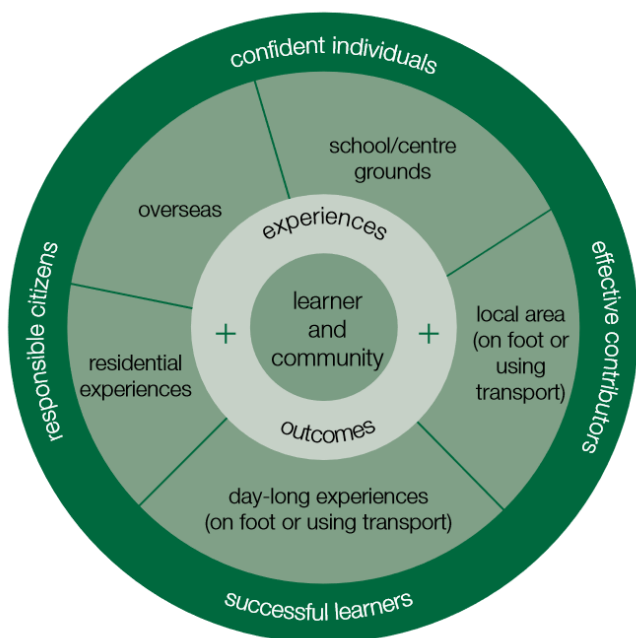
Diagrams presenting a progressive approach to planning outdoor learning and excursion. The pyramid provides a useful indication of frequency.

Appendix 9.3 Sport and Outdoor Learning Scope of Work

The Sport and Outdoor Learning Unit (S&OL) comprises Active Schools; Sports Development; Sports Academy; Community Sport Hubs; Primary Curricular Swimming; Active Travel; Sports Grants; Facility Development and Support; Outdoor Centres, namely Bangholm (Edinburgh), Benmore (Loch Lomond and Trossachs), and Lagganlia (Cairngorms); and the Risk Factory (Edinburgh). The Unit's staff work with schools and Council services; families; public bodies; and the third sector to champion the importance of sport and outdoor learning, and deliver:

- Strategic planning and development linked to Council and external priorities.
- Specialist advice and guidance linked to safety, affordable provision, education pedagogy (including statutory elements of the Curriculum for Excellence), and adventurous activity.
- Career-Long Professional Learning (CLPL) including courses, workshops, conferences, adventurous activity National Governing Body training and digital resources – building capacity.
- Targeted deployment of staff to support outdoor learning and physical activity, including during COVID-19.
- Enviable range of Adventurous activity National Governing Body training and assessment via internal course directorships (significant savings).
- City-wide, locality-targeted and residential/expedition sport, physical activity and outdoor learning programmes, sessions and ceremonies.
- City-wide sport and outdoor learning events, including large multi-school events.
- Resources for self-led planning and delivering provision.
- Communities and Families excursions / offsite visit advice, approvals and compulsory training (health and safety). Includes significant technical adventurous activity, residential and overseas travel. Monitored via an up to date an extensive Excursions Policy and resources, including a COVID-19 Excursions Toolbox (position statements and resources to support forward planning).
- Wider achievement awards, including coordinating the Duke of Edinburgh's Award across Edinburgh.
- Leadership awards for young people.
- Low cost kit and equipment hire, and maintenance to support inclusion.
- Partnership development and working to increase capacity, breadth and depth of provision and support.
- Supports the management of the Council's relationship with Edinburgh Leisure.
- Specialist support for Council services and initiatives e.g. locality working, school grounds and facilities design, policy development, Council Schools staff travelling abroad (not excursions) and probationer teacher induction.
- Supports the responsibility of the Council's sporting estate and infrastructure, and its future development.
- Work with the Estates Team on all sport facility Community Asset Transfer enquiries.
- Council representation across different specialist bodies, memberships, partnerships, and consultations.
- Successful applications for external funding e.g. 2019 Scottish Natural Heritage grant (£26k) – digital Outdoor Learning Map; and Cycling Scotland grant of c£20K annually to support Bikeability.

Appendix 9.4 Overview of Centres

The Outdoor Learning Team comprises four centres:

9.4.1 Bangholm Outdoor Centre	Bangholm is a non-residential centre located on Craighall Gardens in North Edinburgh. It is currently being redeveloped and staff will return to a new centre in 2022. Bangholm staff focus on excursion approval (UK and overseas); specialist technical advice; wider achievement awards (Duke of Edinburgh's Award, John Muir Award and Junior Award Scheme for Schools); Curriculum for Excellence advice and support; outdoor learning partnership working; delivering training and specialist courses; equipment and kit loans; and direct delivery to children, young people and others. Bangholm Outdoor Centre (location).
9.4.2 Benmore and Lagganlia Outdoor Residential Centres	Benmore Outdoor Centre in Benmore Botanic Gardens, near Dunoon and Lagganlia Outdoor Centre in Glen Feshie, near Aviemore, are residential centres in unique locations within Scotland's two National Parks. These locations provide outstanding opportunities for children, young people and others to experience inspirational outdoor and adventurous learning in wild surroundings. Benmore Outdoor Centre (location). Explore Argyll: LINK Lagganlia Outdoor Centre (location). Explore Cairngorms: LINK The number of young people visiting the Benmore and Lagganlia Outdoor Centres from Council schools increased prior to COVID-19, with 3932 young people visiting in 2018/19; a 35% increase since 2015/16. The number of Council primary schools increased from 49 (2015/16) to 68 (2018/19). Very high satisfaction rates reflect the high quality, wide ranging adventurous provision set within two Scottish National Parks. The centres use evaluation feedback to avoid complacency and develop further. **Delivering provision via the Council's own centres allows the Schools and Lifelong Learning Team to directly manage quality and embed Council initiatives. Many cheaper alternatives with onsite activities in non-wilderness locations, delivered by instructors rotating across different groups, do not generally deliver the same level, breadth and depth of outcomes and experiences.**
9.4.3 The Risk Factory	The Risk Factory, located in Southwest Edinburgh, is an interactive safety centre focused on supporting children and young people. The Centre 'manufactures' everyday risks in a safe environment with the aim to teach how to deal with or avoid risks. The Centre is part funded including a contribution by The City of Edinburgh Council. The Risk Factory (location). The Risk Factory: https://theriskfactory.org/ .

Appendix 9.5 Child Poverty Action Group (CPAG) in Scotland - The Cost of the School Day Toolkit Summary Key Messages.

<u>Text extracted from CPAG Toolkit.</u>

We know that living in poverty impacts negatively on children's social, physical, emotional and cognitive outcomes and subjects families to increased levels of stress and worry. In short, income matters for child health and wellbeing and the case for action is compelling.

Poverty-proofing the school day, that is, considering how policies and practices can impact on children and young people on a low income's experience of the school day, is an important contribution to tackling poverty.

We can, and must enable all of our children to take full and equal advantage of opportunities in school and consider how to reduce the extra costs for parents and carers

Investigating school costs with children, parents/ carers and staff and taking action to address identified problems and barriers can help:

■ ensure equal access to opportunities at school and remove barriers to participation and learning for children and young people from low income households

■ minimise opportunities for income stigma and exclusion amongst children and young people

■ reduce the pressures which school costs place on low family incomes

■ support families to access financial entitlements and maximise their incomes – increased family income leads to improved cognitive development and school achievement

■ ensure that Pupil Equity Funding is accurately used to remove the financial barriers which stand in the way of children and young people's participation and learning.

Child Poverty Action Group (CPAG) in Scotland - The Cost of the School Day Toolkit

Link to document

Summary guidance from the framework:

Schools already adopt a range of measures to minimise costs and reduce pressure on family budgets. In addition 'Top Tips' for reducing school costs, developed from ideas and recommendations made as part of '1 in 5', have been distributed to all schools with an expectation that they should adopt some or all of the recommendations it contains, as well as develop their own approaches to minimise costs.

Minimise costs and reduce pressure on family budgets.

All children and young people should be able to meet the costs of school and have the resources they need to support their learning.

School Trips

Schools should:

✳ Have a transparent policy for planning, funding and delivering school trips.

✳ Ensure that during the planning of trips, costs are kept to a minimum.

✳ Provide financial support or reduced fees for children living in low income households, including additional reductions for siblings.

✳ Conduct an annual audit of potential or planned trips for the school year, and clarify the aims and purpose as well as the estimated costs for each. This information should be used to:

• Review and develop a clear rationale and justification of costs for all trips.

• Make modifications to school trips so that they are accessible to children from low-income households and are cost efficient.

• Inform and consult parents at the start of the school year about plans for school trips to get their advice on how to: make them more affordable/accessible; identify parents who require financial support or reduced costs; and ensure that parents have time to plan finances accordingly (see also communication with parents).

• Set out the steps that will be taken to ensure that all children can afford to go on trips and any alternative measures that will be in place to ensure the trip is equitable and accessible.

✳ Allow parents the opportunity to pay for trips and other costs in affordable instalments. This must be given a long lead in time where required. Trips should not be offered on a 'first come first served' basis as this will favour pupils from families who are able to pay in advance.

✳ Where trips require special clothing and equipment, e.g. school camps, this should be made available at no charge by the activity provider. If this is not possible, it should be made available to borrow or purchase at low cost from the school through exchanges and flash sales.

✳ In addition, the local authority should investigate the potential to set up a central fund to provide financial support to children from low-income families and facilitate their inclusion in more expensive but hugely beneficial activities, such as residential stays at outdoor centres.

Programmes, Experiences and Resources	Description
Primary Curricular Swimming	Most curricular swimming is an excursion; requires pupils to visit an offsite location. The Council has developed a comprehensive curricular swimming programme over many years which offers swimming lessons to every primary school in the city. Some pupils who may be struggling in other subject areas find themselves excelling in the pool, not just in executing the strokes but in cooperating with and supporting classmates and building self-confidence which then transfers into other school activities. Swimming is a crucial life skill that lasts into adulthood and has the potential to save our own lives and those of other people. Over the last 5 years 60% of our pupils leave primary school deemed as safe swimmers, while the other 40% make significant progress towards that goal. Annually, over 6000 pupils receive swimming lessons from a group of core staff (5.1FTE). More recently we have focused greater numbers of lessons towards schools in lower SIMD deciles and solely focus on Primaries 4 and 5 where the greatest benefits can be made.
Discover!	The Schools and Lifelong Learning Team via Discover! coordinates a range of family excursions during school holidays (not school excursions). Independent visits will also be funded. These have restarted in Summer 21 and includes visits to local greenspaces.
Active Schools Extra-Curricular Activity Programme	Starting in the new academic year, Active Schools will provide an extra-curricular activity programme where the participant will not be charged as stipulated by sportscotland (the main funder of Active Schools). This may include some offsite activity.
The Risk Factory	Edinburgh Primary 7 pupils undertake a half-day interactive community safety session at The Risk Factory. Sessions are subsidised centrally by the Council and are free to participants (excluding transport, which is the responsibility of schools). During 2018/19, 97.7% of Council schools attended their free practical scenario-based risk awareness session. This involved 3918 young people; an approximate 24% increase in pupils since 2015/16.
Outdoor Learning Challenge at Holyrood Park	During September 2019, the CEC Outdoor Learning Team, in partnership with Dynamic Earth and Historic Environment Scotland, organised and delivered the Outdoor Learning Challenge at Holyrood Park. This was spread over two days with three clear aims: to provide free outdoor learning provision to P6 pupils (excluding transport); to showcase Outdoor Learning providers/supporters working in and around Edinburgh; and to inspire and demonstrate to school staff how they can take the curriculum outdoors, including low cost solutions. Just under 2400 City of Edinburgh P6 pupils from 2 special and 47 primary schools attended. 38 separate partner organisations contributed to the activities/stations over the course of the whole event; between them running 60

	different stations over the two days. This included many stations involving physical activity and significant support from our colleagues in the Sports Team. A twilight workshop was held for around 200 attendees, providing the opportunity to gain new ideas and meet providers. Many schools walked or used public transport to get to the event. This showcased affordable and environmentally sustainable outdoor learning. More info via our blog: https://www.experienceoutdoors.org.uk/experience-outdoors/outdoor-learning-at-holyrood-park **Key outcomes:** free provision to around 2400 CEC P6 pupils; Career Long Professional Learning (CLPL) workshop and experiences throughout the event; and improved links with outdoor learning providers.
Edinburgh Schools Adventure Race	The Edinburgh Schools Adventure Race takes place annually in June for S5s and is designed to encourage teams to develop strategies that will enable them to complete a series of activity tasks and answer various questions located in green space across the City. Supervised groups set off from their own school at 08:30; equipped with a GPS route tracker, City map and bus tickets. They complete activity challenges (climbing/abseiling, cycling, canoeing, orienteering); team building/problem solving activities; summit as many of Edinburgh's seven hills as they can; and answer general knowledge questions about Edinburgh. Teams then travel to the finish line at the City Chambers. **Key outcome:** participation in a free excursion with active travel, which raises the profile of sustainable development and the different Outdoor Learning partners.
Digital Outdoor Learning Map	An innovative online Outdoor Learning Map where users can upload and share good practice across Edinburgh and beyond. This is a significant platform for sharing key ideas, resources and good practice. Users will be able to search using different criteria. This will provide significant assistance in supporting the development of affordable learning and meeting the Council's net zero carbon target. The OL Map will also be used to search for the Council's Adventurous Activity Providers. Users will search by location, activity and /or name. This will save time and enable more schools and locality groups to locate appropriate providers. Outdoor Learning Map: https://www.experienceoutdoors.org.uk/resources/schools-communities Scottish Natural Heritage (Outdoor Learning Nature Fund) – confirmation of grant: https://www.nature.scot/professional-advice/education/outdoor-learning-nature-fund **Key outcomes:** providing a platform for approved stakeholders to share good practice, ideas and resources linked to outdoor learning.
50 Ways to Experience Outdoors project	Affordable outdoor learning and supporting the Council's net zero carbon target – onsite and local excursions.

	Designed by the Council's teachers and the Outdoor Learning Team for teachers. This project was the idea of a teacher and was facilitated by the Outdoor Learning Team. 50 ideas are presented to develop affordable outdoor learning. Interactive links provide further details, including references to Curriculum for Excellence. The new Outdoor Learning Map provides a platform for sharing good practice and ideas for implementing this resource across the City.
	50 Ways to Experience Outdoors: https://www.experienceoutdoors.org.uk/resources/schools-communities
	Key outcome: resource used creatively by school and community groups to increase affordable outdoor learning (onsite and local excursions).

Appendix 9.8 Benmore and Lagganlia (Residentials) - February / March 2020 Initial Baseline

Benmore and Lagganlia Initial Data Survey

13 City of Edinburgh Primary schools completed a data return during February and March 2020 (just before COVID-19 resulted in school closures and no residential school visits).

Schools Profile

The following tables detail the type of schools in this initial survey.

SIMD Deciles 1-2 Combined %			
Percentage of pupils in deciles 1-2 (grouped):	100-66	65-33	32-0
Number of schools:	3	0	10

SIMD Deciles 1-4 Combined %			
Percentage of pupils in deciles 1-2 (grouped):	100-66	65-33	32-0
Number of schools:	3	2	8

The Scottish Index of Multiple Deprivation is a relative measure of deprivation. SIMD decile 1 - most deprived to SIMD decile 10 - least deprived. The tables above look at deciles 1 to 4.

More information on Scottish Index of Multiple Deprivation 2020:

https://www.gov.scot/collections/scottish-index-of-multiple-deprivation-2020/

Attendance

Total number of pupils:	683
Total number who attended the residential visit:	654
Total number who did not attend the residential visit:	29
Attendance rate:	95.8%

Reasons for Non-Attendance

Reasons (categorised)	Number	%
Financial concerns (GENERAL):	0	0.0
Parental /carer concerns about purchasing and / or obtaining clothing / kit:	0	0.0
Parental / carer GENERAL concerns linked to readiness of pupil to attend a residential:	7	24.1
Parental / carer concerns linked to adventurous activity:	0	0.0
Parental / carer concerns linked to food / meeting dietary needs:	0	0.0
Pupils not wanting to attend (GENERAL):	14	48.3
Medical reasons:	1	3.4
Short notice cancellation (were attending) e.g. due to illness, injury or family circumstances:	0	0.0
Other (please provide more information below - this will allow us to create additional 'group categories' in the future):	7	24.1
Total:	29	

- For 'other', schools recorded family holidays; pupils new to the school and arriving just before departure - anxious about attending; and 'cultural' reasons.

How many pupils paid the full amount via parents/carers?

Total number of pupils attending:	654
Number of pupils paying the full amount:	511 (78.1%)
Number of pupils not paying the full amount:	143 (21.9%)

Pupils not paying the full amount via parents / carers – how much did they pay via parents/carers?

Charge groupings:	Not charged - £0	£1 - £50	£51 - 100	£101 - £150	£151 - £200	£201 – full amount	Not clear	Total
Number of pupils:	44	1	8	66	22	0	2	143
	119 (83.2%) paying £150 or less.							

- The total cost of residential visit cost recorded by schools ranged between £300 and £360. Exceptions include shorter stays.

Pupils not paying the full amount via parents / carers – how were they funded?

Funding Category	Number	%
School fundraising reduction:	12	8.4%
Pupil Equity Funded (PEF) funded reduction:	14	9.8%
Other direct school funding (not PEF):	30	21%
The Edinburgh Education Trust (Looked After Children):	0	0%
Friends of Lagganlia (FoL) reduction:	0	0%
Friends of Benmore House (FoBH) reduction:	0	0%
Third-party charity grant-funded reduction (not FoL or FoBH):	17	11.9%
External party / person contribution (not covered above):	0	0%
Other source:	0	0%
Combination of above:	70	49%
Total:	143	

Comments by schools

- Good practice includes: maintaining good relationships and communications with families including the children; working extensively over time to assist families in supporting the pupil to attend; payment steps/instalments well in advance; payment extensions where appropriate; understanding individuals' circumstances; camp blog – before, during and after; and payment tiers for different families (criteria).

- Only relevant questions and responses are included.
- 40 primary Head Teachers completed the survey.

	Agree	Disagree	Not Sure
Q1 Our school community values CEC having its own residential centres?	40 (100%)	0	0
Q2 Explain your response (linked to previous question)	**Selected response to illustrate the breadth of responses:** CEC's commitment to Outdoor learning is mirrored in its protection of Benmore and Lagganlia. This sends a strong message to school communities about the value placed on residential experiences and acknowledges that these centres provide an expertise beyond our school's ability. Community values the excellent opportunity provided by highly qualified professional staff in great location. Many parents and carers also had a Benmore / Lagganlia experience and remember it as one of the most memorable and important experiences of their school career. The residential experience provided at Lagganlia is outstanding. Parents, children and staff can all rely on the excellent quality of instruction at a very reasonable price. Having staff who know how Edinburgh works, understand how education and outdoor learning can work together and support each other to develop our own practice. We love having Lagganlia staff come and visit our school following a residential. The families, staff and children consistently rank residentials as being a key and critical part of what [school name] can offer. Everyone gains from the residential and they are very well supported by almost all children taking part. It's particularly important that our centres are managed by our own staff who share our values, understand our contexts and ensure the high-quality provision using trained and experienced staff. The Health and Safety around our visits are simplified and are a shared responsibility. Benmore have always offered my schools a high-quality experience for my children - and staff. They truly do make the 'magic happen'. They have moulded determined and dedicated staff. I have had experiences where they have 'made the impossible, possible' during our residential stays at Benmore for some of my children with complex, extensive and sensitive needs. They give our children memories of a lifetime and ensure everything is led seamlessly. Benmore always provide an outstanding learning and life experience for our visiting pupils. They have the setting and skills to offer outdoor learning that is not available in the city. It's brilliant. They incorporate our resilience / growth mindset work. We know that they are 'ours'. Really important in maintaining standards, sustainability of staff. It is a very different experience to any other outdoor central I have visited and that is because it is attached to CEC. Has highly trained staff who often stay for many years and are part of the CEC CPD programme following the same priorities. At [school name] we strongly believe that a residential experience for all leaners is a key experience for all. Our CEC residential centres provide this excellent experience and so much more! Outdoor Learning is critical to pupils wellbeing, learning & development. Learning to take risks safely - challenge themselves, being organised, independent and coping with being away from home is essential and having a CEC trusted centre is invaluable as part of the CEC learning provision. Same high standards, values and policies. Investment into future - high quality recruitment, training & staff retention is evident and essential to the relationships forged between staff & pupils. CEC residential centres are *far* better than any others I have visited. They can be more expensive but even still, CEC centres represent far better value for money than the best of the rest. The centres provide an incredible opportunity for our children with new experiences ranging from their first time away from home to new activities to time away from all things electronic to time with different peers and the chance to form new friendships. Having taken P7 pupils to Lagganlia many times over the last 20 years I know what an outstanding experience it is for our learners. It's the highlight of our pupils year, the experience pupils have been most upset about missing this year but far more than just staff and pupil's love of the experience is the knowledge that in that one week the opportunities pupils have and the things they learn about themselves and others develop skills they will take with them through their life. It truly is life changing for some and for all unforgettable. The instructors are second to none but I also believe it's the experience of being away from home, eating different meals, living with people not from your family, managing your own belongings,

organising yourself that really are developed in a way we could never do in school. We couldn't underestimate the value of this week for our pupils - it is amazing.

Build relationships with staff, security of knowing the standards/risk assessment/training is the same as in council activities in Edinburgh, continuity of staff and school and know what to expect and good communication as inter authority.

A rich experience, new experiences - some of the children have never experienced such life skills, being away from the family, making beds etc HWB, independence, self-management, risk taking (safely), relationships, resilience, transitions - very positive.

It is vitally important that CEC continue to have its own residential centres where education is at the forefront of decision making in both these establishments. I believe we owe it to the children and families of CEC to ensure our community has the opportunity to experience the very best outdoor educational experience on offer in the best setting with the best staff.

There are huge benefits from having own centres from working with colleagues (rather than a provider), similar arrangements and protocols, vision and values.

This is an invaluable experience for all young people and one which cannot be replicated in school. We have seen the direct positive impact this has on the children and the new ways they develop confidence in their abilities and skills. The instructors are amazingly skilled, and the children love them.

We have a programme of outdoor learning in our school and residential experiences are a core feature of this and the fact our council also values this by owning its own centres is fantastic. We believe that every child should be given the opportunity to have at least one residential experience in primary school, but preferably more!

Reassuring for parents. Consistency and continuity.

Q3 Can you rank the reasons as to why your pupils do not attend a residential (over the last 5 years)? Top – most common and bottom – least common.

1 (Top)	Pupils not wanting to attend (GENERAL).
2	Parental / carer GENERAL concerns linked to readiness of pupil to attend a residential.
3	Parental / carer concerns linked to specific areas e.g. adventurous activity or food.
4	Financial.
5 (Bottom)	Other.

Q4 Is there any support that SOLU could provide to assist the school in removing barriers to attending residentials?

Summary of responses (in no hierarchical order):

1. Share good practice.
2. Support with maximising attendance of pupils with certain protected characteristics and those where English is an Additional Language (EAL) e.g. videos and other materials explaining benefits.
3. Building experiences, resilience and confidence e.g. shorter and closer stays near Edinburgh prior to P7.
4. Support with accessing grants, including signposting.
5. Reducing transport costs.
6. Central fund for supporting pupils who meet specific criteria.
7. Support with meeting additional needs, including additional staff.
8. Additional pre-contact with Centre staff e.g. via Teams.

Q5 Which of these ideas would be useful in preparing pupils, parents/carers and staff for visits to Benmore/Lagganlia?	
Support with poverty proofing residential visits.	97.5% stated - useful and would have impact.
Pre and post visit contact with pupils via Microsoft Teams.	72.5% stated - useful and would have impact.
Pre-visit contact with parents/carers via Microsoft Teams.	62.5% stated - useful and would have impact.

	Yes	No	Not Sure
Q6 Do residential visits to Benmore or Lagganlia represent good value for money (cost balanced with quality of experiences and outcomes)?	36 (90%)	0	4 (10%)

Appendix 9.10 Epic Days Programme Data (P7 Extended Day) – Summer 2021

Summer 2021 Primary 7 Epic Days Initial Data Survey

Section 1 Progress so far

The Epic Days programme is delivered by the Sport and Outdoor Learning Unit and comprises an extended day (10:00 – 21:00) for Primary 7 pupils.

Total number of pupils eligible to attend so far:	3126			
Total number of pupils attended so far:	2834			
Attendance rate:	90.7%			
Not attended so far:	292			
	Not attended due to Covid e.g. close contacts:	183 (5.9%)	Not attended for other reasons:	109 (3.5%)
Attendance rate mins COVID-19 absences:	96%			

Wave 1 of the Epic Days programme was delivered in the Summer 2. Remaining P7 pupils will be offered provision via the Secondary schools (clusters) and a separate Special Schools programme.

Deciles 1-2 Combined %					
Percentage of pupils in deciles 1-2 (grouped):	100-80	79-60	59-40	39-20	19-0
Number of primary schools (with a P7 cohort):	6	8	6	17	51
Number of schools **offered** an EPIC Day slot in Wave 1 of the programme:	6	8	6	17	30
Number of schools who **accepted** an EPIC Day slot in Wave 1 of the programme:	6	8	6	17	30

Deciles 1-4 Combined %					
Percentage of pupils in deciles 1-2 (grouped):	100-80	79-60	59-40	39-20	19-0
Number of primary schools (with a P7 cohort):	19	9	6	19	35*
Number of schools **offered** an EPIC Day slot in Wave 1 of the programme:	19	9	5	19	15
Number of schools who **accepted** an EPIC Day slot in Wave 1 of the programme:	19	9	5	19	15

The Scottish Index of Multiple Deprivation is a relative measure of deprivation. SIMD decile 1 - most deprived to SIMD decile 10 - least deprived. The tables above look at deciles 1 to 4.

More information on Scottish Index of Multiple Deprivation 2020:
https://www.gov.scot/collections/scottish-index-of-multiple-deprivation-2020/

Section 2 Data Survey Results

14 City of Edinburgh Primary schools completed a data return in July 2021.

Schools Profile

The following table details the type of schools in this initial survey.

SIMD Deciles 1-4 Combined %			
Percentage of pupils in deciles 1-2 (grouped):	100-66	65-33	32-0
Number of schools:	2	4	8

Attendance (14 schools)

Total number of pupils:	579
Total number who attended the Epic Days visit:	546
Total number who did not attend the Epic Days visit:	33
Attendance rate:	94.%

Reasons for Non-Attendance

Reasons (categorised)	Number	%
Financial concerns (GENERAL):	0	0%
Parental /carer concerns about obtaining clothing / kit:	0	0%
Parental / carer GENERAL concerns linked to readiness of pupil to attend an extended excursion day:	1	3%
Parental / carer concerns linked to adventurous activity:	0	0%
Parental / carer concerns linked to food / meeting dietary needs:	0	0%
Pupils not wanting to attend (GENERAL):	5	15.2%
Medical reasons:	3	9.1%
COVID-19 related:	3	9.1%
Short notice cancellation (were attending) e.g. due to illness, injury or family circumstances (non COVID-19):	5	15.2%
Other:	13	39.4%
Combination of above (if no PRIMARY reason):	2	6%
Despite working with families, reason not known:	1	3%
Total:	33	

- For 'other', examples include family holidays and other absence.

- Schools liaised with SOLU to adapt the day to meet specific needs including adjusting activities; shortening the day and including additional rest breaks.

How many pupils paid the full amount via parents/carers?

Total number of pupils attending:	546
Number of pupils paying the full amount:	350 (64.1%)
Number of pupils not paying the full amount:	196 (35.9%)

Pupils not paying the full amount via parents / carers – how much did they pay via parents/carers?

Charge groupings:	Not charged - £0	Charged £1 – less than 50% of total cost	Charged more than 50% of total cost	Not allocated a grouping (to be checked)	Total
Number of pupils:	181	5	0	10	196

Pupils not paying the full amount via parents / carers – how were they funded?

Funding Category	Number	%
School fundraising reduction:	5	2.6%
Pupil Equity Funded (PEF) funded reduction:	22	11.2%
Other direct school funding (not PEF):	98	50%
The Edinburgh Education Trust (Looked After Children):	0	0%
Third-party charity grant-funded reduction:	39	19.9%
External party / person contribution (not covered above):	0	0%
Other source:	0	0%
Combination of above:	32	16.3%
Total:	196	

Comments by schools

- Good practice for any kind of excursion include use of PEF; external grants e.g. Edinburgh Children's Holiday Fund and John Watson's Trust; reductions for twins and siblings; Parent Council fundraising support; regular updates for parents/carers; instalment plans established well in advance; and understanding specific circumstances.

Appendix 9.11 Case Studies

School:	**_Castleview Primary School_**
Context about the school (key factors):	Castleview is situated in the South East of Edinburgh in Craigmillar. Craigmillar is an area of positive action, multiple deprivation and regeneration. It has a current roll of 452 in the Primary Stages plus 64 full time nursery places. The school's roll has steadily increased in recent years. This session the school took in an additional class in Primary make this year group three stream. P2- P7 is currently two-stream. This is the SMID makeup of the school based on the 2020 census shows that 50% pupils live in SIMD 1, 44% live in SIMD 2 and the remaining 6% of pupils are scattered across deciles 4-9, notably some of these families are in homeless accommodation or pupils are looked after. Over a third of the school population are EAL and there is a growing Syrian refugee population. The school building is owned by AMEY and was opened in 2003. The school is lucky to have generous grounds including a small wooded area, an Astro pitch, a traditional playground, a grassy hill area, a grassy play space and a sheltered garden. The school also has direct access to the expansive Craigmillar Castle Park which is used daily by classes in the school.

	Actions / approaches to remove or reduce barriers	**Examples of impact e.g. attendance.**
Residential	There is no cost; the school pays for all children. This message is given to parents early on so there is no additional stress for families. Castleview recognises relationships are key. The school spends PEF and other additional monies on staffing which means they can provide appropriate enhanced pupil: staff ratio and those staff who have relationships with children can attend and support them to have success. Time and energy, including involving interpreters, is spent to engage with families where EAL may be a barrier to understanding the value of residential excursions. The school has an extensive kit for all children including a tracksuit, waterproofs and ruck sacks. Where clothing/kit is required, the school provides a suitcase, underwear, nightwear and clothing. This is done discreetly so other children are not aware.	Attendance to our residential experiences is high. Children feedback about positive experiences. Many have never left Edinburgh.
Non-residential	Again there is never a cost. The school pays for all excursions. Cost is not a barrier. Careful thought is put into what excursions are selected. The relevance to the curriculum is key alongside sustainable travel. The school works hard and promotes its work and successes. This contributes to generating other funding sources.	Excursions are fun and educational. All pupils are able to participate. Provides pupils with wider experiences and can promote inclusion.

| | Castleview recognises relationships are key. The school spends PEF and other additional monies on staffing which means they can provide an appropriate enhanced pupil: staff ratio and those staff who have relationships with children can attend and support them to have success.

The team work hard to keep up to date with GIRFEC guidance and advice to ensure excursions are inclusive. This includes endless preparation for children with ASN using social stories, photobooks and other means. | |

School:	*Stenhouse Primary School*
Context about the school (key factors):	With a significant percentage of families residing in SIMD1-3 (45%) and a further 35% in SIMD 4, the school provides support for all our pupils in terms of our embedded 1 in 5 Poverty Awareness strategic vision which is part of our greater Equalities and Equity work. There is prevalence of in-work poverty within our school community too.

With 27 different home languages spoken, our diversity of culture is an asset to our community. |

	Actions / approach to remove or reduce barriers	Examples of impact e.g. attendance.
Residential	Financial constraints are the most significant factor in attendance at residential excursions. We have successful approaches to removing these barriers for almost all our pupils.

-Parent info meeting the year before school camp to show the structure and benefits of school camp.

-Parents invited to confidentially request financial support at this early stage.

-Via the school's Fair for All fund (supported using PEF to reduce the cost of the school day), families only pay for the residential experience. The school pays for the transport costs as this can add a significant amount for each child.

-School applies for funding support for those who have requested and those who will not have had the confidence to do so – we use our in-depth local knowledge of our families and the relationships we have with them to apply on their behalf.

-Class fundraising begins the year before school camp. We actively take our fundraising out of our community so we are not asking for money from the very people who we are trying to support. The Gyle, Tesco and St Andrews Bus Station have been supportive in accommodating us for bag packing, carol singing etc. | Almost all our pupils attend residential excursions, with a small number not attending usually due to cultural reasons.

For those not attending, linking with partners such as Active Schools and using our own staff, alternative outdoor experiences for these pupils are planned as day trips.

This ensures that all our pupils gain outdoor experiences and can share their achievements with each other. This boosts self-esteem in some of our most vulnerable pupils and ensures that there is equity of experience and provision regardless of barriers.

Relationships between the pupils as well as between the staff are deepened. This promotes wellbeing and a sense of belonging. |

	-Pre-covid, our P6 classes went to camp. Therefore we ask for donations of outgrown outdoors clothing from the previous year's pupils. Families have been responsive to handing in good quality clothing to be re-used to prevent additional costs for some. -A "Free to a Good Home" event is planned for families to come and choose anything that has been handed in that is useful to their child. -Regular communications to reassure families that specialist equipment will be made available and not to go and buy expensive garments. -Communication with families of different cultures offering alternative camp arrangements. -As a school with Language and Communication classes, we support the inclusion of our pupils where possible. Staffing and/or parental support attend with our LCC pupils to ensure they gain the same experiences, modified where required, as their mainstream peers.	
Non-residential	Widening pupils' experiences of their locality and provisions on their doorsteps – transportation can be an issue but using Fair for All funds we do not charge for any school excursions. We firmly believe that this is part of their education and that no cost should be attached to that. We make direct calls to families of pupils to explain the importance of engagement and to reassure any concerns. Class teachers will build activities and learning opportunities into their daily lessons in advance to create enthusiasm and excitement for the excursion. This is successful in convincing most pupils to engage. It also allows time for anxious pupils to ask questions and to feel supported in attempting something that may be out-with their comfort zone or usual experiences.	Almost all pupils gain confidence, improve self-esteem, refine teamwork and leadership skills during excursions. Many of our pupils experience outdoor activities for the first time or visit places for the first time (even when close to home). Some of our pupils have gone on to pursue these activities as extra-curricular having first experienced them on an excursion. For various reasons a number of our families will have limited opportunities for wider achievement. Excursions support this life skill and provides pupils with opportunities that may not otherwise be available to them. Less academic pupils can thrive in outdoors or indeed alternative contexts. This boosts self-esteem and mental wellbeing at a time when the pressures of academic success are all to prevalent.

School:	Woodlands Special School
Context about the	Situated in Currie, Woodlands is a secondary Special School catering for 80 learners from across the city who have complex needs. Excursions are a daily feature at Woodlands as all staff appreciate the

school (key factors):	importance of ensuring that quality and relevant learning takes place both in and out of the school grounds. Our staff team provide opportunities and experiences for our learners on the widest of scales from life skills in the local area to skiing in France.	
	Actions/approaches for all excursions As a staff team we are hugely passionate about excursions. Staff are aware that an excursion is anything that happens beyond the school gate, regardless of the scale. Having the support to plan excursions is vital so that staff feel confident and motivated to provide these opportunities. The school has created an Excursions Authorisation Form to ensure that all elements of the planning and execution of the excursion have been carefully considered. Where possible, we encourage learners to be part of the planning process. The Authorisation Form really helps staff focus on the purpose and desired outcomes of the excursion. Due to the complex needs of our learners, all parents/carers are informed of all excursions that we would like their child to participate in. To support parents/carer and to ensure communication is both clear and concise, we have a standardised letter which is sent out to parents providing key information. Staff prepare learners for excursions and additional visual supports such as social stories are produced as necessary. At Woodlands we encourage teaching and support staff to be responsible for excursions in order to maximise opportunities for our learners. All teaching and Pupil Support Assistants participate in Group Leader training. The Excursions Co-ordinator is always happy to discuss suggestions staff have for excursions so that ideas can hopefully become a reality. By having a whole staff approach to excursions, we can look creatively at the opportunities that we can provide for our young people.	
	Actions / approaches to remove or reduce potential 'barriers'	**Examples of impact e.g. attendance.**
Residential	**Residential** The staff team at Woodlands have a passion to ensure that learner's experiences are not limited by their individual needs. Over the years, learners at Woodlands have participated in various residential trips including Lagganlia and Benmore, Duke of Edinburgh's Award expeditions and a foreign ski trip. Residential excursions can come with a significant cost and we are keen to ensure that learners are not disadvantaged by this. At Woodlands we are grateful to receive an annual grant from Dawson Trust which covers all Outdoor Education costs as well as equipment/clothing if necessary. We also actively fundraise for specific purposes too.	Attending residential excursions provides opportunities for learners to participate in activities which are out of their comfort zone but with the support of adults who they trust and who have a deep understanding of their needs and the strategies that are required to support them. Participating in these excursions regularly leads to increased confidence, self-esteem and self-belief. This provides a strong foundation to introduce other activities to learners as they know that they will be supported and that they can achieve. Residential excursions can also be an anxious time for parents so it is vital that parents are aware of what happens on the residential as this can often help alleviate their anxieties of what their child is able to achieve. This is particularly helpful as learners look to transition either to the next year group or transition from school to their positive destination. For learners and parents/carers who have an awareness of experiences offered to mainstream learners, participating in a residential experience removes feelings of inequality. This can be

			particularly important if the learner has a sibling who attends a mainstream provision.
Non-residential	**Travel** Before Covid, we had a dedicated school minibus which was used regularly. We had a regular minibus driver who knew all the learners and was aware of their needs. The driver was familiar to the learners and this was a huge asset. Our learners also have bus passes so they can make regular use of public transport. Staff have supported parents to apply for these bus passes. Both eliminate the cost of travel for parents.		**Travel training** This helps to increase self-esteem and confidence but also helps to reduce parental anxieties when they see what their child can achieve. Travel training is usually carried out by one of our PSAs and this involves communication with the parent and at times, working with the parent so that they feel confident to allow their child to participate in travel training. This has allowed learners to travel independently post-school but also to work experience whilst learners are at school and on occasion allowing learners to travel to/from school. **Local Area Excursions** We have always made use of the immediate area to provide opportunities for learners to practice essential life skills in real life settings. More recently, this has provided excellent opportunities as we support learners to manage in environments where there are Covid restrictions.
	After School Ski Club In partnership with Kaimes Special School, our learners participate in an after-school Ski Club on a Friday afternoon. This is funded by a grant from Children in Need so there is no cost to parents/carers. One of our teachers is also a qualified Ski Instructor so this has allowed the learners to be supported by someone they know. It has also enabled the teacher to incorporate a block of skiing in the Outdoor Education programme.		**After School Ski Club** Many of our learners have thrived participating in the ski club. To give one example of impact, we had one learner who was curious to come along to the ski club and a lot of support was provided by a trusted member of staff to even to get to the point where they wanted to try it out. This included talking about the ski club, organising transports so that the child could be collected from Hillend, having a member of staff who the child trusted being able to go with them, other learners encouraging and supporting the child. This child has sight and hearing difficulties and even though they only attended for a few months, they were able to ski for a short period independently and the emotion from the child, the staff members and the other learners who were willing him on was overwhelming. This success was celebrated in assembly and with the child's parent. Many of our learners would never have the opportunity to learn to ski if it was not for the Ski Club. By raising awareness of the club and by celebrating the successes that our learners have had, this has helped to inspire and motivate others. In fact, watching our learners ski inspired and motivated me to learn to ski and I shared this journey with them in assembly. I have since helped at the Ski Club and the learners have loved supporting and encouraging me!

	Riding for the Disabled One of the ways that we have removed barriers is to empower our Support Staff to lead excursions. This helps to offer more excursions but enables all staff to realise the importance that excursions play in the development of our young people. The cost of RDA is covered by the grant from Dawson's Trust. **Building relationships** For many of our learners, the greatest barrier to participation can be anxiety. Woodlands staff have a culture of nurturing positive relationships, building trust, working with learners and parent(s) to supporting the learner at a pace that works for them. By having a culture of raising awareness of excursions, planning in advance and working with the learner and parent to identify the cause of this anxiety this often helps to build learner curiosity and self-belief. Learners start to become more interested in trying an activity and because staff know the learners so well, we can use these positive relationships to help nurture that curiosity.	**Riding for the Disabled** This has been a regular part of our pre-Covid timetable for several years and is co-ordinated by two Pupil Support Assistants. I truly believe that excursions should be led by all staff members and this is an excellent example of why. This allows Pupil Support Assistants to be leaders and to promote the positive outcomes that horse riding can bring to learners. **Panto** One of the greatest examples of staff helping a learner to overcome anxiety was our annual excursion to the panto. It took a learner until he was in S5 to overcome his anxieties to attend this whole school excursion. Staff who he trusted, worked closely with him over the months before the panto to have gentle conversations with him to identify his worries. This led to him going to the theatre a few weeks before the performance so he could visualise the surroundings when it was empty. He could see the quiet break out space that would be available and where he would be seated. He was able to travel on a smaller minibus with the staff who would be supporting him. On the day he attended the panto he had an absolutely amazing time. His parent was amazed that he went.

Summary

In summary, removing barriers to excursions in the special school context consists of a combination of approaches. Financial barriers for us have been the most straightforward to overcome as we are fortunate to have grant funding and also charitable donations.

Non-financial barriers are overcome with a mixture of good planning and parental involvement. However, ultimately all of this is underpinned by empowering all staff as Group Leaders with the desire and creativity to provide positive and meaningful experiences for our learners, having excellent knowledge of the needs our learners as well as building positive and trusting relationships. Promoting awareness of excursions through our established culture of celebrating success and participation ensures that from entering the doors of Woodlands, learners are aware of the opportunities that will be available to them in the future.

School:	**Craigroyston Community High School**	
Context about the school (key factors):	We are based in the North West of Edinburgh within a community that has SIMD mainly 1-4 for 80% of our students. Our School role is currently over 600 students and set to expand even more in the coming years with Cluster intakes.	
	Actions / approaches to remove or reduce potential 'barriers'	Examples of impact e.g. attendance.
Residential	• School Fund support– this is a fund contributed to by donations, fundraising and ongoing invested funds from outside sources solely for	• Applications to the school fund allows staff organising the residential to reduce the cost to parents for their child.

	the provision of opportunities for students in our school. • Fundraising events – bag packing, race night, bingo, Christmas fair etc. • Grants – Erasmus, and British Council for overseas trips. • Meetings with parents throughout the planning stages of any residential trip planned. • Support with preparing passports for overseas trips including purchasing the Group passport for students who do not have their own and linking it with members of staff who are attending the trip. • Awareness of any students who might have personal or cultural needs which might be compromised by aspects of any trip and ensuring that these are accounted for and managed suitably prior to attending e.g. Transgender students and rooming. • Specialised equipment required for any residential is often provided either by the school directly or we source it from other agencies we work with to borrow. • Linking with specialised agencies such as Social Work to ensure that we follow all measures and procedures required for some of our children who might be on the Child Protection register or Looked After Children and to ensure that we are keeping everyone safe. • Duke of Edinburgh's Award offered as an elective for students in Senior Phase is supported via the curriculum time and school budget to allow them to achieve their awards.	• This allows a larger number of students to be involved in residential trips regardless of the financial restrictions at home. • Fundraising in many forms ensures that all students are able to not only be supported but feel like they have contributed through time and effort, therefore taking away the stigma that some feel of being 'charity cases'. • All students are offered the opportunities and it is made clear to all parents and students that any barriers they might feel should be brought to us to look at a possible way to assist. • Residential trips are included as part of the student's education and growth, so we will try all ways we can to ensure that all students get to have the chance to be involved no matter what their situation. • Parents/ guardians having confidence in how we prepare the students and plan all the measures to ensure students are safe and have a great time. • Variety of excursions we are able to offer.
Non-residential	• Excursions carried out via curriculum time and supported financially by many of the same means as the residential trips, i.e. School Fund and school budget. • Transport finance supports provision of bus tokens for public transport, minibuses when required and rare occasion coaches for bigger event numbers. • Local visits for links to curriculum areas are encouraged and used often by staff with all year groups. • City wide visits are frequently used as specific links to aspects in the curriculum as well as opportunities to build confidence with young people who might not frequently travel outside their own community. • Theatre visits, Book Festival Visits, Science Festival Visits, Art exhibitions, career fairs, young drivers' events, Visits to Business premises such as Apex Hotel for Hospitality insight, are carried out each year and actively encouraged to enhance the learning experience of our young people.	• Day events are part of the curriculum and desirable for all levels in the school, and therefore staff are encouraged to use this experience wisely to enhance student learning. • All students are given the opportunity and additional support for needs; medical, physical or learning based are put in place to allow all students where possible to attend an opportunity. • Year on year students come to realise the plans and expectations of being out of school. • They begin to understand how these events link to their learning. • They realise that as they move up the school the opportunities become different. • All staff in our school are encouraged to experience these events too so often they might support another staff member of faculty as part of their personal development.

	- Parents are always informed via a detailed letter about any day excursion taking place. - Staffing is always generous and where identified PSA's are often used to support some of our more vulnerable and/ or challenging students to ensure inclusion.	

Other Schools – Residential

		Towerbank Primary School	Balgreen Primary School
	Context	Large school with 3 classes per primary stage. Catchment includes a wide range of families living in a range of SIMD deciles from 1 to 10.	25% pupils live in SIMD 1. 25% of our pupils have EAL 60% in SIMD 1 and 2
	Actions / approach to remove or reduce barriers	We operate a tiered cost system for all residential activities: -**Tier 1** is the full cost. -**Tier 2** is half cost and available for any family to select if they are in receipt of benefits or have twins. No proof or paperwork is required -**Tier 3** is for families in challenging circumstances. Tier 3 is either free or a token payment of 5% of full cost. Families again do not need to prove this but are asked to discuss with a member of the leadership team confidentially. All costs for T2 and T3 are taken from the PEF. In normal years £10K is set aside annually for this. We also provide any clothing/specialist equipment if needed by children e.g. ski goggles We also provide specialist equipment for all staff including support staff to encourage attendance at residentials. We recently bought all PSAs a high quality long jacket for the playground and residentials	School uses PEF funding to subsidise places for pupils in SIMD 1 and 2 as well as others on a case by case basis. We endeavour to take all pupils on a residential at Lagganlia if possible. As much notice as possible is given to allow parents maximum time to pay towards their camp. Flexible payment plans can be extended after the camp has taken place in order to ensure maximum attendance. Pupils not attending a residential are offered an alternative weekly timetable.
	Outcomes	Most residentials have full attendance for P7 and P6.	Majority of pupils attend residential camp - averaging 90% year on year. Those not attending is often due to cultural reasons. Pupils who do not attend do not miss out as a result of cost. Lower rate of non-participation through improved relationships with staff/peers. Attendance often increases as a result of improved relationships, shared understanding of family situations and empathy. Timing of camp is key - we try to visit near the start of the session to then appreciate and enjoy the social benefits of camp in the following months. Senior Management Team always attend camp as we enjoy the activities and getting to spend time with the pupils in an informal setting. This helps us with any transition experiences that may be needed come May/June.

	St Andrew's Fox Covert RC Primary School	St Catherine's RC Primary School
Context	St Andrew's is a single stream RC Primary school in the Clermiston area of Edinburgh. We have a mixed SIMD profile and many of our pupils live a significant distance from our school due to our large catchment. Our staff team is, without exception, enthusiastic and committed to learning beyond the classroom. We shortly hope to be awarded Gold Level from Learning Outside the Classroom as a reflection of our work.	St. Catherine's is in an area of deprivation but currently the area is undergoing a big change with new social housing being built alongside larger new bought housing. We did an exercise using the Cost of the School Day toolkit two years ago to look at how we fully poverty proof the school day. We use our PEF and Scottish Attainment Challenge (SAC) monies to ensure that all activities and experiences are free at source to all our pupils, regardless of status.
Actions / approach to remove or reduce barriers	**Financial Approaches** • Learning beyond the classroom (LBtC) discussed at every PC meeting in terms of its values and impacts: PC are supportive and offer money each session to support pupils with residentials • Parish supports financially as needed • School reaches out to various donors for support with residentials • PEF is used to support with residentials • Gear provided through our partners at a local independent school **Non-Financial Approaches** • making LBtC at the heart of our approaches to pedagogy, wellbeing and attainment- hard to ignore when we constantly talk about this and share the benefits; becomes the core offer of the school • understanding the specific roles of the Outdoor Ed team at the centre so we can get bespoke support as and when we need it • robust active travel Active Travel – St Andrew's Fox Covert (standrewsfoxcovert.com) • robust staff development plan from pedagogy to ML qualification • all staff 1st aid trained • all interviews contain a LBtC question • curriculum plans incorporate Learning for Sustainability - make it easy! • Talk about it- a lot Classrooms Without Walls – St Andrew's Fox Covert (standrewsfoxcovert.com) Head Teacher's Blog – St Andrew's Fox Covert (standrewsfoxcovert.com) • School Improvement Plan incorporates LBtC- strategy to make it happen! • Timetabling off site PSA support is essential • Use partners: sustrans, parish, Experience Outdoors, Outward Bound, Hillend etc. • No indoor breaks or lunches- promote fresh air! For us, learning beyond the classroom can also take place inside! Links with business and other indoor places have been established	Camp fully subsidised for both P5 overnight residential and for P7 4-day residential camp. Using PEF monies in both instances. EPIC Day fully subsidised.
Outcomes	• 100% of attendance at residentials	100% attendance at the last P5 camp. Only 3 children did not attend the last P7 camp.

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Appendix 9.12 Sources of Funding and Monies Used by Schools (direct and indirect)

Examples	Descriptions
School funding: Pupil Equity Funding (PEF)	Pupil Equity Funding is money that goes to a child's school to help them provide the best possible opportunities for children's learning. In particular, it is there to help the school support children who experience barriers to learning and who might be falling behind or not getting the same chances in their education because their family is experiencing poverty or other financial difficulties. This money is given to schools as part of the Scottish Government's Scottish Attainment Challenge. Scottish Government has included a top up payment, recognising the new and additional challenges schools face as a result of the pandemic. The Council has issued Local Operational Guidance to support PEF spending. https://www.gov.scot/policies/schools/pupil-attainment/
School funding: other	Head Teachers may decide to allocate expenditure form other appropriate budgets to support excursions.
Grants	Various grants can be used to reduce the cost of excursions e.g. https://www.experienceoutdoors.org.uk/schools-communities/poverty-proofing. Schools and Edinburgh young people also benefit from charities and other organisations being awarded grants. This includes organisations awarded funding via the City of Edinburgh Council Communities and Families Service 3-year grant: **Example 1:** The Friends of the Award are using this grant funding to support young people to achieve accredited awards, which will include overnight Duke of Edinburgh's Award expeditions. **Example 2:** The Green Team receives funding for their education support programme. This programme utilises the expertise of the Green Team to deliver high quality outdoor learning and play experiences for children; supporting their development and encouraging greater participation within Edinburgh's greenspaces. In addition, the programme provides training for parents and teachers – building their confidence in the outdoors and increasing awareness of local facilities. Activities and training are focussed on areas of deprivation/disadvantage to ensure free access for those communities in greatest need.
Fundraising	Schools and Parents Council often undertake fundraising methods that do not place additional pressures on low income families e.g. bag packing in a supermarket. A transparent process and criteria are used to allocate the funding.
Donations	Subject to following the latest Council guidance for accepting donations, these can provide additional funding.

DRAFT Self Evaluation resource

Created using the [Making Education Equal for All Edinburgh's Pupil Equity Framework](#) and [CPAG Cost of the School Day Toolkit](#).

Draft version

Challenge questions	HGIOS Level 5 illustration / features of highly effective practice	CEC Pupil Equity Framework Expectations	Existing good practice in the City and beyond CASE STUDIES link	Strengths and achievements		Improvement priorities (next steps)
				What?	**How do we know (evidence)?**	
How well are we removing financial barriers to maximise attendance on excursions and ensuring equity for all? Page 289	**1.5 Management of resources to promote equity** "… Staff have a shared understanding of what impacts on child poverty and make effective use of current available data on levels of child poverty, applying this to ensure equity…" **2.2 Curriculum** "… We ensure children and young people have access to high-quality learning in all curriculum areas and through outdoor learning…" **2.4 Personalised support** "… Staff and partners take positive and proactive steps to ensure that barriers to learning are minimised. Staff are highly-responsive to the circumstances of at risk children, including young carers, looked after children and children living in poverty… The school works with key partners to remove barriers to learning and provide an inclusive learning environment." **3.1 Ensuring wellbeing, equality and inclusion** "… Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual. We know and can demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included... Our learners benefit from the high-	Schools should: 1 Have a transparent policy for planning, funding and delivering school trips. ' 2 Ensure that during the planning of trips, costs are kept to a minimum. 3 Provide financial support or reduced fees for children living in low income households, including additional reductions for siblings. 4 Conduct an annual audit of potential or planned trips for the school year, and clarify the aims and purpose as well as the estimated costs for each. This information should be used to: • Review and develop a clear rationale and justification of costs for all trips. • Make modifications to school trips so that they are accessible to children from low-income households and are cost efficient. • Inform and consult parents at the start of the school year about plans for school trips to get their advice on how to make them more	Know who attends excursions and who does not and why. Patterns and trends identified and addressed. Informs policy, support and planning. A policy exists for planning, funding and delivering excursions. Excursion programme audited and approved annually to ensure educational value, appropriate number and identify costs and pupils requiring support. Allows the allocation of internal funding including PEF, external funding requests, adjusting visits, and liaising with families. Affordable instalment plans over an appropriate timescale. Staff attend regular training to understand local contexts and needs. Dedicated staff time to complete funding applications and liaising with parents. Parents and pupils know well in advance about excursions. Spare specialist and non-specialist kit available.			

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Question						
How well are we removing non-financial barriers to maximise attendance on excursions and ensuring equity for all?	quality education which we provide for all children and young people… We ensure children and young people are active participants in discussions and decisions which may affect their lives…" "… All learners are included, engaged and involved in the life of the school. … We understand, value and celebrate diversity and challenge discrimination… We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs…" **3.2 Raising attainment and achievement**… We have effective systems in place to promote equity of success and achievement for all our children and young people. We have raised the attainment of all our learners and in particular our most disadvantaged children and young people…."	affordable/accessible; identify parents who require financial support or reduced costs; and ensure that parents have time to plan finances accordingly (see also communication with parents). • Set out the steps that will be taken to ensure that all children can afford to go on trips and any alternative measures that will be in place to ensure the trip is equitable and accessible. 5 Allow parents the opportunity to pay for trips and other costs in affordable instalments. This must be given a long lead in time where required. Trips should not be offered on a 'first come first served' basis as this will favour pupils from families who are able to pay in advance. 6 Where trips require special clothing and equipment, e.g. school camps, this should be made available at no charge by the activity provider. If this is not possible, it should be made available to borrow or purchase at low cost from the school through exchanges and flash sales.	Staff work with individual families to understand specific barriers and find solutions. A progressive and affordable excursion programme builds confidence and reduces anxieties for longer residential visits. Interpreters and translated information used to liaise with EAL families, detailing the benefits and arrangements for excursions. Pupils involved in planning and reviewing excursions. Their feedback used to improve future provision. Liaison with specialists to support specific needs (well in advance and incorporated into planning meetings). Accessing specialist equipment and undertake training. Funding allocated to increase staff: pupil ratios. Liaising with providers to make reasonable adjustments.			
How well do we enable parents/ carers/families and the local community to contribute to improving excursions?	**2.7 Partnerships** "… The school consistently involves parents and carers in shaping policy and services to improve impacts."		School community consulted to understand their views on excursions, including costs, and ideas for improvement. School and Parent Council devised fundraising methods without placing additional pressures on low income families e.g. bag packing in supermarkets.			

Appendix 9.14 Estimated Costs of Investing in a City-Wide Fund – 'P7 residential excursion guarantee' model

The table below details the potential annual costs of providing a central fund for supporting Primary 7 pupils using different criteria (Column A). Columns B to E show a full contribution, tapering off to a part-contribution which could then be further supported by PEF and funding sources.

Costs have been calculated based on a 4-night stay costing £350, including transport. This will support visits to Benmore and Lagganlia, thus allowing pupils to experience high quality provision for a sustained period; a dedicated instructor for the week – developing sustained relationships and maximising outcomes; and the opportunity to experience wild part of Scotland. Charges to Benmore and Lagganlia do vary throughout the year.

A	B	Annual cost		
		C	D	E
	Average number of pupils[1]	100% of residential visit	50% of residential visit	25% of residential visit
SIMD1-2 (most deprived)	813	£284,550	£142,275	£71,138
SIMD 1-4	1469	£514,150	£257,075	£128,538
Free School Meals	614	£214,900	£107,450	£53,726

[1]Average calculated from ScotXed Pupil Census 2020 data P1-P7.

Appendix 9.15 2021/22 Action Plan Summary

The table below summarises priorities from the Outdoor Learning Team Action Plan which relate to this report. The action plan is being finalised for the start of the new academic year.

	Priority	Why?	Timeline
1	**Monitoring, Evaluation and Review**		
1.1	Review, finalise and distribute the self-evaluation grid and associated resources to assist schools in evaluating their practice and identifying improvement priorities (Appendix 9.13). Embed into existing review and reporting cycles.	Integrating within existing structures and processes supports school improvement (in contrast to creating new layers of complexity and accountability).	Distribute September 2021.
1.2	Integrate city wide strategic actions and progress reviews within existing equity and equality structures including the Edinburgh Learns Equity and Equality Boards, and their related sub-groups.	Actions needs to be evidence-based using a manageable process that is valued and meaningful.	Throughout 2021/22.
1.3	Integrate a school's assessment of its effectiveness in delivering inclusive excursions into existing accountability, planning and reporting processes and templates.	Data in this report is based on an initial data collection. These findings need to be checked for a larger number of schools.	Explore – Autumn 2021. Incorporate into the next cycle.
1.4	Update the data collection spreadsheet and continue to collect data using a manageable process that is valued by schools. Use this information to check initial findings in this report, inform progress, support accountability and identify ongoing priorities. As residential excursions incrementally restart, extend to non-Lagganlia and Benmore visits, and Secondary education.		Continuous throughout 2021/22.
2	**Excursions Policy Renewal**		
2.1	Maintain the COVID-19 Excursions Toolbox; providing updated position statements and resources to support forward planning.	Residential excursions are being reintroduced incrementally. Ongoing advice is required in response to changes in national guidance.	Continuous. V10 update due in early August 2021.
2.2	Undertake a review of the Communities and Families Excursions policy. Focus on the response to CVOID-19 and maximising safety, minimising financial risks, educational effectiveness, equity, equality and environmental sustainability. Policy will be benchmarked against the very recently updated https://www.goingoutthere.co.uk/ resource (Scottish Framework for Safe Practice in Off-Site Visits – see line 8.19).	Required in response to COVID-19, recently updated national guidance and supporting a net-zero carbon target.	Autumn 2021. Updated Policy ready for January 1, 2022.

3	Sharing Good Practice		
3.1	Update the 'Every Child, Every Chance' Experience Outdoors webpage with new case studies. These will demonstrate effective practice in reducing financial and non-financial barriers. https://www.experienceoutdoors.org.uk/schools-communities/poverty-proofing	Case studies need to be refreshed with developing practice in response to emerging needs e.g. COVID-19 adaptation and renewal.	Completed by December 2021.
3.2	Continue to develop the Council's Outdoor Learning Map to facilitate sharing good practice, including developing the use of local outdoor spaces accessed via active travel.	Developing onsite and local outdoor learning accessed via active travel reduces costs and supports the Council's net zero target. Residentials are still vital and form part of a progressive approach to outdoor learning.	
4	Communication, Guidance and Signposting		
4.1	Update Head Teachers via the annual Outdoor Learning letter.	Head teacher value key periodic updates.	Distributed August 2021.
4.2	Review and renew guidance on how to minimise financial and non-financial barriers. To include support on how to maximise attendance for those pupils with protected characteristics (disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex (gender) and sexual orientation). Can include resources for parents/carers.	Based on information in this report, both financial and non-financial barriers exist. All need to be addressed to maximise attendance.	Audit need in October 2021. Develop resources throughout 2021/22.
4.3	Update signposting to external funding sources. Offer workshops for completing grant applications.	New grants emerge. Schools value regular updates.	From October 2021.
4.4	Highlight the new National Bus Travel Concession Scheme for Young Persons (Scotland) and how this can reduce the cost of excursions. Guidance to support safe use of public transport and encouraging the uptake and use of the new scheme. See line 8.20.	To be introduced in 2021. Can significantly reduce the cost of excursions transport.	August 2021.
5	Training		
5.1	Update the 'excursion' part of the 1 in 5 Poverty Project Training. Support delivery and improve based on feedback.	Training needs to be up to date to reflect current and emerging priorities, plus incorporates the latest good practice.	From September 2021.
5.2	Create and trial bitesize training: removing barriers to attending excursions (online and school-specific). Incorporate CPAG 'The Cost of the School Day' Toolkit and existing good practice from the city and beyond. Collaborate with the Early Years Team to cater for settings and schools. Practical workshop allowing participants to consider their own settings/schools.		From January 2022.

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5.3	Launch a new Sport and Outdoor Learning training offer, including additional cycle training and coordination to build capacity and extend active travel for local excursions.		September 2021
6	**Direct Delivery and Resources**		
6.1	Restart SOLU's Duke of Edinburgh's Award direct provision – low cost/affordable overnight camping expeditions.	Valued by Secondary schools.	July 2021 onwards.
6.2	Review SOLU's affordable outdoor learning offer including Challenge Days at Holyrood, Adventure Race, Epic Days and explore new opportunities based on COVID-19 renewal including transition events and shorter more local low cost residential experiences for younger primary pupils – to support preparations and skills for visiting Benmore and Lagganlia. .	The COVID-19 recovery provides an opportunity to retain new programmes and address emerging needs.	3 year programme and business plan created by December 2021.
6.3	Further promote the Bangholm Outdoor Centre kit store and explore solutions to providing clothing and kit for residential visits.	Support with kit and clothing can reduce anxieties. Addressing this well before departure is effective practice.	By October 2021
	Partnerships and Stakeholders		
7.1	Maintain the Edinburgh Outdoor Learning Network. Explore key priorities including equity and equality. Share good practice.	A network comprising of a significant number of partners. Keeping them up to date, consulting with them and working together to address priorities will maximise outcomes.	Ongoing.
7.2	Monitor Scottish Government announcements regarding reducing the Cost of the School Day for pupils belonging to low-income families.	Emerging guidance may require action to maximise benefits.	Ongoing.
8	**Outdoor Learning Strategy and Development**		
8.1	Undertake COVID-19 recovery work using Outdoor Learning and Physical Activity via key projects including supporting key transitions and resilience; improving physical literacy and developing the use of cycling (active travel). Supported via an additional £57k and will assist in developing low cost / high quality excursions.	The need to address needs and priorities relating to a COVID-19 recovery.	Starts August 2021 and continues throughout 2021/22.
8.2	Plan the next Outdoor Learning Strategy. This will include consultation with young people, led by The City of Edinburgh's Members of the Scottish Youth Parliament (MSYPs), Council staff, partners, volunteers and families. It will be created using baseline evidence and consultation, and support Council priorities, which are City-wide, or locality focused. This will allow the OL Team to set realistic, relevant and focused targets that reflect the capacity of the OL Team and stakeholders, Council structural change and the targeted needs of Edinburgh residents.	A new Outdoor Learning Strategy is required. Required in response to COVID-19 and other Council priorities including wellbeing, equity, equality and environmental sustainability.	By February 2022.

Education, Children and Families Committee 24 August 2021

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Education, Children and Families Committee

10am, Tuesday, 24 August 2021

Distribution of Scottish Government Community Mental Health Funds

Executive/routine
Wards
Council Commitments

1.   Recommendations

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

1.1.1   Note the actions taken since March 2021 to monitor the grant funding (£335k) to voluntary and third sector organisations under the Urgency Procedure paragraph 4.1 of the Committee Terms of Reference and Delegated Functions.

1.1.2   Note the completion of the procurement process to fund future work in four locality lots and a fifth city wide lot in July 2021. (£1.343m per annum)

Julien Kramer

Interim Executive Director of Education and Children's Services

Contact: Anna Gray, Acting Senior Manager

E-mail: Anna.Gray@edinburgh.gov.uk | Tel: 0131 469 3960

Report

Distribution of Scottish Government Community Mental Health Funds

2. Executive Summary

2.1 This report details how the local authority has monitored the Scottish Government Community Mental Health Funds allocated to City of Edinburgh Council for the financial year 20/21 (£335,000).

2.2 This report is also to advise Committee of the action taken to award the full year funding on locality and citywide basis in July 2021.

2.3 It is considered that the mental health of many children and young people has deteriorated over the series of lockdowns. Research to quantify this is ongoing across Scotland and in the UK. Referrals for support continued throughout lockdown particularly for Barnardo's/Children First Family Support. It is expected that emerging from lockdown we are in a good position to begin to meet this need..

2.4 The funds should assist local children's services and community planning partnerships with the commissioning and establishment of new local community mental health and wellbeing supports or services or the development of existing supports and services, in line with the Scottish Government framework.

3. Background

3.1 The Scottish Government has identified that the mental health and wellbeing of children and young people is an area that requires strategic local approaches to ensure needs are identified and supported appropriately at the earliest opportunity. To enable the commissioning and the provision of such services, the Scottish Government is providing funds to every local authority to be directed towards community mental health for 5 to 24-year olds (26 if care experienced).

3.2 The funds have come to Edinburgh in two stages. Funds for January to March 2021 equated to £335,000; subsequent funds for the financial year 2021 to 2022 are estimated at £1,343,000. The Scottish Government is committed to sustaining this funding year on year.

3.3   It is the view of the collaborative implementation group that funding allocations should be spent strategically to effectively meet the needs of children and young people. It is anticipated that this will be through both locality and citywide approaches.

4.   Main report

4.1   Psychological Services are leading the collaborative implementation group looking at how to effectively distribute the funds allocated to Edinburgh for the purposes set out in the Scottish Government Framework[1]. The group includes EVOC, LAYC, Psychological Services, the Health and Wellbeing Team and CAMHS.

4.2   The implementation group has looked at local data to inform the identification of local gaps and strategic opportunities. Locality briefings were organised to share information on the funds with all our partners.

4.3   As the funds came to Edinburgh in two stages, the implementation group recommended two phases to the distribution of the local funds.

4.4   Phase one focused on 'Enhancing and Extending'. The funding allocated from January to March (£335,000) enabled services to implement immediate changes to provide more of what we already do well. Organisations submitted proposals based on what they already do, the impact and the evidence of demand on services between March and August 2021 is provided as a separate Appendix to this report.. This data is provided on a template that has been agreed by the implementation group and is based on the Scottish Government guidance.

4.5   Phase two from August 2021 will focus on 'Collaborating and Connecting' to meet the Scottish Government aim to provide 'Seamless pathways of support'. We have funded proposals that join up and connect supports available at a locality and city-wide level that allows stakeholders, children, young people and their families to identify and access appropriate supports quickly, building on our established GIRFEC framework.

4.6   The implementation group acknowledges that the two instalments of the funding stream are closely linked together.

4.7   EVOC helpfully agreed to administer phase one, to allow the funds to be spent within the necessary time constraints and to allow all organisations demonstrating effective practice to be eligible. EVOC align to our corporate guiding principles and for an agreed administrative fee have worked in partnership to reach the desired outcome of successful and transparent grant distribution. The cost, which is deemed fair for the requirement, is covered by the Scottish Government funding. Full details of the proposed grant process, open to all applicants and not restricted to those already on council frameworks, were appended to the March Committee report.

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[1] https://www.gov.scot/publications/mental-health-scotlands-transition-recovery/pages/1/

From the first evaluation (March-June 2021) of the Phase 1 funds:

4.7.1 334 children and young people accessed the additional supports for mental health / distress and reports indicate positive experience of services and good impact on mental health and wellbeing

4.7.2 It is estimated at least a third of children and young people accessing supports are felt to be in At Risk groups e.g. Care Experienced, Black or Person of Colour, EAL.

4.7.3 Children and young people being supported are experiencing a wide range of mental health and wellbeing concerns.

4.7.4 195 parents / carers have linked with supports

4.7.5 Further detail is given in the Scottish Government return in Appendix 1

4.8 Phase two has been completed via a procurement exercise, ensuring transparency, equal treatment, openness and proportionality. The procurement process was open to all applicants.

4.9 **Urgency Procedure**

Details of the Urgency Procedure process were given in the March 2021 report to committee.

5. Next Steps

5.1 Timeline and main steps of phase one were detailed in the Guidance on Funding in the March 2021 report to Committee (appendix 1).

5.2 As agreed by the parties in the Grant Agreement, the funds were released in two instalments. The administrative fee (£5,836.30) was paid to EVOC by the end of February. The rest of the funding (£330k) was transferred to EVOC to cover all successful awards, by the end of March 2021.

5.3 To ensure ongoing performance monitoring, EVOC gathered and collated monthly impact data on all successful grants using an agreed common reporting format (appendix 1). Impact data on all community mental health funds (including school counsellors) are submitted to the Scottish Government by Psychological Services on a 6-monthly basis.

6. Financial impact

6.1 The business case for this implementation has been agreed by Scottish Government as a national priority. This is also an area identified as a local priority in our Children's Partnership Plan and our locality data.

6.2 The budget is coming to the local authority direct from Scottish Government, which has committed to maintaining it over time.

6.3   There are no revenue or capital costs associated with the report

6.4   There will be no income generated or income savings through this project.

6.5   The financial risk that City of Edinburgh council would lose the funding allocated for January to March 2021 has been mitigated through the agreement outlined in the main report.

6.6   There were no procurement costs associated with awarding these short-term grants.

7.   Stakeholder/Community Impact

7.1   An implementation group is in place including EVOC, LAYC, Psychological Services, the Health and Wellbeing Team and CAMHS. We have communicated and consulted with stakeholders through four locality briefings.

7.2   The views of children, young people and their families have been gathered through a number of consultation exercises.

7.3   Elected Members, the Scottish Government and various other interested parties have been kept appraised of all developments throughout.

7.4   The impact on the community will be to provide support more efficiently and locally specifically in relation to mental health for children and young people.

7.5   With the aim of providing early co-ordinated supports locally, it is hoped that travel to access services will be reduced therefore having a positive impact on carbon reduction.

8.   Background reading/external references

8.1   Scottish Government Community Mental Health and Wellbeing Supports and Services Framework.

8.2   Phase one funding paperwork.

9.   Appendices

9.1   Appendix 1   Evaluation of Phase 1 projects

Appendix 1

Children and Young People's Mental Health Report

(Combining School Counselling and Children and Young Peoples Mental Health and Wellbeing Supports and Services Framework)

Please report for the period January – June 2021

Please provide the following information and return to CYPCommunityMentalHealth@gov.scot (cc Hannah.Axon@cosla.gov.uk) by 7th of July. If you have any questions, please contact us.

Local Authority:

School Counselling

The data provided below will inform on use of the access to counsellors in schools service as well as the outcomes for children and young people accessing counselling through schools.

Access and Outcomes	
Total Number of children accessing counsellors	614
Number accessing in person provision	304
Number accessing provision virtually	11 237 had a mix of virtual and in person
Number of female pupils accessing provision	436
Number of male pupils accessing provision	235
Additional Information Counsellors are still getting used to reporting back their numbers. I am not clear why they don't add up exactly across different areas however all the data indicates that somewhere between 600 and 700 pupils benefited from counselling in Edinburgh through our new counselling strategy enabled by the funds. I have used the breakdown by stage as the most accurate figure for January to June. I think the additional numbers by gender breakdown might be to do with our reporting cycle in 3 month blocks and some young people starting in one term and continuing into another. I think the difference between the counselling total overall and the combined total for virtual, in person and mixed is due to some children not getting 1:1 counselling but receiving group work from the counsellor. I will need to review our reporting template to make it clearer next year and reduce bureaucracy.	

Stage specific data (Jan to June)	P5 x 3
Number of children in P6	25
Number of children in P7	*71*
Number of children in S1	*56*
Number of children in S2	*88*

Number of children in S3	*120*
Number of children in S4	*107*
Number of children in S5	*87*
Number of children in S6	*57*
Number of children who have reported an improved outcome following access to a counsellor *By an appointed counsellor using a Young Person Clinical outcomes in Routine Evaluation (YP-CORE) or a Strengths and Difficulties Questionnaire (SDQ) or another measure*	449 – this is likely to be an underestimate. Due to the initial guidance we had asked them to report specifically on improvements in relation to mental health and wellbeing (265) and distress (184)

Referrals In	
Numbers of form of Referral	
Self-referral	58
School Staff	418
Social Services	1
GP	0
School Nurse	0
Health Professional	0
Other	Parents 27

Onward Referrals	
Number of Onward Referrals	
CAMHS	12, support to go to GP additional 14
Child Protection	6 passed concerns on to SW, additional, 14 wellbeing concerns and child protection concerns shared through school system
Other Service	1 drug supports, 1 sexual health supports, 4 other, 3 to counsellor in another CEC school.

Mental Health and Wellbeing issues reported by children and young people			
Exam (school) Stress	*183*	Self-Harm	*109*
Trauma	*141*	Depression	*138*
Bereavement	*66*	Anxiety	*322*
Gender Identity	*33*	Emotional/Behavioural Difficulties	*308 (161 impacting behaviour, 147 other)*
Substance Use	*13*	Body Image	*77*
Other:	*Eating issues / disorder 59* Relationships 190 Self-esteem 227 Sexuality 56 Suicidal thoughts 87 Parental separation 114 Family life 235		

Please complete either question a or b below	
a) Number of counsellors in post	17 FTE for the majority of 2020-21 (21 counsellors currently in post) 4 have left during the year and 3 about to start in August.
b) Number of hours counselling is being provided	This is 612 hours per week and working approx. 45 weeks a year. However they will not be delivering counselling at all times as preparation and planning time is required. I estimate 60% of time is delivery of counselling e.g. 16 524 hours a year or 367 hours a week. We are however getting feedback that demand also drops during the summer holidays with many YP happy to break from counselling.

If there is any additional information that you would wish to report please provide it here. This may include particular themes, patterns, or information not able to be captured above.

Any Additional Information/Comments/Reflections
As mentioned at a recent counselling co-ordinator forum I think training specifically on counselling children and young people with additional support needs would be of value nationally. I had set up a recording format before SG finalised theirs - I wanted quarterly reporting to ensure people kept on top of things. Counsellors are still getting used to the reporting format and I have much more data on demographics. In the mental health areas it would be useful to know if we just want counsellors to report 1 to 3 primary areas of concern or all the areas affecting each YP as many have complex needs. As we have appointed school counsellors direct to schools most requests for counselling (referrals) come via school staff. I therefore think other areas are an under estimate e.g. some self-referrals may not have been counted as they came via pupil support. I would also suggest that we try to move away from medicalised language for school counsellors e.g. I would prefer request for service rather than referral. I feel this is less stigmatising

Children and Young Peoples Mental Health and Wellbeing Supports and Services Framework

Questions below refer solely to services specifically supported by the Community Mental Health and Wellbeing Supports and Services Framework funding and covers services provided through this funding from January - June 2021 per grant letters issued on 27th October 2020.

If you have combined this fund with other funding please estimate the difference *this* funding has made.

An unwillingness or inability of a service user to provide any of the data below should not impact their access to services. If a young person has not provided all data requested , please include them in the total where appropriate.

Total number of children and young people accessing new and enhanced community based services	
Total number of children & young people accessing supports	334
Gender specific data	male 201 female 171
Stage Specific data	Primary 147 Secondary 184 post school 31 parent/carer 195
Optional – any other information you wish to share	We have tried to get services to only report on 'additionality' e.g. paid for by the funds however this is quite tricky and may be a reason why the overall total is different to the combined gender / sector totals.

Emotional Distress Services	
Number of service users accessing emotional distress services	123
Number of service users who have reported an improved outcome following access to emotional distress services	123 (total number improved exceeded total number accessing so figure adjusted down)
Please ensure Q9 in your original plans details how these outcomes have been measured.	

Positive Mental Health and Wellbeing Services	
Number of service users accessing positive mental health and wellbeing services	345
Numbers of service users who have reported an improved outcome following access to accessing positive mental health and wellbeing services	300
Please ensure Q9 in your original plans details how these outcomes have been measured.	

Referrals In	
Self-referral	45
School Staff	65
Social Services	21
GP, School Nurse, Health Professional	18
Other	Parent / carer 114 Internal 12 Third sector 29

Onward Referrals	
CAMHS	4 (plus 1 to GP)
Child Protection	5 (plus 3 SW)
School Counselling	3 explicitly school counselling (total 10 counselling / therapy)
Other	Church 1 Housing 1 Third sector 17 Clothes bank 1 School 1 Other 1

Mental Health and Wellbeing issues reported by children and young people			
Exam /school related Stress	146	Self-Harm	47
Trauma	121	Depression	163
Bereavement	80	Anxiety	215
Gender Identity	16	Emotional/Behavioural Difficulties	204
Substance Use	22		
Other:	Eating disorder or issues 38, Family life 213, sexuality 14, suicidal thoughts 38, Relationships 95, body image 41, parental separation 55, Self-esteem 169 (other issues commented on once or more - loneliness / isolation, deaf identity, parental mental health / substance use, domestic violence, transition, young carer, family imprisonment, Tourette's, issues related to ASN)		

Optional

It would be helpful if you can provide the following informational where available.

At Risk* Groups	
Number of At Risk service users accessing emotional distress services	108
Number of At Risk service users accessing positive mental health and wellbeing services	277
Number of At Risk service users who have reported an improved outcome following access to emotional distress services	91
Number of At Risk service users who have reported an improved outcome following access to accessing positive mental health and wellbeing services	169
Optional - Comments	

Notes:

*By *At Risk* we mean those at higher risk of mental health issues which may include LGBT+ young people, deaf communities, young parents and carers, children and young people with learning disabilities, or complex needs, care leavers etc. Note this list is not exhaustive, if you have identified a group of young people as specifically in need of support locally please provide further details below.

Any Additional Information/Comments/Reflections
We plan to work with organisations to improve the quality of our data reporting over time and increase internal consistency. Due to the nature of the data being sought there is likely to be double counting in certain areas e.g. some YP might be considered to be accessing wellbeing supports and support for distress.

_____
Data Usage

Collation of the local authority reports will be utilised by Scottish and Local Government to understand progress towards the aims for Scotland's children and young people's Joint Delivery Board. Aggregate data may be published.

First Phase of the funding

- Big Hearts Community Trust
- Canongate Youth
- Citadel Youth Centre
- Collaborative Partnership: City of Edinburgh Council, LAYC, NHS
- Cyrenians
- Deaf Action
- Firsthand Lothian
- Granton Youth
- Multi-Cultural Family Base
- NHS Lothian Psychology Adding Value: Epilepsy Screening (PAVES)
- NHS Lothian Training in Psychological Skills-Early Intervention for Children (TIPS-EIC)
- One Parent Families Scotland / Family Journeys
- Richmond's Hope
- Safe Families
- SCOREscotland
- Space & the Broomhouse Centre
- Stepping Stones / Circle
- Tailor Ed Foundation

- The Junction North East
- The Speech Language Communication Company
- The Yard
- Wester Hailes Youth Agency
- With Kids
- YMCA / Pilmeny Development Project

Please note more detail of what each project is addressing and the funding provided is available on the EVOC Website, link as follows-

https://www.evoc.org.uk/wordpress/wp-content/media/2021/04/Mental-Health-Phase-One-Funding-Report.pdf

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Community Mental Health & Wellbeing Phase One Funding Report - EVOC
Community Mental Health & Wellbeing Phase One Funding Report 1. Background Scottish Government announced funding in September 2020 for councils to meet the following
www.evoc.org.uk

Education, Children and Families Committee

10:00, Tuesday, 24 August 2021

New Primary School Name

Executive/routine	Executive
Wards	Morningside; Southside/Newington
Council Commitments	28

1. Recommendations

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

1.1.1 Approve the process outlined in this report which if agreed will be followed in order to finalise the name of the new primary school in Canaan Lane.

1.1.2 Agree a report is submitted to the October Committee outlining the outcome of the school naming process.

1.1.3 Agree that a policy for the naming of future new schools will be prepared and brought back to a future Committee for consideration.

Julien Kramer

Interim Executive Director of Education and Children's Services

Contact: Crawford McGhie, Senior Manager Estates and Operational Support

E-mail: crawford.mcghie@edinburgh.gov.uk

Report

New Primary School Name

2. Executive Summary

2.1 This report provides an update on the process being undertaken to establish a name for the new primary school currently under construction in Canaan Lane, Edinburgh.

3. Background

3.1 A new non-denominational primary school is being constructed in Canaan Lane and is due to open in August 2022. The primary school will open with nursery and primary 1 pupils only and the roll of the new school will grow each year.

3.2 The catchment area for the new primary school is made up of sections from the catchment areas of three existing primary schools – Bruntsfield, South Morningside and James Gillespie's. The primary school is being constructed on a site which is adjacent to the St Peter's RC Primary School and is the current location for the South Morningside Primary School Deanbank Annexe. The name for the new school needs to be decided in advance of the school opening so that all the administrative requirements for the opening of a new school can be established.

3.3 Various local interests have suggested names for the new primary school. The local primary schools and the Community Council have also been approached and asked if they would like to suggest possible names for the new school. As a result of the suggestions made to date the list of suitable names for the new primary school is provided below:

    3.3.1 Canaan Lane Primary School

    3.3.2 Charles J Smith Primary School

    3.3.3 Dame Muriel Spark Primary School

    3.3.4 Saroj Lal Primary School

3.4 Other names suggested included North Morningside Primary School, Morningside Primary School, George Ross Primary School and Falcon or Falcon Hall Primary School. These have been considered not to be suitable for administrative or other reasons.

4.   Main report

4.1   In order to make sure the name for the new primary school is chosen by those who will make up the new school community, it is proposed that a survey is conducted with families who have children currently eligible for a catchment place at the new school and the families who have children attending the three existing schools where parts of their catchment areas are going to make up the catchment area of the new school. A survey will be developed and managed so that each family can submit one vote for their favourite name for the new school from the list of names already suggested.

4.2   As a result of the growth of the city there will be several further new primary schools constructed over the next decade. It is therefore considered important that a standard policy is introduced for the naming of primary schools in the future. It is recommended that the policy will focus on engagement with the new school community as had been suggested in this report for Canaan Lane. A report will be submitted to a future Committee with a draft School Naming Policy based on the process outlined in this report.

5.   Next Steps

5.1   A report on the outcome of the survey with the school communities will be submitted to the October 2021 meeting of the Education, Children and Families Committee.

6.   Financial impact

6.1   There are no additional or new financial implications.

7.   Stakeholder/Community Impact

7.1   The stakeholder and community engagement undertaken to date and still to be undertaken is outlined in the main report.

8.   Background reading/external references

None

9.   Appendices

None

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Education, Children and Families Committee

10.00am, Tuesday 24 August 2021

Revenue Monitoring 2021/22 – month three position

Executive/routine	Routine
Wards	City-wide
Council Commitments	

1. Recommendations

1.1 Members of the Education, Children and Families Committee are asked to:

1.1.1 note the estimated net residual budget pressure of £2.562m at month three,

1.1.2 note that approved savings and operational efficiencies in 2021/22 total £2.584m. Further savings of £1.658m, relating to pressures from the delivery of prior year approved budget savings also require to be managed within the 2021/22 budget, resulting in a revised savings target of £4.242m. £2.895m on track to be delivered in full; £0.685m assessed as amber, pending further detailed implementation plans and £0.662m assessed as being at risk of not being delivered;

1.1.3 note that the Interim Director of Communities and Families is taking measures to reduce the residual budget pressures.

Julien Kramer

Interim Executive Director of Education and Children's Services

Contact: Douglas Pirie, Principal Accountant

E-mail: douglas.pirie@edinburgh.gov.uk | Tel: 0131 529 7227

Revenue Monitoring 2021/22 – month three position

2.   Executive Summary

2.1   The report sets out the projected month three revenue monitoring position for the Communities and Families service.

2.2   An initial review of pressures within the budget indicates estimated net pressures of £2.562m, after assumed corporate provisions for continuing COVID impacts on the service. This estimate is based on analysis of known pressures within the 2021/22 budget. A more detailed review of the budget is on-going and an update will be reported as part of the month four monitoring report to October Committee.

2.3   The Interim Director of Communities and Families is fully committed to making all efforts to identify management action to reduce the budget pressure.

3.   Background

3.1   The total 2021/22 net budget for Communities and Families is £470.5m.

3.2   This report sets out the projected monitoring position for the Communities and Families revenue expenditure budget for 2021/22, based on analysis of known pressures identified to date.

4.   Main report

Overall Position

4.1   The Communities and Families service is projecting net budget pressures of £2.562m at month three. The main service areas impacted include temporary accommodation and out of council residential and secure accommodation, with elements of approved savings relating to home to school transport, efficiency and management savings, and fees and charges also assessed as red and at risk of delivery at this time.

4.2   **Temporary accommodation**

The number of households in temporary accommodation increased month on month during 2020/21, increasing from 3,570 in March 2020 to 4,431 in March 2021. This rate of

annual increase increased annual costs by approximately £14m and additional funding of £12m was identified through the 2021/22 budget process.

Numbers have stabilised in recent months but have yet to reduce which is what is required to operate within the funding provided. The impact is partly mitigated through negotiation of reduced prices for bed and breakfast accommodation, which results in an estimated residual pressure of £1.2m.

Although the numbers presenting as homeless are lower than pre-pandemic the pandemic has affected the supply of suitable move-on accommodation resulting in 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 Council identified additional funding of £0.4m in the 2021/22 budget process which has been added to some additional one-off Scottish Government rapid re-housing transitional plan (RRTP) funding of £0.563m to implement additional preventative services. These services are fully operational and the service will track the benefits as the year progresses.

The forecast pressure is based on the numbers in temporary accommodation as at May 2021. Further factors may affect the numbers positively or negatively as the year progresses such as the end of the ban on evictions, the new legislation on the removal of local connection, the end of the furlough scheme, the impact of the new preventative services and the increase in suitable move-on accommodation.

Work is ongoing to change the current mix of temporary accommodation, reducing the reliance on expensive and unsuitable accommodation and increasing the use of the Private Sector Leasing (PSL) scheme.

4.3 **Out of Council residential schools and secure placements**

Significant costs continue to be incurred in out-of-council residential and secure accommodation, due in part to continuing Covid-related delays in case planning. Based on assessment of current placement numbers an estimated net pressure of £0.7m is forecast. The requirement for staff to self-isolate continues to impact on internal capacity within CEC's residential and secure accommodation, and plans to return some young people to CEC accommodation. Currently, there are no young people in Secure accommodation outwith Edinburgh. There have, however, been 3 new presentations of Unaccompanied Asylum Seeking Children (UASCs) in recent weeks, and there is a risk that the easing of Covid-related travel restrictions results in additional presentations and places additional pressures on internal capacity. Any increase in numbers will result in increased cost pressures, although the service continue to develop plans for alternative provision, to reduce demand for places within CEC Young People Centres. A working group has been set up to develop proposals for managing demand within available resources, including use of host families and additional supported accommodation to create capacity within CEC Young People's Centres , enhanced supports for family networks and parenting to enable more children to be supported at home, review of referral routes and processes for

out of council placements , and the development of a pathway process for new UASC arrivals.

4.4   **Approved Savings and Reduction in Investment**
Elements of approved budget savings, or reductions in investment , in respect of (i) home to school and other transport, (ii) efficiency and management savings and (iii) fees and charges, totalling £0.662m, have also been assessed as red and at risk of delivery at this time, and are included in the forecast net pressure.

4.5   **Other COVID related provisions**
Council has allocated £39m provision within the budget for the anticipated continuing impact of the pandemic in respect of increased service expenditure, or reductions in income. This provision currently includes assumed reductions in income for the Council's outdoor centres and community access to schools.

4.6   The interim Director is 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. A further update will be included in the revenue monitoring report to Committee on 12 October.

Savings Delivery – Approved Savings 2021/22 Budget
4.7   Approved budget savings and operational efficiencies for Communities and Families for 2020/21 total £2.584m. Further savings and reductions in investment, totalling £1.658m, relating to prior year budgets, also require to be managed within the 2021/22 budget resulting in a revised savings target of £4.242m. Progress in the delivery of the savings programme is reviewed regularly.

4.8   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, £2.895m of savings and efficiencies are on track to be delivered in full (green); £0.685m, mainly relating to delivery of DSM efficiencies and libraries strategic review , requires further work (amber); and £0.662m, relating to the transport review, management restructure and fees and charges income uplift is at risk of not being delivered. Further details are included in Appendix 1.

5.   Next Steps

5.1   Work is ongoing to identify mitigating measures to manage financial risks and take timely remedial action, where any further adverse variances become apparent. An update on the revenue monitoring forecast will be reported to Committee on 12 October.

6. Financial impact

6.1   The report highlights projected net budget pressures of £2.562m for 2021/22. 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 2021/22 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   Summary of approved budget savings 2021/22

Appendix 1

Approved budget savings 2021/22 with RAG assessment

Summary: Communities and Families	Mitigation Plan required	Savings Plans Required				Current savings assessment		
Saving	Pressures Remaining from 2020/21	Investment Payback 2021/22	Pre-Approved Saving 2021/22	Approved New Saving 2021/22	Total 2021/22	Green	Amber	Red
	£m	£m	£m	£m	£m	£m	£m	£m
Early Years (restructure of staffing)			0.3		**0.300**	0.300		
Edinburgh Leisure Service Payment			0.380		**0.380**	0.380		
Police Funded Officers			0.478		**0.478**	0.478		
Instrumental Music Service			0.150		**0.150**	0.150		
Quality Improvement Officers			0.120		**0.120**	0.120		
Strategic Service Reviews: Libraries and Adult Learning			0.250		**0.250**		0.250	
Library Opening Hours			0.050		**0.050**		0.050	
School Efficiencies (DSM)			0.600		**0.600**	0.600		
Mainstream DSM	0.300				**0.300**		0.300	
Transport Review	0.400	0.500			**0.900**	0.600		0.300
Efficiencies - Mgt Savings	0.358				**0.358**	0.081		0.277
Night Noise Team	0.100				**0.100**	0.100		
Fees and Charges average 5% uplift			0.256		**0.256**	0.086	0.085	0.085
TOTAL	**1.158**	**0.500**	**2.584**	**0.000**	**4.242**	**2.895**	**0.685**	**0.662**

Education, Children and Families Committee

10am, Tuesday 24 August 2021

Appointments to Sub-Committee on Standards for Children and Families, Consultative Committee with Parents and Working Groups 2021/2022

Executive/routine	**Executive**
Wards	**All**
Council Commitments	

1. Recommendations

1.1 To appoint the membership of the Sub-Committee on Standards for Children and Families for 2021/22 as set out in Appendix 1.

1.2 To appoint the Convener of the Sub-Committee on Standards for Children and Families for 2021/22.

1.3 To appoint the membership of the Consultative Committee with Parents for 2021/22 as set out in Appendix 2.

1.4 To appoint the Convener of the Consultative Committee with Parents for 2021/22.

1.5 To appoint membership of the Working Groups for 2021/22 as set out in Appendices 3, 4 and 5 and confirm the lifespan and necessity for those Working Groups.

1.6 To agree to dissolve the Short Life Youth Work Working Group (Appendix 6).

Stephen S. Moir
Executive Director of Corporate Services

Report

Appointments to Sub-Committee on Standards for Children and Families, Consultative Committee with Parents and Working Groups 2021/2022

2.   Executive Summary

2.1   The Education, Children and Families Committee is required to annually re-appoint the membership of its Sub-Committee on Standards for Children and Families, Consultative Committee with Parents and Working Groups. The membership structures and remits of each are detailed in appendices 1 to 6 of this report.

3.   Background

3.1   The appointments of committees, joint committees and joint boards is a reserved matter for Full Council.

3.2   The Policy and Sustainability Committee on 6 August 2020 agreed that, given the impact of the Covid-19 emergency and resource pressures that remain, working groups only meet if:

- there is officer capacity and resource available;
- it is required for specific actions to progress;
- they take place virtually.

3.3   On 24 June 2021, the Council, following consideration of a report on Political Management Arrangements, agreed that working groups would remain virtual in the short term, and that an assessment should be made as to whether, in the long term, some working groups should remain virtual.

3.4   The findings of this assessment would be reported back to Council as part of the next review of political management arrangements.

4.   Main report

4.1   The Committee is required to appoint the membership of its Sub-Committee on Standards for Children and Families, Consultative Committee with Parents and other Working Groups for 2021/22.

2

4.2 On 18 May 2021, the Education, Children and Families Committee agreed to establish a Short Life Cross-Party Working Group with a remit focusing on recommencing youth work in the Council's community centres. The issues considered by the Working Group have been dealt with and further information is being gathered for members. It is therefore recommended that the Short Life Youth Work Working Group is dissolved (the current membership and remit are detailed at Appendix 6).

4.3 While there is no requirement for the membership of working groups to be proportionate to that of the Council, it is suggested that this is good practice. The proposed membership has therefore been adjusted to reflect the overall political balance on the Council. It is, however, open to the Committee to alter the membership where it feels this is warranted.

4.4 The current membership structures and remits are set out in Appendices 1 to 6 of this report.

5. Next Steps

5.1 Not applicable.

6. Financial impact

6.1 Not applicable.

7. Stakeholder/Community Impact

7.1 The Sub-Committee on Standards for Children and Families will be unable to take decisions unless a membership is appointed by the Committee in line with the Committee Terms of Reference and Delegated Functions.

8. Background reading/external references

8.1 [Minute of the Policy and Sustainability Committee of 6 October 2020](#)

8.2 [Minute of Policy and Sustainability Committee of 23 February 2021](#)

8.3 [Minute of the City of Edinburgh Council of 24 June 2021](#)

8.4 [Review of Political Management Arrangements – report by the Chief Executive](#)

9. Appendices

9.1 Appendix 1 – Sub-Committee on Standards for Children and Families
9.2 Appendix 2 – Consultative Committee with Parents
9.3 Appendix 3 – Corporate Parenting Member Officer Group
9.4 Appendix 4 – Gaelic Implementation Steering Group
9.5 Appendix 5 – Wester Hailes Working Group
9.6 Appendix 6 – Short Life Youth Work Working Group

Sub-Committee on Standards for Children and Families

Sub-Committee on Standards for Children and Families

Membership - 8 Members and 1 Religious Representative
(2 SNP, 2 Conservative, 2 Labour, 1 Green, 1 SLD and 1 Religious Representative)

Councillor Perry (Convener)	Councillor Dickie
Councillor Bird	Councillor Laidlaw
Councillor Burgess	Councillor Rust
Councillor Griffiths	Councillor Louise Young

Religious Representative

Rabbi David Rose

Remit

Power is delegated to the Sub-Committee on Standards for Children and Families to:

- provide oversight of the quality of education and care experiences for young people in the City of Edinburgh by scrutinising the reports and follow up actions of Education Scotland inspections in schools

- Consider an annual report on Care Inspectorate inspections in early years provision

- Consider individual reports on Care Inspectorate inspections in residential schools, care services for children and local authority reviews of service areas, establishments and units

- Monitor the implementation of initiatives relating to quality improvement and assurance, and attainment and achievement

- Maintain an overview of the implementation of national and local policies specifically related to quality standards by officers, establishments and services

- Contribute to the support and challenge agenda within the context of establishment plans

- Celebrate the success of establishments, units, teams and the service including recognising items of good practice

Last Met: 11 March 2020

Expected completion date: to be reviewed in August 2022

4

Consultative Committee with Parents

Consultative Committee with Parents

Membership - 7 members and Parent Representative

(Convener and Vice-Convener of the Education, Children and Families Committee and 2 Conservative members, 1 SNP member, 1 Green member, 1 SLD member)

Councillor Dickie   Councillor Perry (Convener)
Councillor Burgess   Councillor Douglas
Councillor Bird   Councillor Louise Young
Councillor Laidlaw

Parent Representative

Alexander Ramage

Other Members

Three parent representatives from each of the Locality Groups
Two parent representatives from the citywide Special Schools Group
One parent representative from the Additional Support for Learning (ASL) Forum
One head teacher from each sector on a rota basis
One representative from the National Parent Forum
One representative from Connect

Remit

The Consultative Committee with Parents is a forum which:

- provides discussion and consultation with parents on citywide and national issues

- provides a parent perspective at local and national level

- identifies common areas of discussion

- makes a recommendation to the Council on the appointment of a parent representative (non-voting) to the Education Children and Families Committee

- ensures parent groups ie National Parent Forum and Connect are represented

- communicates with locality groups and the wider parent councils

Last Met: 13 May 2021

Expected completion date: to be reviewed in August 2022

5

Corporate Parenting Member Officer Group

Corporate Parenting Member Officer Group

Membership - 8 members and 1 Religious Representative
(Convener and Vice-Convener of the Education, Children and Families Committee and 2 Conservative members, 1 SNP member, 1 Labour, 1 Green member, 1 SLD member and 1 Religious Representative)

Councillor Dickie (Convener)	Councillor Laidlaw
Councillor Bird	Councillor Perry
Councillor Corbett	Councillor Rust
Councillor Griffiths	Councillor Louise Young

Religious Representative

Rabbi David Rose

Other Partner Agency Members
One representative from the Champions Board (as Co-Chair)
Two representatives from NHS Lothian
One representative from Police Scotland

Remit

The remit of the Corporate Parenting Member Officer Group is to:

- establish a common understanding of the factors which lead to poor outcomes for looked after children
- agree a clear set of outcomes for looked after children
- set up a robust scrutiny mechanism of the outcomes for looked after children
- ensure that looked after children are considered in all policy initiatives
- have an overview of all recommendations in reports on looked after children
- ensure that looked after children are a high priority for all Council departments and partner agencies
- communicate with looked after children
- convey celebrations of success
- identify initiatives to progress the outcomes of looked after children
- support foster carers and kinship carers

Last Met: 8 June 2021

Expected completion date: to be reviewed in August 2022

6

Gaelic Implementation Steering Group

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Gaelic Implementation Steering Group

Membership – 5 Members

(Gaelic Champion (as Convener), 1 Conservative, 1 Labour, 1 Green, 1 SLD)

Councillor Dickie (Convener)	Councillor Perry
Councillor Booth	Councillor Louise Young
Councillor Laidlaw	

Remit

1) To support the implementation of Edinburgh's current Gaelic Language Plan (2018-22) by:

- overseeing and providing constructive support and challenge to progress

- contributing to discussions on the prioritisation of next steps

2) To support the production of annual progress reports.

3) To support the development of future Gaelic Language Plans.

Last Met: 20 April 2021

Expected completion date: to be reviewed in August 2022

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7

Wester Hailes Working Group

Wester Hailes Working Group

Membership – 5 Members

(Convener and Vice-Convener of the Education, Children and Families Committee, 1 Conservative, 1 Green, 1 SLD)

Councillor Perry   Councillor Laidlaw
Councillor Dickie   Councillor Corbett
Councillor Louise Young

Other Members

One parent council representative from Wester Hailes Education Centre
One parent council representative from each of the three feeder Primary Schools
(Canal View, Clovenstone and Sighthill)
Head Teacher, Wester Hailes Education Centre
One Head Teacher to represent the three feeder Primary Schools
Officers from Quality, Improvement & Curriculum, Communities and Families

Remit

1) To research and understand the decisions parents and young people make about placing choices.

2) To deal with reputation and communication issues.

3) To strengthen the curriculum offer.

4) To strengthen the partnership with feeder primaries and nearby high schools.

5) To consider options for a "re-brand" of WHEC in response to concerns raised by some of the parents at the feeder schools, and to explore the feasibility of introducing a specialism in its curriculum such as a focus on Digital & IT skills and/or vocational skills, encouraging placement requests to come in, for those wishing to develop these skills for employment or further education.

Last Met: 8 June 2021

Expected completion date: to be reviewed in August 2022

8

Short Life Youth Work Working Group

Short Life Youth Work Working Group

Membership – 5 Members

(Convener and Vice-Convener of the Education, Children and Families Committee, 1 Conservative, 1 Green, 1 SLD)

Councillor Perry (Convener)	Councillor Laidlaw
Councillor Dickie (Vice-Convener)	Councillor Corbett
Councillor Louise Young	

Remit

To focus on recommencing youth work in community centres.

Last Met: 25 May 2021

Expected completion date: 24 August 2021 – it is recommended that this group is formally dissolved.

9

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Education, Children and Families Committee

10am, Tuesday, 24 August 2021

Internal Audit: Overdue Findings and Key Performance Indicators as at 27 April 2021 – referral from the Governance, Risk and Best Value Committee

Executive/routine
Wards
Council Commitments

1.   For Decision/Action

1.1   The Governance, Risk and Best Value Committee has referred the attached report to the Education, Children and Families Committee for information.

Stephen S. Moir
Executive Director of Corporate Services

Contact: Martin Scott/Natalie Le Couteur, Committee Services, Legal and Assurance Division, Corporate Services Directorate
Email: martin.scott@edinburgh.gov.uk/natalie.le.couteur@edinburgh.gov.uk

Referral Report

Internal Audit: Overdue Findings and Key Performance Indicators as at 27 April 2021 – referral from the Governance, Risk and Best Value Committee

2. Terms of Referral

2.1 On the 8 June 2021 the Governance, Risk and Best Value (GRBV) Committee considered a report on Internal Audit Overdue Findings and Key Performance Indicators as at 27 April 2021, which provided an overview of the status of the overdue Internal Audit (IA) findings as at 27 April 2021. A total of 100 open IA findings remained to be addressed across the Council as at 27 April 2021. This excluded open and overdue Internal Audit 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 27 April 2021.

2.2.2 To refer the report to the relevant Council Executive committees and the Edinburgh Integration Joint Board Audit and Assurance Committee for information in relation to the current Health and Social Care Partnership position.

2.2.3 To agree to provide a briefing note on progress of actions 28 and 29 - the Edinburgh Alcohol and Drug Partnership (EADP) – Contract Management to Members of the Governance Risk and best Value Committee.

3. Background Reading/ External References

3.1 Governance, Risk and Best Value Committee – 8 June 2020 – Webcast

3.2 Minute of the Governance, Risk and Best Value Committee – 8 June 2021

4. Appendices

Appendix 1 – report by the Chief Internal Auditor

Governance, Risk and Best Value Committee

10:00am, Tuesday, 8 June 2021

Internal Audit: Overdue Findings and Key Performance Indicators as at 27 April 2021

Item number	
Executive/routine	Executive
Wards	
Council Commitments	

1. Recommendations

1.1 It is recommended that the Committee:

1.1.1 notes the status of the overdue Internal Audit (IA) findings as at 27 April 2021; and,

1.1.2 refers this paper to the relevant Council Executive committees and the Edinburgh Integration Joint Board Audit and Assurance Committee for information in relation to the current Health and Social Care Partnership position.

Lesley Newdall

Chief Internal Auditor

Legal and Risk Division, Resources Directorate

E-mail: lesley.newdall@edinburgh.gov.uk | Tel: 0131 469 3216

EDINBVRGH
THE CITY OF EDINBURGH COUNCIL

Report

Internal Audit: Overdue Findings and Key Performance Indicators as at 27 April 2021

2. Executive Summary

Progress with Closure of Open and Overdue Internal Audit Findings

2.1 Following the Corporate Leadership Team (CLT) decision to temporarily reallocate capacity within directorates to prioritise focus on the closure of IA findings in November 2020, IA has noted a steady increase in the number of overdue findings proposed for closure by management between December 2020 and March 2021 (KPI 4 in Appendix 1). However, this was offset by a reduction of the number of findings proposed for closure in April 2021.

2.2 It is important to note that the number of management actions associated with overdue IA findings passed to IA for review and potential closure (KPI 15 in Appendix 1) has remained fairly consistent, with a slight decrease evident between March and April 2021.

2.3 During the period 10 February 2021 to 27 April 2021 a total of 18 findings (5 open and 13 overdue) and 68 management actions have been closed following review by IA.

2.4 All 26 historic overdue findings reopened in June 2018 have now been closed.

2.5 There has also been a decrease in the number of management actions where the latest implementation date has been missed between March and April, although a significant increase was evident between February and March 2021 (KPI 16 in Appendix 1). This confirms that ongoing focus is required to ensure that future implementation dates are achieved and not missed.

2.6 There has been no significant change in the overall ageing profile of overdue findings in the last quarter (KPIs 8 to 11 in Appendix 1). Whilst the proportion of findings between three and six months old and more than one-year overdue have both increased, this is offset by a decrease in the proportion of findings less than three months old, and between six months and one year overdue.

2.7 Further detail on the monthly trends in open and overdue findings is included at Appendix 1.

Current Position as at 27 April 2021

2.8 A total of 100 open IA findings remain to be addressed across the Council as at 27 April 2021. This excludes open and overdue Internal Audit findings for the Edinburgh Integration Joint Board and the Lothian Pension Fund.

2.9 Of the 100 currently open IA findings:

2.9.1 a total of 37 (37%) are open, but not yet overdue;

2.9.2 63 (63%) are currently reported as overdue as they have missed the final agreed implementation dates. This reflects an increase of 4% in comparison to the February 2021 position (59%).

2.9.3 70% of the overdue findings are more than six months overdue, reflecting an increase of 2% in comparison to February 2021 (68%) with 19% aged between six months and one year and 51% more than one year overdue.

2.9.4 evidence in relation to 13 of the 63 overdue findings is currently being reviewed by IA to confirm that it is sufficient to support closure; and,

2.9.5 50 overdue findings still require to be addressed.

2.10 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 64, reflecting a decrease of 10 when compared to the March 2021 position. This excludes the four-month date extension that was applied to reflect the impact of Covid-19.

Key Performance Indicators

2.11 Recognising the impacts of Covid-19, IA key performance indicators (KPIs) have not been applied to audits completed by IA during the 2020/21 plan year, however IA has noted an anecdotal increase in the time required to agree and finalise IA reports.

2.12 Key performance indicators will be reintroduced for audits completed during the 2021/22 plan year

2.13 It is also acknowledged that IA is currently taking longer to respond to increased volumes of requests to validate closure of management actions whilst progressing delivery of the 2020/21 and commencing delivery of the 2021/22 annual plan.

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   Each finding raised by IA in audit reports typically includes several management actions that are required to be delivered 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   As at 27 April 2021, there are a total of 100 open IA findings with 63 findings (63%) now overdue.

4.2   The movement in open and overdue IA findings during the period 10 February 2021 (reported to GRBV in March 2021) to 27 April 2021 is as follows:

Analysis of changes between 10/02/2021 and 27/04/2021			
	Position at 10/02/21	**Added**	**Closed**	**Position at 27/04/21**
Open	115	3	18	100

Overdue	68	8	13	63

Historic Overdue Findings

4.3 The one final remaining medium rated historic overdue finding from the population of 26 historic findings that were reopened in 2018 was closed in March 2021.

Overdue Findings

4.4 The 63 overdue findings comprise 18 High; 37 Medium; and 8 Low rated findings.

4.5 However, IA is currently reviewing evidence to support closure of 13 of these findings (3 High and 10 Medium), leaving a balance of 50 overdue findings (15 High; 27 Medium; and 8 Low) still to be addressed.

Overdue Findings Ageing Analysis

4.6 Figure 1 illustrates the ageing profile of all 63 overdue findings by rating across directorates as at 27 April 2021.

Fig1: Aged Overdue Findings by Ratings across Directorates
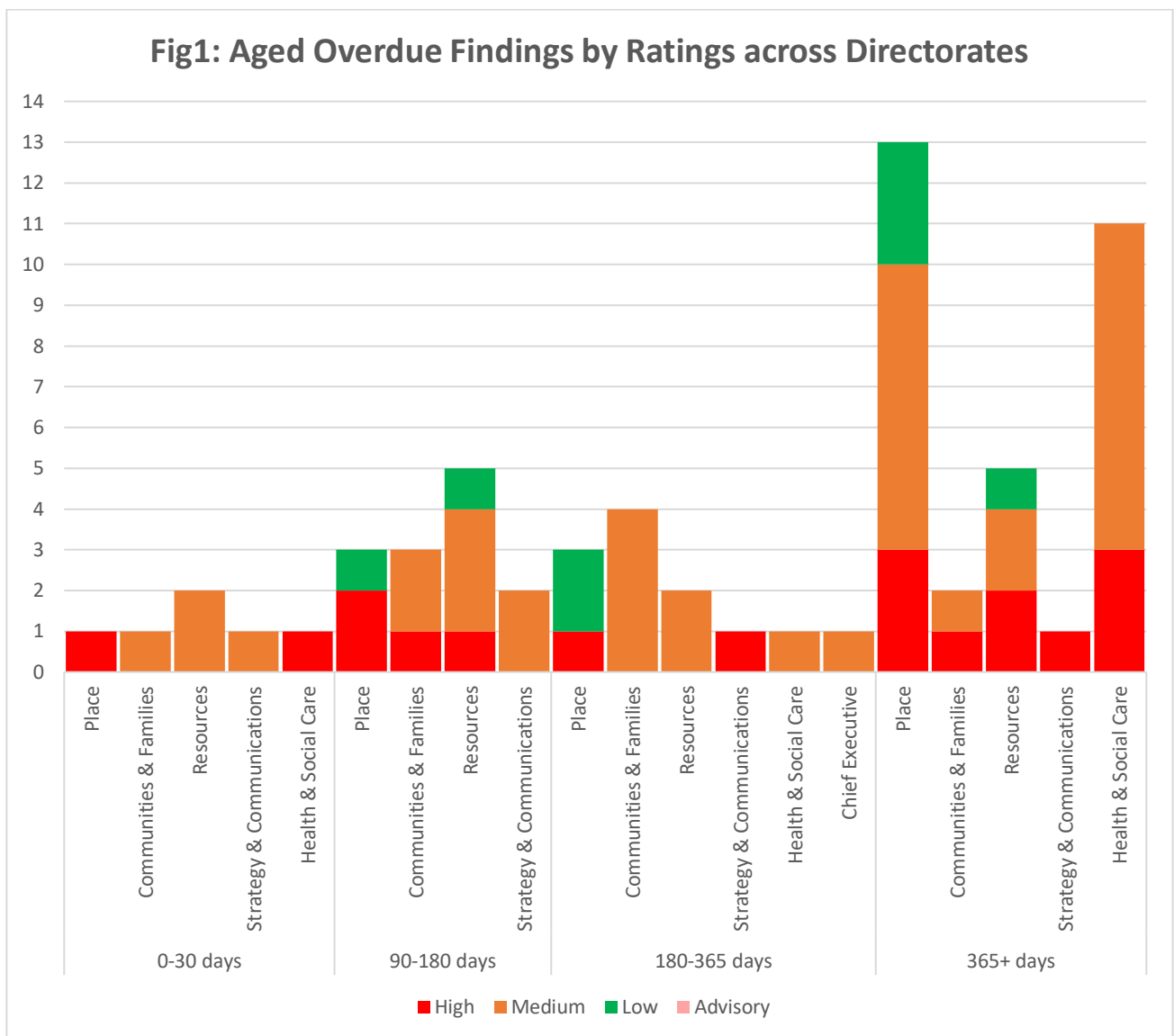
4.7 The analysis of the ageing of the 63 overdue findings outlined below highlights that Directorates made good progress in the last quarter with resolving findings overdue for less than three months and findings overdue between six months and one-year, as the proportion of those findings has decreased. However, this is offset by an increase in the proportion of findings overdue between three and six months and findings overdue for more than a year.

- 6 (10%) are less than 3 months (90 days) overdue, in comparison to 14% as at February 2021;
- 13 (20%) are between 3 and 6 months (90 and 180 days) overdue, in comparison to 18% as at February 2021;
- 12 (19%) are between 6 months and one year (180 and 365 days) overdue, in comparison to 24% as at February 2021; and,
- 32 (51%) are more than one year overdue, in comparison to 44% as at February 2021.

Management Actions Closed Based on Management's Risk Acceptance

4.8 The following three management actions have been closed on the basis that management has retrospectively accepted either the full or residual elements of the risks highlighted by IA in original audit reports. These are:

4.8.1 Customer and Digital Services - Certification and Licences (High)

- Management has accepted the residual risk that the Council does not have a view of its full population of software application licences, and cannot determine whether these are sufficient; being used in line with supplier agreements; and whether additional licence costs should be incurred, or savings achieved due to licence shortages or surpluses.

- Management has advised that this is due to current and historic software and licence procurement processes applied across the Council.

4.8.2 Customer and Digital Services – CGI Sub-Contract Management (Medium)

- Management has accepted the risk that the performance of CGI sub-contractors who provide technology services is not proactively monitored to prevent potential incidents.

- Management has advised that this risk has been accepted as it is not currently possible to change the sub-contract management clauses in the CGI contract.

4.8.3 Health and Social Care – Emergency Prioritisation and Complaints (ATEC 24 Customer Engagement) (Low)

- Management has accepted the risks associated with obtaining customer feedback on the service, and using this as the basis to implement service improvements based on evidence provided that an alternative approach

is being adopted. Management has confirmed that the residual risk has been recorded on the service risk register.

Agreed Management Actions Analysis

4.9   The 100 open IA findings are supported by a total of 269 agreed management actions. Of these, 160 (59%) are overdue as the completion timeframe agreed with management when the report was finalised has not been achieved. This reflects a 1% increase from the February 2021 position (58%).

4.10   Of the 160 overdue management actions, 51 (31.8%) have a status of 'implemented' and are currently with IA for review to confirm whether they can be closed, leaving a balance of 109 (68.1%) to be addressed.

4.11   Appendix 2 provides an analysis of the 160 overdue management actions highlighting:

- their current status as at 27 April 2021 with:
  - ➢ 51 implemented actions where management believe the action has been completed and it is now with IA for validation;
  - ➢ 92 started where the action is open, and implementation is ongoing; and,
  - ➢ 17 pending where the action is open with no implementation progress evident to date.
- 82 instances (51%) where the latest implementation date has been missed; and
- 64 instances (40%) where the implementation date has been revised more than once.

4.12   Figure 2 illustrates the allocation of the 160 overdue management actions across Directorates, which includes the 51 actions that are with IA for validation and review to confirm whether they can be closed.

Figure 2: Overdue and Implemented Management Actions by Directorate

	Place	Communities & Families	Resources	Strategy & Communications	Chief Executive	Health & Social Care
Implemented	5	17	8	5	1	15
Overdue	38	38	28	22	3	31
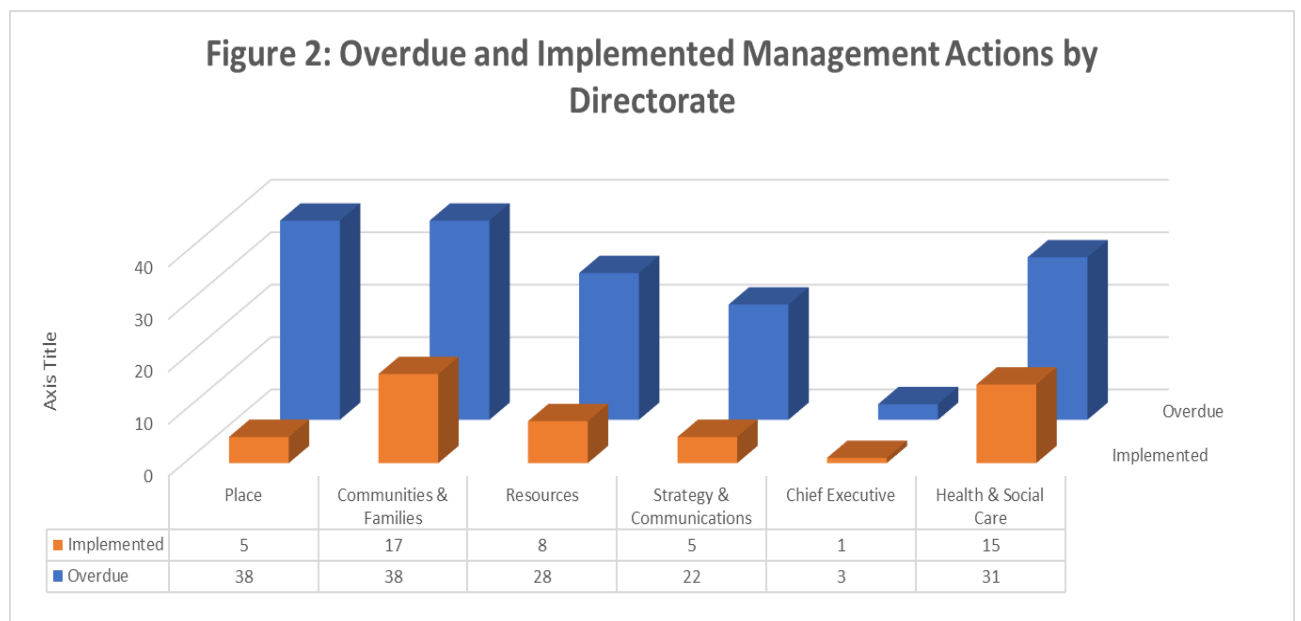
Revised Implementation Dates

4.13   Figure 3 illustrates that there are currently 64 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 a decrease of 10 in comparison to the position reported in February 2021(74).

4.15   Of these 64 management actions, 28 are associated with High rated findings; 31 Medium; and 5 Low, with the majority of date revisions in Health and Social Care Partnership.

Figure 3 - management actions with more than one revised completion date since July 2018
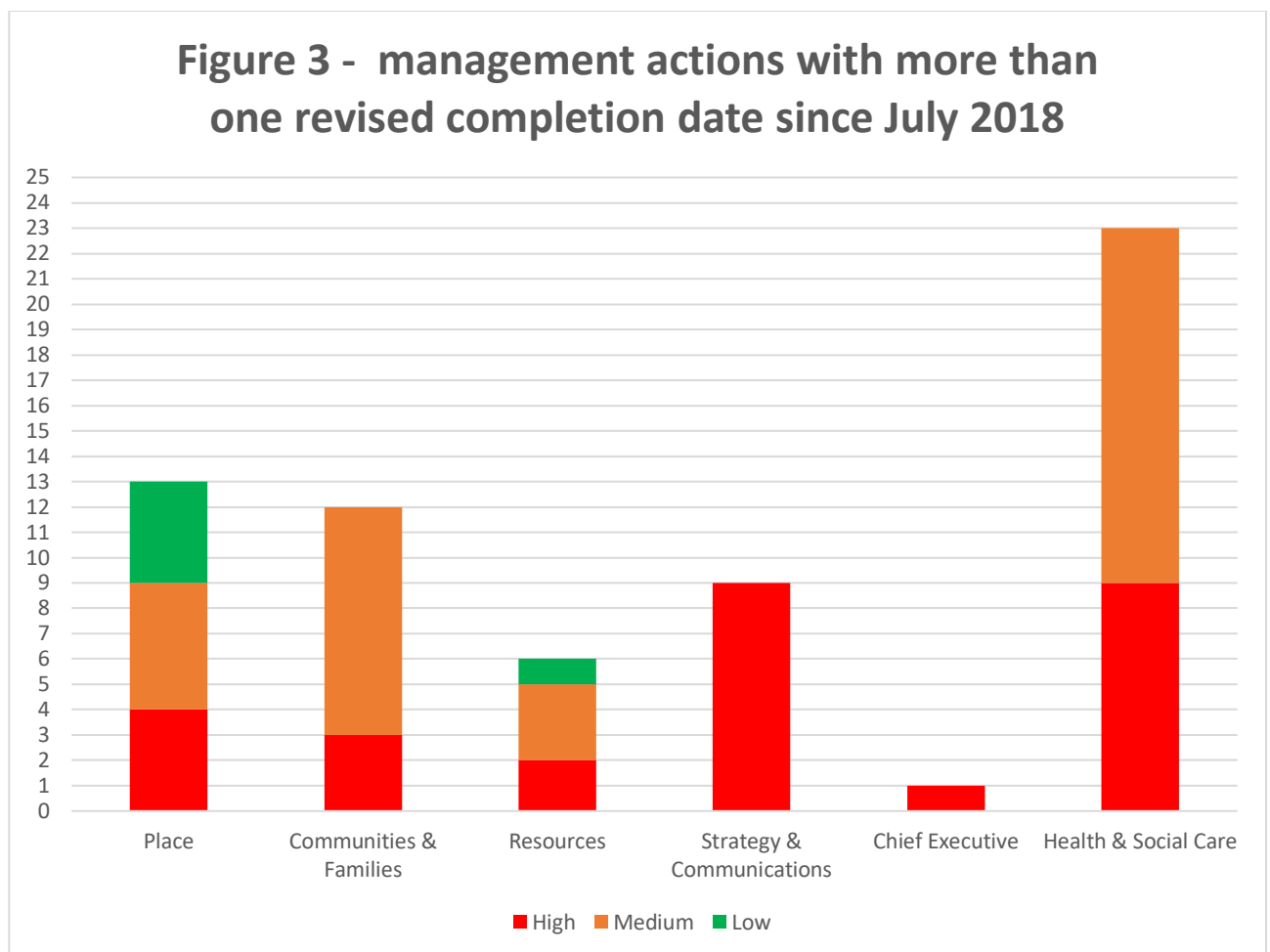
Key Performance Themes Identified from the IA Dashboard

4.16   The IA dashboard has not been applied in the current plan year as the Council continues to focus on its Covid-19 resilience response, and will be applied to support delivery of the 2021/22 IA annual plan. This dashboard will ensure that end to end transparency relating to audit performance, both from services and the IA team itself is reported upon.

5.   Next Steps

5.1   IA will continue to monitor the open and overdues 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: Overdue Findings and Key Performance Indicators at 30 October 2020 – Paper 8.3

9.   Appendices

9.1   Appendix 1 – Monthly Trend Analysis of IA Overdue Findings and Management Actions

9.2   Appendix 2 – Internal Audit Overdue Management Actions as at 27 April 2021

Appendix 1 - Monthly Analysis of IA Overdue Findings and Management Actions

		Overall Status		Stable with limited change							

	Key Performance Indicator (KPI)	07/12/2020		11/01/2021		10/02/2021		22/03/2021		27/04/2021		Trend
	IA Findings											
1	Open findings	123	100%	119	100%	115	100%	107	100%	100	100%	Not applicable
2	Not yet due	59	48%	45	38%	47	41%	43	40%	37	37%	Not applicable
3	Overdue findings	64	52%	74	62%	68	59%	64	60%	63	63%	Stable
4	Overdue - IA reviewing	12	19%	17	23%	20	29%	18	28%	13	21%	Adverse
5	High Overdue	19	30%	23	31%	19	28%	17	27%	18	29%	Stable
6	Medium Overdue	36	56%	41	55%	39	57%	38	59%	37	59%	Stable
7	Low Overdue	9	14%	10	14%	10	15%	9	14%	8	13%	Stable
8	<90 days overdue	11	17%	16	22%	10	15%	11	17%	6	10%	Positive
9	90-180 days overdue	7	11%	9	12%	12	18%	10	16%	13	21%	Adverse
10	180-365 days overdue	21	33%	20	27%	16	24%	16	25%	12	19%	Positive
11	>365 days overdue	25	39%	29	39%	30	44%	27	42%	32	51%	Adverse
	Management Actions											
12	Open actions	364	100%	340	100%	315	100%	296	100%	269	100%	Not applicable
13	Not yet due	175	48%	138	41%	133	42%	120	41%	109	41%	Not applicable
14	Overdue actions	189	52%	202	59%	182	58%	176	59%	160	59%	Stable
15	Overdue - IA reviewing	39	21%	52	26%	51	28%	61	35%	51	32%	Stable
16	Latest date missed	60	32%	73	36%	76	42%	95	54%	82	51%	Stable
17	Date revised > once	86	46%	82	41%	74	41%	71	40%	64	40%	Stable

Trend Analysis - key

Adverse trend - action required	
Stable with limited change	
Positive trend with progress evident	

No trend analysis is performed on open findings and findings not yet due as these numbers will naturally increase when new IA reports are finalised

Appendix 2 - Internal Audit Overdue Management Actions as at 27 April 2021

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.
10. **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	Contributors
1	Asset Management Strategy Issue 1: Visibility and Security of Shared Council Property Stephen Moir, Executive Director of Resources	**Medium**	Review of existing shared property Started	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.	Estimated Date: 31/10/2018 Revised Date: 01/03/2026 **No of Revisions 3**	Audrey Dutton Gohar Khan Layla Smith Michelle Vanhegan Peter Watton

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
Page 342	Asset Management Strategy and CAFM system 18/19 RES1813 Asset Management Strategy and CAFM: Issue 3 - Property and Facilities Management Data Completeness; Accuracy; and Quality Stephen Moir, Executive Director of Resources	High	3.1 Ensuring Data Completeness, Accuracy, and Quality Started	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. 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	Estimated Date: 31/03/2016 Revised Date: 01/08/2022 No of Revisions 1	Alan Chim Andrew Field Audrey Dutton Brendan Tate Gohar Khan Layla Smith Michelle Vanhegan Peter Watton

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
				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.		
3 Page 343	Asset Management Strategy and CAFM system 18/19 RES1813 Asset Management Strategy and CAFM: Issue 3 - Property and Facilities Management Data Completeness; Accuracy; and Quality Stephen Moir, Executive Director of Resources	High	3.2 Resolution of known data quality issues Started	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.	**Estimated Date: 31/03/2016 Revised Date: 01/08/2022 No of Revisions 2**	Alan Chim Andrew Field Audrey Dutton Brendan Tate Gohar Khan Graeme McGartland Layla Smith Michelle Vanhegan Peter Watton
4	Assurance Actions and Annual Governance Statements CW1903 Issue 1: Assurance Management Framework	High	CW1903 Issue 1.1c: Develop and implement an assurance management framework Started	An assurance management framework will be developed and Implemented that covers the points raised by Internal Audit and includes: liaison with directorates to assess current and best practice; clearly defined roles and responsibilities for first line directorates and the second line Corporate Governance team; process flow; monitoring / reporting / closure requirements; an assessment of existing automated tools to determine whether they can support the process; issue guidance; The framework will be Implemented and rolled out across Council divisions and directorates to support completion of the 2021/22	**Estimated Date: 31/12/2020 Revised Date: 30/04/2021 No of Revisions 2**	Chris Peggie Donna Rodger Gavin King Hayley Barnett Laura Callender Mirka Vybiralova

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
	Andrew Kerr, Chief Executive	 		annual governance statement for inclusion in the Council's 31 March 2022 annual financial statements.	 	
5	Brexit impacts - supply chain management CW1905 Issue 1: Divisional and Directorate Brexit supply chain management risks Jackie Irvine, Chief Social Work Officer & Head of Safer & Stronger Communities	**Medium**	CW1905 Rec. 1.1c: Communities and Families - Divisional and directorate supply chain management **Implemented**	As discussed and agreed at the Corporate Leadership Team (CLT) on 29th July 2020, these findings will be Implemented as recommended by Internal Audit and in line with an earlier CLT decision (8 July 2020) that the most significant corporate concurrent risks (including Brexit supply chain risks) that could potentially impact the Council will be identified by October 2020. It is acknowledged that divisional and directorate supply chain risks will need to be identified to support this process.	**Estimated Date: 30/10/2020 Revised Date:** **No of Revisions 0**	Andy Gray Bernadette Oxley Crawford McGhie Michelle McMillan Nichola Dadds Nickey Boyle
6	Brexit impacts - supply chain management CW1905 Issue 1: Divisional and Directorate Brexit supply chain management risks Judith Proctor, Chief Officer - HSCP	**Medium**	CW1905 Rec. 1.1d: Health and Social Care Partnership - Divisional and directorate supply chain management **Implemented**	As discussed and agreed at the Corporate Leadership Team (CLT) on 29th July 2020, these findings will be Implemented as recommended by Internal Audit and in line with an earlier CLT decision (8 July 2020) that the most significant corporate concurrent risks (including Brexit supply chain risks) that could potentially impact the Council will be identified by October 2020. It is acknowledged that divisional and directorate supply chain risks will need to be identified to support this process.	**Estimated Date:30/10/2020** **Revised Date: No of Revisions 0**	Angela Ritchie Moira Pringle Tom Cowan Tony Duncan

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
7	Brexit impacts - supply chain management CW1905 Issue 1: Divisional and Directorate Brexit supply chain management risks Gavin King, Democracy, Governance and Resilience Senior Manager	Medium	CW1905 Rec. 1.1e: Strategy and Communications - Divisional and directorate supply chain management Pending	As discussed and agreed at the Corporate Leadership Team (CLT) on 29th July 2020, these findings will be Implemented as recommended by Internal Audit and in line with an earlier CLT decision(8 July 2020) that the most significant corporate concurrent risks (including Brexit supply chain risks) that could potentially impact the Council will be identified by October 2020. It is acknowledged that divisional and directorate supply chain risks will need to be identified to support this process.	Estimated Date: 30/10/2020 Revised Date: No of Revisions 0	Andy Nichol Donna Rodger Gillie Severin Michael Pinkerton Paula McLeay
8	Brexit impacts - supply chain management CW1905 Issue 2: Brexit governance and risk management Andrew Kerr, Chief Executive	Medium	CW1905- Recom. 2.1a: Resilience team - Adequacy & effectiveness of the Brexit risk management & governance process Pending	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.	Estimated Date: 30/09/2020 Revised Date: No of Revisions 0	Donna Rodger Gavin King Mary-Ellen Lang

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
9	Budget Setting and Management RES 1903 Issue 1: Savings proposals documentation and risk assessments Stephen Moir, Executive Director of Resources	**Medium**	RES 1903 Issue 1.1: Savings proposals documentation and risk assessments **Implemented**	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 applied to all savings delivery progress updates provided to Directorate management teams, CLT, and service committees.	**Estimated Date: 30/09/2020 Revised Date: 01/02/2021** **No of Revisions 0**	John Connarty Alison Henry Annette Smith Donna Rodger Emma Baker Hugh Dunn Layla Smith Michelle Vanhegan
10	Budget Setting and Management RES 1903 Issue 2: Budget setting and management processes Stephen Moir, Executive Director of Resources	**Medium**	RES 1903 Issue 2.1: Budget setting and management processes and timetable Started	Guidance will be developed for budget setting and management as described in the recommendation above and issued to support the 2021/22 budget setting process.	Estimated Date: 31/12/2020 Revised Date: 01/05/2021 No of Revisions 0	Alison Henry Annette Smith Emma Baker Hugh Dunn John Connarty Layla Smith Michelle Vanhegan

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
11	Budget Setting and Management RES 1903 Issue 2: Budget setting and management processes Stephen Moir, Executive Director of Resources	Medium	RES 1903 Issue 2.2: Clarity of roles and responsibilities Started	The respective roles and responsibilities for first line budget managers and second line Finance and Change Strategy teams in relation to the annual budget setting and ongoing budget management process will be clearly defined in a procedure document and communicated with documentation reflecting guidance on this matter issued by CIPFA.	Estimated Date: 31/12/2020 Revised Date: 01/05/2021 No of Revisions 0	Alison Henry Annette Smith Emma Baker Hugh Dunn John Connarty Layla Smith Michelle Vanhegan
	Budget Setting and Management RES 1903 Issue 3: Continuous improvement: Lessons learned and customer feedback. Stephen Moir, Executive Director of Resources	Medium	RES 1903 Issue 3.1: Annual budget setting lessons learned methodology Started	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: 31/05/2021 No of Revisions 1	John Connarty Alison Henry Annette Smith Donna Rodger Emma Baker Hugh Dunn Layla Smith Michelle Vanhegan

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
13	Budget Setting and Management RES 1903 Issue 3: Continuous improvement: Lessons learned and customer feedback. Stephen Moir, Executive Director of Resources	Medium	RES 1903 Issue 3.2: Finance customer and staff feedback surveys Started	Finance will conduct customer and staff feedback exercises every two years. A feedback process will be developed and Implemented that is aligned with the lessons learned methodology as described in recommendation 3.1. In addition, feedback from each exercise will be consolidated and used to generate improvement actions. The survey results and improvement actions will be reported to service managers and staff.	Estimated Date: 31/12/2020 Revised Date: 01/05/2021 No of Revisions 0	Alison Henry Annette Smith Hugh Dunn John Connarty Layla Smith Michelle Vanhegan
14	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:31/12/2021 No of Revisions 1	Alison Henry Annette Smith Hugh Dunn John Connarty Layla Smith Michelle Vanhegan

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
Page 349	CGI Partnership Management and Governance RE1904 Issue 1 - CGI Governance and performance management framework Stephen Moir, Executive Director of Resources	Medium	RES1904 - Rec 1.1 Independent assurance Implemented	1. Whilst these areas are not covered as specific clauses in the current contract, management agrees that it is important to obtain independent assurance in relation to CGI operational performance, and will request provision of the following either within the terms of the current contract (if possible) or as part of the next contract refresh to support achievement of Scottish Government Cyber Essentials Plus Accreditation and ongoing compliance with the new Scottish Government public sector cyber framework: a) evidence of ongoing CGI International Organisation for Standardisation (ISO) accreditation for all standards relevant to the technology services delivered by CGI (for example ISO27001). b) completion of an annual independent IT health check regardless of CGI ISO accreditation outcomes that will provide additional assurance in relation to security and ongoing compliance with the current Scottish Government Cyber Essentials Plus Accreditation and new cyber security framework requirements. It is acknowledged that this will likely incur additional cost for the Council, however this may be offset by reduced Internal and External audit assurance costs where reliance can be placed on completion of the independent health check. c) the requirement for CGI to address any assurance findings raised with evidence provided to the Council to confirm their resolution. 2. Management accepts this risk on the basis that it is not possible to change the terms of the contract to include an increased number of contractually free audits to support provision of ongoing independent internal and external audit assurance.	Estimated Date: 31/03/2021 Revised Date: No of Revisions 0	Alison Roarty Heather Robb Jackie Galloway Layla Smith Michelle Vanhegan Nicola Harvey

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
16	CGI Partnership Management and Governance RE1904 Issue 1 - CGI Governance and performance management framework Stephen Moir, Executive Director of Resources	Medium	RES1904 - Rec 1.2 CGI governance framework Started	The governance framework has changed reflecting the Council's evolving technology needs and ongoing continuous feedback and improvement in delivery of CGI services, and some aspects of the governance framework detailed in the contract have become outdated. A governance document has been designed and agreed with CGI that includes all established partnership meetings and details their purpose; attendees; documents and information to be provided in advance of the meetings; and meeting agendas. The design of the current governance framework will be further considered as part of the next CGI contract refresh.	Estimated Date: 31/03/2021 Revised Date: No of Revisions 0	Alison Roarty Heather Robb Jackie Galloway Layla Smith Michelle Vanhegan Nicola Harvey
17	CGI Partnership Management and Governance RE1904 Issue 1 - CGI Governance and performance management framework Stephen Moir, Executive Director of Resources	Medium	RES1904 - Rec 1.3 Key performance indicators Started	Accepted. A review will be performed to determine which KPIs can be refreshed within the terms of the current contract, and all existing KPIs will be reviewed as part of the next contract refresh.	Estimated Date: 31/03/2021 Revised Date: No of Revisions 0	Alison Roarty Heather Robb Jackie Galloway Layla Smith Michelle Vanhegan Nicola Harvey

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
18	Cyber Security - Public Sector Action Plan RES1808: Issue 1: Critical Operational Cyber Security Controls Stephen Moir, Executive Director of Resources	**Medium**	RES1808: Issue 1: Recommendation 1.2 - Cyber Essentials Accreditation Started	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.	**Estimated Date: 30/09/2019 Revised Date: 01/05/2021 No of Revisions 2**	Alison Roarty Heather Robb Layla Smith Michelle Vanhegan Mike Brown Nicola Harvey
19	Digital Services Change Initiation CW1901 Change Initiation: Issue 1 - Inconsistencies in the change management processes Stephen Moir, Executive Director of Resources	**Medium**	CW1901: Recommendation 1.2.1 - Review of service levels for CGI review and response to change requests Started	Service levels for CGI review of and responses to change requests will be reviewed and consideration given to implementing the following changes where this is possible within the terms of the current contract: creating bespoke service levels for individual complex change requests with any additional costs associated with bespoke service levels incorporated into the cost of the change request. Where bespoke service levels are agreed, a process will be established to ensure that these are communicated to both Digital Services and the change requestor. CGI and the Council will also consider and implement (if appropriate) an initial review of change requests to confirm that they are of an acceptable level of quality and include sufficient information to support an initial assessment of the requirement for a Data Privacy Impact Assessment prior to acceptance. Progress against delivery of both standard and bespoke service levels for CGI review of and response to change requests will continue to be monitored by both the Council and CGI via established governance processes.	**Estimated Date: 31/12/2020 Revised Date: No of Revisions 0**	Alison Roarty Derek Masson Heather Robb Jackie Galloway Layla Smith Michelle Vanhegan Nicola Harvey

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
20	Digital Services Incident and Problem Management RES1907 Incident and Problem Management: Issue 1 - Next steps for incident resolution Stephen Moir, Executive Director of Resources	Low	RES1907 Recommendation 1.1.1 - Incident Reports Started	Agreed – updates will be provided into the problem management records that feed into the Problem Review Board.	Estimated Date:31/12/2020 Revised Date: No of Revisions 0	Alison Roarty Heather Robb Jackie Galloway Layla Smith Michelle Vanhegan Nicola Harvey Richard Burgess
21	Digital Services Incident and Problem Management RES1907 Incident and Problem Management: Issue 1 - Next steps for incident resolution Stephen Moir, Executive Director of Resources	Low	RES1907 Recommendation 1.1.2 - Partnership Board and Client Service Reports Started	Agreed – the Client Service reports, and Partnership Board documents will be amended in relation to problem records to make reference to updates of the problem records being recorded in the Problem Review Board input.	Estimated Date: 31/12/2020 Revised Date: No of Revisions 0	Alison Roarty Heather Robb Jackie Galloway Layla Smith Michelle Vanhegan Nicola Harvey Richard Burgess

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
22	Drivers Management and use of Driver Permits and fuel FOB cards Paul Lawrence, Executive Director of Place and SRO	**Medium**	Management and use of Driver Permits and Fuel FOB cards Rec 4 Started	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;	**Estimated Date: 01/02/2019 Revised Date: 31/08/2021** ==**No of Revisions 4**==	Alison Coburn Claire Duchart David Givan Gareth Barwell George Gaunt Katy Miller Martin Young Nicole Fraser Scott Millar Steven Wright
	Drivers Recording and addressing driving incidents Paul Lawrence, Executive Director of Place and SRO	**Medium**	Recording and addressing driving incidents Rec 2 Started	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;	**Estimated Date: 01/04/2019 Revised Date: 30/06/2021** ==**No of Revisions 3**==	Adam Fergie Alison Coburn Claire Duchart David Givan Gareth Barwell George Gaunt Katy Miller Martin Young Nicole Fraser Scott Millar Steven Wright
24	Drivers Recording and addressing driving incidents Paul Lawrence, Executive Director of Place and SRO	**Medium**	Recording and addressing driving incidents Rec 3 Started	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;	**Estimated Date: 01/02/2019 Revised Date: 31/10/2021** ==**No of Revisions 3**==	Adam Fergie Alison Coburn Claire Duchart David Givan Gareth Barwell George Gaunt Katy Miller Martin Young Nicole Fraser Scott Millar Steven Wright

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
25	Drivers Recording and addressing driving incidents Paul Lawrence, Executive Director of Place and SRO	Medium	Recording and addressing driving incidents Started	Six monthly reporting will be provided to the Corporate Leadership Team together with details of relevant actions taken.	**Estimated Date: 01/10/2019 Revised Date: 01/12/2020 No of Revisions 1**	Adam Fergie Alison Coburn Claire Duchart David Givan Gareth Barwell George Gaunt Katy Miller Martin Young Nicole Fraser Scott Millar Steven Wright
26	Drivers - findings only report 1: Completion of Driver Licence checks Paul Lawrence, Executive Director of Place and SRO	High	1.2 - Agreed Management Action – Establish an accurate population of Council drivers Started	1. An e mail will be prepared and issued by the Executive Director of Place. This will include an explanation of the requirement for Council vocational and grey fleet drivers to complete ad return the DVLA driver licence check permissions forms to Fleet Services and include a date for completion. The e mail will also reinforce the escalation process to be applied where that driving permission forms are not received and will confirm that driver permits will be revoked where completed forms are not returned on time. 2. Fleet services will engage with the Business Hub team within Strategy and Communications and to determine what support can be provided to enable effective resolution of the current position and the nature of ongoing support required. 3. This action is already in progress as a number of leavers have now been removed from the Fleet Services Tranman driver database. Once all permission forms have been received, a full reconciliation will be performed. Subsequent reconciliations will then be performed monthly and will be moved to quarterly if no significant issues are experienced. 4. Reports are currently received monthly from the Business Hub (Strategy and Communications) and Per Temps for agency workers,	**Estimated Date: 01/11/2020 Revised Date: 01/03/2021 No of Revisions 0**	Alison Coburn David Givan Gareth Barwell George Gaunt Nicole Fraser Scott Millar

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
				but these include all leavers and do not specifically highlight those who are drivers. As part of our engagement with the Strategy and Communications Business Hub, we will determine whether leaver reports can be provided that include details of vocational and grey fleet drivers. If this is not possible, we will engage with Continuous Improvement to determine whether it is possible to design and implement an electronic process that compares the employee data in the leavers reports with the data retained in the Fleet Services Tranman driver database to identify those leavers who are drivers. If this is not possible, a manual comparison will continue to be performed and leavers who are drivers will be removed from the Tranman database and advised to Davis 5 and 6 - Once the data cleanse and reconciliation has been performed, the Council will have an accurate record of all known vocational, grey fleet, and agency drivers that details where checks have been performed and permits issued. The ongoing reconciliation to be performed at 2 above will ensure that this remains complete and accurate 7. E Davis will perform the licence checks as soon as permission forms are received by them. Davis also provides management information in relation to permissions that are due to expire. MI re permissions that are due to expire.		

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
27	Drivers - findings only report 1: Completion of Driver Licence checks Paul Lawrence, Executive Director of Place and SRO	High	1.3 - Driver permit revocation Started	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.	**Estimated Date: 04/05/2020 Revised Date: 29/01/2021 No of Revisions 1**	Alison Coburn David Givan Gareth Barwell George Gaunt Graeme Hume Nicole Fraser Scott Millar
28	Edinburgh Alcohol and Drug Partnership (EADP) – Contract Management Risk and Supplier Performance Management Judith Proctor, Chief Officer - HSCP	High	Rec 1 - Risk Management Started	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.	**Estimated Date: 30/03/2018 Revised Date: 01/03/2021 No of Revisions 4**	Angela Ritchie David Williams Tony Duncan

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
29	Edinburgh Alcohol and Drug Partnership (EADP) – Contract Management Key Person Dependency and Process Documentation Judith Proctor, Chief Officer - HSCP	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	Angela RitchieDavid WilliamsTony Duncan
30	Emergency Prioritisation & Complaints CW1806 Issue 1: ATEC 24 Operational Framework Judith Proctor, Chief Officer - HSCP	Medium	CW1806 Issue 1.1(2): ATEC 24 Review of Operational Processes - Call Prioritisation Implemented	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.	Estimated Date: 29/11/2019 Revised Date: 01/02/2021 No of Revisions 2	Andy Jones Angela Ritchie Tom Cowan
31	Emergency Prioritisation & Complaints CW1806 Issue 1: ATEC 24 Operational Framework	Medium	CW1806 Issue 1.2(3): ATEC 24 Service Level Agreements - Partnership Protocol Implemented	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 Tom Cowan

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
	Judith Proctor, Chief Officer - HSCP					
32	Emergency Prioritisation & Complaints CW1806 Issue 1: ATEC 24 Operational Framework Judith Proctor, Chief Officer - HSCP	**Medium**	CW1806 Issue 1.1(6): ATEC 24 Review of Operational Processes - Response Recording **Implemented**	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 Tom Cowan
33	Emergency Prioritisation & Complaints CW1806 Issue 1: ATEC 24 Operational Framework Judith Proctor, Chief Officer - HSCP	**Medium**	CW1806 Issue 1.4(1): ATEC 24 Quality Assurance Framework - Methodology **Implemented**	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 2**	Andy Jones Angela Ritchie Tom Cowan

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
34	Emergency Prioritisation & Complaints CW1806 Issue 1: ATEC 24 Operational Framework Judith Proctor, Chief Officer - HSCP	**Medium**	CW1806 Issue 1.4(2): ATEC 24 Quality Assurance Framework - Application **Implemented**	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 2**	Andy Jones Angela Ritchie Tony Duncan
Page 359	Emergency Prioritisation & Complaints CW1806 Issue 1: ATEC 24 Operational Framework Judith Proctor, Chief Officer - HSCP	**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 Tom Cowan

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
36	Emergency Prioritisation & Complaints CW1806: Issue 2: Third Party Service Provision - Health & Social Care Partnership Judith Proctor, Chief Officer - HSCP	**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: 31/08/2021 No of Revisions 4**	Angela Ritchie Brian Henderson Colin Beck Tony Duncan
37	Emergency Prioritisation & Complaints CW1806: Issue 2: Third Party Service Provision - Health & Social Care Partnership Judith Proctor, Chief Officer - HSCP	**Medium**	CW1806: Issue 2(2): Partnership Protocol HSCP/Contact Centre Started	Agreed, once the SLA is finalised, a Partnership Protocol will be developed in conjunction with Customer Contact Centre colleagues.	**Estimated Date: 28/02/2020 Revised Date: 30/09/2021 No of Revisions 3**	Alison Roarty Angela Ritchie Brian Henderson Colin Beck Lisa Hastie Tom Cowan

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
38	H&SC Care Homes - Corporate Report A1.1: Care Homes Self Assurance Framework Judith Proctor, Chief Officer - HSCP	**Medium**	A1.1: Care Homes Self Assurance Framework **Implemented**	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	Angela Ritchie Jacqui Macrae
39	H&SC Care Homes - Corporate Report A2.3: Welfare Fund and Outings Funds Judith Proctor, Chief Officer - HSCP	**Medium**	A2.3(2) Establishment of welfare fund committees **Implemented**	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**	Angela Ritchie Jacqui Macrae
40	H&SC Care Homes - Corporate Report A3.1: Training Judith Proctor, Chief Officer - HSCP	**Medium**	A3.1(1) Manager review of training **Implemented**	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**	Angela Ritchie Jacqui Macrae
41	H&SC Care Homes - Corporate Report A3.3: Performance & Attendance Management	**Medium**	A3.3(2) Health & Social Care Teams - 6 monthly and annual performance conversations	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**	Angela Ritchie Jacqui Macrae

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
	Judith Proctor, Chief Officer - HSCP		**Implemented**		**Revisions 5**	
42	H&SC Care Homes - Corporate Report A3.3: Performance & Attendance Management Judith Proctor, Chief Officer - HSCP	**Medium**	A3.3(4) Health & Social Care Teams - quarterly review of absence and performance management **Implemented**	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 Domestics 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**	Angela Ritchie Jacqui Macrae
43	H&SC Care Homes - Corporate Report A3.4: Agency Staffing Judith Proctor, Chief Officer - HSCP	**Medium**	A3.4(2) Analysis of the agency staff and hours worked charges **Implemented**	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**	Angela Ritchie Jacqui Macrae
44	H&SC Care Homes - Corporate Report A3.5: Adequacy of Resources Judith Proctor, Chief Officer - HSCP	**Medium**	A3.5(1) Care Inspectorate Dependency Assessments requirements **Implemented**	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**	Angela Ritchie Jacqui Macrae

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
45	H&SC Care Homes - Corporate Report A2.3: Welfare Fund and Outings Funds Judith Proctor, Chief Officer - HSCP	**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**	Angela Ritchie Jacqui Macrae
Page 363	HMO Licensing PL1803 Issue 1 Licensing system - Data Integrity and Performance Issues Paul Lawrence, Executive Director of Place and SRO	**High**	PL1803 Issue 1.2 Escalation of system issues **Implemented**	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	**Estimated Date: 31/03/2020 Revised Date: 31/03/2021 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 2 - Collection and processing of HMO licence fees Paul Lawrence, Executive Director of Place and SRO	**High**	PL1803 Issue 2.1 BACs payment reference Started	It should be noted that measure are 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	**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

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
				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.		
48	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 Started	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 Licensing 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	Contributors
49	Homelessness Services CW1808 Issue 3: Provision of homelessness advice and information Jackie Irvine, Chief Social Work Officer & Head of Safer & Stronger Communities	**Medium**	CW1801 Recommendation 3.1.2: Updating homelessness information on website **Implemented**	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.	**Estimated Date: 30/04/2020 Revised Date: 31/03/2021 No of Revisions 3**	Debbie Herbertson Nichola Dadds Nicky Brown
50	Homelessness Services CW1808 Issue 2: Homelessness data quality and performance reporting Jackie Irvine, Chief Social Work Officer & Head of Safer & Stronger Communities	**High**	CW1808 Recommendation 2.2.3 - Performance Reporting Started	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.	**Estimated Date: 31/01/2020 Revised Date: 31/08/2021 No of Revisions 3**	Emma Morgan Nichola Dadds Nicky Brown
51	Homelessness Services CW1808 Issue 3: Provision of homelessness	**Medium**	CW1801 Recommendation 3.1.3: Homelessness information leaflet	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	Estimated Date:30/04/2020 Revised Date:30/06/2021	Debbie Herbertson Nichola Dadds Nicky Brown

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
Page 366	advice and information Jackie Irvine, Chief Social Work Officer & Head of Safer & Stronger Communities		Started	centres, Citizen Advice Bureaus, charities and other local support and advice agencies.	No of Revisions1	
	Life Safety CW1910 - Life safety: Issue 4 Housing Property Services – fire and water safety processes Paul Lawrence, Executive Director of Place and SRO	Low	CW1910 Rec. 4.1.2 Housing Property Services – fire safety inspections in low rise properties Implemented	Housing Property Services will investigate the feasibility of implementing a technology solution to enable recording of the outcomes of fire inspections in low rise buildings where the Council has responsibility with Digital Services. If a solution is feasible, a change request for implementation of the new system will be prepared and submitted to CGI, the Council's technology partner.	Estimated Date: 18/12/2020 Revised Date: No of Revisions 0	Alison Coburn Alistair Latona Michael Thain Patricia Blore Willie Gilhooly
53	Life Safety CW1910 - Life safety: Issue 4 Housing Property Services – fire and water safety processes Paul Lawrence, Executive Director of Place and SRO	Low	CW1910 Rec. 4.1.1 Housing Property Services – water risk assessments Started	1. The Scientific Services team have reviewed the comment above against current legislation and will implement the following refreshed approach: Rather than a rolling programme covering all 20,000 Housing Property Services (HPS) properties equally, different types of property are classed in different priority risk categories. The Council has responsibility for 44 multi storey blocks and 33 Sheltered Housing complexes. These properties are all classed as high risk and assessments will be carried out within the stated two-year period currently specified in the Council's water policy, and then every two years going forward. The remaining properties on the Housing estate are considered low level priority and legislation states that	Estimated Date: 31/12/2020 Revised Date: No of Revisions 0	Alison Coburn Gareth Barwell Jemma Tennant Robbie Beattie

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
		<td style="background-color:green"></td>		these surveys should be undertaken over a five-year period. Risk assessments will be carried out on sample properties for these low risk properties. For example, in a street of 100 homes with 20 different house types, only 20 surveys would be required. 2. Providing that Housing Property Services as the risk owner allocate sufficient budget resource, Scientific Services are comfortable that this work will not put a strain on their current resources and as the approach adopted is in line with the Council's Water Safety Policy and applicable regulations, there is no need to record completion in relevant divisional and directorate risk registers.		
	Local Development Plan Financial Modelling Paul Lawrence, Executive Director of Place and SRO	**High**	Funding Started	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** <mark>**No of Revisions 2**</mark>	Alison Coburn Claire Duchart David Givan George Gaunt Kate Hopper Michael Thain Sandra Harrison
55	Local Development Plan Governance arrangements over infrastructure appraisals Paul Lawrence, Executive Director of Place and SRO	**Medium**	Infrastructure Governance arrangements Started	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** <mark>**No of Revisions 2**</mark>	Alison Coburn Claire Duchart David Givan George Gaunt Kate Hopper Michael Thain Sandra Harrison

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
56 Page 368	Localities Operating Model 1. Localities Governance and Operating Model Gillie Severin, Strategic Change Delivery Manager	**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: 31/03/2023 No of Revisions 2**	Alison Coburn David Givan Donna Rodger Evelyn Kilmurry George Gaunt Jackie Irvine Nichola Dadds Ruth Currie Sarah Burns
57	Localities Operating Model 1. Localities Governance and Operating Model Gillie Severin, Strategic Change Delivery Manager	**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	**Estimated Date: 31/03/2020 Revised Date: 31/03/2023 No of Revisions 2**	Alison Coburn Alison Henry David Givan Donna Rodger Evelyn Kilmurry George Gaunt Michele Mulvaney Paul Lawrence

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
		High		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.		Paula McLeay Sarah Burns
Page 369 58	Localities Operating Model 1. Localities Governance and Operating Model Gillie Severin, Strategic Change Delivery Manager	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	Estimated Date:31/03/2020 Revised Date:31/03/2023 No of Revisions2	Alison Coburn Donna Rodger Evelyn Kilmurry Michele Mulvaney Paula McLeay Sarah Burns

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				that new management actions will be raised at that time to track implementation progress.		
Page 370	Localities Operating Model 1. Localities Governance and Operating Model Gillie Severin, Strategic Change Delivery Manager	High	1.4 Recommendation - Engagement with Council centralised divisions 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: 31/03/2023 No of Revisions 2**	Alison Coburn David Givan Donna Rodger Evelyn Kilmurry George Gaunt Sarah Burns

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60 Page 371	Localities Operating Model 1. Localities Governance and Operating Model Gillie Severin, Strategic Change Delivery Manager	**High**	PL1801 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: 31/03/2020 No of Revisions 2**	Alison Coburn Annette Smith Donna Rodger Evelyn Kilmurry Hugh Dunn John Connarty Michelle Vanhegan Sarah Burns Susan Hamilton

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
61 Page 372	Localities Operating Model 1. Localities Governance and Operating Model Gillie Severin, Strategic Change Delivery Manager	**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: 31/03/2023 No of Revisions 2**	Alison Coburn David Givan Donna Rodger Evelyn Kilmurry George Gaunt Sarah Burns
62	Localities Operating Model 1. Localities Governance and Operating Model Gillie Severin, Strategic Change	**High**	1.7 Recommendation - Succession Planning 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	**Estimated Date:31/03/2020 Revised Date:31/03/2023 No of Revisions2**	Alison Coburn David Givan Donna Rodger Evelyn Kilmurry George Gaunt Sarah Burns

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
	Delivery Manager	High		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.		
Page 373₆₃	Lone working HSC1902: Lone working - Development of detailed action plan Judith Proctor, Chief Officer - HSCP	High	HSC1902 Lone working - Issue 1: Development of detailed action plan Implemented	The Partnership working group will be established by the Head of Operations and a detailed action plan which covers all the recommendations within the report produced by 31 December 2020. The detailed plan will be reviewed by internal audit to confirm that it addresses all findings raised in this report, and individual management actions raised to support subsequent follow-up by internal audit to ensure that the control gaps identified have been effectively addressed. The implementation date of 28 February 2021 reflects time to work collaboratively with internal audit to agree this.	Estimated Date: 28/02/2021 Revised Date: No of Revisions 0	Angela Lindsay Mike Massaro-Mallinson Nikki Conway

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64	New Facilities Management Service Level Agreement RES1814 - Facilities Management SLA: Janitorial Services Governance Framework Stephen Moir, Executive Director of Resources	**High**	RES1814 - Facilities Management SLA: Issue 1.1 Key Performance Indicators **Implemented**	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.	Estimated Date: 31/03/2020 Revised Date: 01/08/2020 No of Revisions 0	Audrey Dutton Gohar Khan Layla Smith Mark Stenhouse Michelle Vanhegan Peter Watton
65	New Facilities Management Service Level Agreement RES1814 - Facilities Management SLA: Janitorial Services Governance Framework Stephen Moir, Executive Director of Resources	**High**	Facilities Management SLA: Issue 1.3 Ongoing quality assurance reviews **Implemented**	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.	Estimated Date: 31/03/2020 Revised Date: 01/08/2021 No of Revisions 1	Audrey Dutton Gohar Khan Layla Smith Mark Stenhouse Michelle Vanhegan Peter Watton
66	Out of Support Technology and Public Sector Network	**Low**	RES1807 - 1.1 Public Services Network governance	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	**Estimated Date: 31/01/2020 Revised Date:**	Alison Roarty Heather Robb Julie Rosano Layla Smith

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Page 375	Accreditation RES1807 - Issue 1: Public Services Network governance framework Stephen Moir, Executive Director of Resources	(green)	arrangements Started	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.	30/06/2021 No of Revisions 2	Michelle Vanhegan Mike Brown Nicola Harvey
67	Payments and Charges CW1803 Payments and Charges Issue 4: Processing and recording Licensing Fees Paul Lawrence, Executive Director of Place and SRO	Medium	CW1803 Rec. 4.1 - Procedures supporting processing and recording licencing fees Started	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.	Estimated Date: 20/12/2019 Revised Date: 01/05/2020 No of Revisions 0	Alison Coburn Andrew Mitchell David Givan Gavin Brown George Gaunt Michael Thain Sandra Harrison

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
68	Payments and Charges CW1803 Payments and Charges Issue 5: Processing and recording of Parking Permit fees Paul Lawrence, Executive Director of Place and SRO	Medium	CW1803 Rec. 5.2 - Procedure for authorising payments Started	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.	Estimated Date:31/03/2020 Revised Date:01/08/2020 No of Revisions 0	Alison Coburn David Givan Gavin Brown Gavin Graham George Gaunt Michael Thain Sandra Harrison
69	Payments and Charges CW1803 Payments and Charges Issue 5: Processing and recording of Parking Permit fees Paul Lawrence, Executive Director of Place and SRO	Medium	CW1803 Rec. 5.3 - Ongoing risk-based quality assurance Started	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.	Estimated Date: 31/03/2020 Revised Date: 01/08/2020 No of Revisions 0	Alison Coburn David Givan Gavin Brown Gavin Graham George Gaunt Michael Thain Sandra Harrison

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
70	Payments and Charges CW1803 Payments and Charges Issue 5: Processing and recording of Parking Permit fees Stephen Moir, Executive Director of Resources	Medium	CW1803 Rec. 5.4 - NSL income reconciliation Started	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.	Estimated Date: 28/02/2020 Revised Date: 30/06/2021 No of Revisions 3	Annette Smith Dougie Linton Gavin Graham Hugh Dunn John Connarty Layla Smith Michelle Vanhegan Susan Hamilton
71	Planning and S75 Developer Contributions End to end developer contribution processes, procedures, and training Paul Lawrence, Executive Director of Place and SRO	High	PL1802 Iss 2 Rec 2.2 Quality Assurance Started	Planning has made significant progress on specific parts of the contributions process and will deliver other improvements to this process to address the recommendations. The capture and tracking of the financial contributions will be performed using the Council's PPSL accounts receivable system. The Planning team's existing quality assurance process will be extended to include the end to end developer contributions process to be designed and applied as per recommendation 1. The quality assurance process will cover the areas recommended by Internal Audit at 1 to 4 above, including use of the Council's PPSL accounts receivable system to record and monitor financial contributions received ISO accreditors will also be requested to include the Developer contributions quality assurance process within the scope of their review which is scheduled for completion by October 2020.	Estimated Date: 31/12/2020 Revised Date: 01/05/2021 No of Revisions 0	Alison Coburn Alison Henry Annette Smith Ben Wilson David Givan George Gaunt Graham Nelson Hugh Dunn Kevin McKee Kevin Ryan Michael Thain Michelle Vanhegan Nick Smith Rebecca Andrew

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
72	Policy Management Framework CE1902 Policy Management Framework Issue 1: Completeness and accuracy of Council policies and the online policy register Gavin King, Democracy, Governance and Resilience Senior Manager	**High**	CE1902 - 1.2c Policy Register review: Ongoing review of policy register – Strategy and Communications **Implemented**	A working group led by Strategy and Communications with representation from Internal Audit and each Directorate will be established to identify and implement a process to support timely review and upload of approved policies, and Integrated Impact Assessments (IIA) for inclusion within the online register. Following this, further actions to meet the recommendations will be communicated to all Directorates and Divisions.	**Estimated Date: 30/11/2020 Revised Date: 31/12/2020 No of Revisions 1**	Chris Peggie Donna Rodger Laura Callender Ross Murray
73	Policy Management Framework CE1902 Policy Management Framework Issue 3: Policy framework guidance Gavin King, Democracy, Governance and Resilience Senior Manager	**Medium**	CE1902 3.1a Policy framework – definitions for policies, procedures, and guidance **Implemented**	Clear definitions will be established for policies; procedures; and guidance and will reflect that policies outline the Council's response to legislation; regulations and statutory requirements, specifying what the Council will do to ensure compliance, whilst procedures and guidance detail how policy objectives will be achieved. The definitions will be agreed by the Corporate Leadership Team and The Policy and Sustainability Committee and will be communicated across all Council Directorates and Divisions.	**Estimated Date: 31/10/2020 Revised Date: 01/03/2021 No of Revisions 0**	Beth Hall Donna Rodger Kevin Wilbraham Laura Callender Ross Murray

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
74	Policy Management Framework CE1902 Policy Management Framework Issue 3: Policy framework guidance Gavin King, Democracy, Governance and Resilience Senior Manager	**Medium**	CE1902 3.1b Policy framework - First- and second-lines roles and responsibilities **Implemented**	Following the outcomes of the Working Group (see recommendation 1.2c), First line (directorate) and second line (Strategy and Communications) roles and responsibilities in relation to the policy management framework and confirmation of its ongoing application will be communicated across Directorates and Divisions and included in the guidance published on the Orb.	**Estimated Date: 31/10/2020 Revised Date: 01/03/2021 No of Revisions 0**	Donna Rodger Laura Callender Ross Murray
75	Policy Management Framework CE1902 Policy Management Framework Issue 3: Policy framework guidance Gavin King, Democracy, Governance and Resilience Senior Manager	**Medium**	CE1902 3.1c Policy framework - review of guidance, templates and orb pages Pending	Guidance and supporting templates on the Orb will be reviewed and refreshed to include links to agreed policy definitions and templates and the policy register and checks performed to confirm that these can be accessed.	**Estimated Date: 31/10/2020 Revised Date: 01/03/2021 No of Revisions 0**	Laura Callender Ross Murray

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
76	Policy Management Framework CE1902 Policy Management Framework Issue 1: Completeness and accuracy of Council policies and the online policy register Paul Lawrence, Executive Director of Place and SRO	**High**	CE1902 - 1.2b Policy Register review: Initial review of online policy register – Place Started	Following receipt of the Directorate policy register extract provided by Strategy and Communications, each Directorate will perform an initial review of their section of the policy register to identify out of date and draft documents. A status update will be provided to Strategy and Communications for each document currently published online, to confirm whether the published version is the most up to date approved version and no immediate action is required. is out of date but has been recently reviewed and reported to Committee in the annual policy assurance statement – a copy of the most recent version held by the Directorate or Division will then be sent to by Strategy and Communications for publication on the current online register. is out of date or in draft with no recently approved version available. Strategy and Communications will then remove the current online version from the online policy register and note that the document is being reviewed. Strategy and Communications will update the current online policy register on the basis of returns and Directorates will commence their wider policy review set out at 1.2d.	Estimated Date:31/01/2021 Revised Date:31/05/2021 No of Revisions1	Alison Coburn David Givan Gareth Barwell George Gaunt Karl Chapman Lindsay Robertson Michael Thain Veronica Wishart
77	Portfolio Governance Framework CE1801 Issue 1: Project and portfolio management and scrutiny Gillie Severin,	**High**	CE1801 Issue 1.4: Whole of life toolkit Pending	Strategic Change and Delivery will include guidance for project managers on whole life costing based on the approach adopted by finance	**Estimated Date: 29/05/2020 Revised Date: 01/10/2020 No of Revisions 0**	Alison Henry Annette Smith Donna Rodger Hugh Dunn Rebecca Andrew Simone Hislop

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
78	Strategic Change Delivery Manager					
	PVG and Disclosures CF1904: Issue 2 - PVG processes and guidance Andy Gray, Head of Schools & Lifelong Learning	**Medium**	CF1904: Rec 2.1a - Updating PVG requirements for all roles **Implemented**	All divisions will be requested to review and update lists of PVG related posts. Managers will also be reminded that PVG requirements for any new roles should be assessed and recorded on the divisional list.	**Estimated Date: 31/03/2021 Revised Date:** **No of Revisions 0**	Bernadette Oxley Claire Thompson Jackie Irvine Laura Zanotti Nichola Dadds Nickey Boyle
79	Records Management - LAAC CW1705 Issue 2: Review of additional files Jackie Irvine, Chief Social Work Officer & Head of Safer & Stronger Communities	**Medium**	CW1705 Issue 2.1: Review of additional files **Implemented**	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.	**Estimated Date: 31/03/2020 Revised Date: 31/03/2021** **No of Revisions 3**	Alison Roarty Ani Barclay Donna Rodger Freeha Ahmed John Arthur Louise McRae Nickey Boyle Nicola Harvey Ruth Currie Stephen Moir

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
80	Records Management - LAAC CW1705 Issue 2: Review of additional files Jackie Irvine, Chief Social Work Officer & Head of Safer & Stronger Communities	**Medium**	CW1705 Issue 2.2: Impact analysis **Implemented**	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.	**Estimated Date: 26/06/2020 Revised Date: 31/03/2021 No of Revisions 4**	Alison Roarty Ani Barclay Donna Rodger Freeha Ahmed John Arthur Louise McRae Nickey Boyle Nicola Harvey Ruth Currie Stephen Moir
81	Records Management - LAAC CW1705 Issue 1: Project file review process Jackie Irvine, Chief Social Work Officer & Head of Safer & Stronger Communities	**Medium**	CW1705 Issue 1.1: Review and Refresh of the project file review process. **Implemented**	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.	**Estimated Date: 28/02/2020 Revised Date: 31/12/2020 No of Revisions 3**	Alison Roarty Ani Barclay Donna Rodger Freeha Ahmed John Arthur Louise McRae Nickey Boyle Nicola Harvey Ruth Currie Stephen Moir

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
82	Records Management - LAAC CW1705 Issue 1: Project file review process Jackie Irvine, Chief Social Work Officer & Head of Safer & Stronger Communities	Medium	CW1705 Issue 1.2: Process communication and training Implemented	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.	Estimated Date: 28/02/2020 Revised Date: 31/12/2020 No of Revisions 2	Alison Roarty Ani Barclay Donna Rodger Freeha Ahmed John Arthur Louise McRae Nickey Boyle Nicola Harvey Stephen Moir
83	Records Management - LAAC CW1705 Issue 1: Project file review process Jackie Irvine, Chief Social Work Officer & Head of Safer & Stronger Communities	Medium	CW1705 Issue 1.3: Quality assurance checks Started	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	Estimated Date: 31/03/2020 Revised Date: 31/03/2022 No of Revisions 4	Alison Roarty Ani Barclay Donna Rodger Freeha Ahmed John Arthur Louise McRae Nickey Boyle Nicola Harvey Ruth Currie Stephen Moir

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
				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.		
Page 384	Records Management – LAAC CW1705 Issue 3: Pre destruction business as usual file review process Jackie Irvine, Chief Social Work Officer & Head of Safer & Stronger Communities	Medium	CW1705 Issue 3.1: Pre destruction business as usual file review process Started	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.	Estimated Date:28/02/2020 Revised Date:30/06/2021 No of Revisions 5	Alison Roarty Ani Barclay Donna Rodger Freeha Ahmed John Arthur Louise McRae Nickey Boyle Nicola Harvey Ruth Currie Stephen Moir

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
85	Records Management - LAAC CW1705 Issue 3: Pre destruction business as usual file review process Jackie Irvine, Chief Social Work Officer & Head of Safer & Stronger Communities	**Medium**	CW1705 Issue 3.2a (C&F): Communication and training Started	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.	**Estimated Date: 30/06/2020 Revised Date: 31/08/2021 No of Revisions 3**	Alison Roarty Ani Barclay Donna Rodger Freeha Ahmed John Arthur Louise McRae Nickey Boyle Nicola Harvey Stephen Moir
86	Records Management - LAAC CW1705 Issue 3: Pre destruction business as usual file review process Judith Proctor, Chief Officer - HSCP	**Medium**	CW1705 Issue 3.2b (H&SCP): Communication and training Started	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.	Estimated Date: 30/06/2020 Revised Date: 31/08/2021 No of Revisions 1	Alison Roarty Angela Ritchie Louise McRae

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
87	Records Management - LAAC CW1705 Issue 3: Pre destruction business as usual file review process Jackie Irvine, Chief Social Work Officer & Head of Safer & Stronger Communities	**Medium**	CW1705 Issue 3.3a (C&F): Quality assurance process Started	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.	Estimated Date: 30/06/2020 Revised Date: 31/08/2021 No of Revisions 1	Alison Roarty Ani Barclay Donna Rodger Freeha Ahmed John Arthur Louise McRae Nickey Boyle Nicola Harvey Ruth Currie Stephen Moir
88	Records Management - LAAC CW1705 Issue 3: Pre destruction business as usual file review process Judith Proctor, Chief Officer - HSCP	**Medium**	CW1705 Issue 3.3b (H&SCP): Quality Assurance Process Started	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.	Estimated Date: 30/06/2020 Revised Date: 31/08/2021 No of Revisions 1	Alison Roarty Angela Ritchie Louise McRae

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
89	Resilience BC Completion and adequacy of service area business impact assessments and resilience arrangements Judith Proctor, Chief Officer - HSCP	**High**	Rec 6.1c H&SC - Review of third-party contracts to confirm appropriate resilience arrangements **Implemented**	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**	Angela Ritchie Jacqui Macrae
90	Resilience BC Resilience responsibilities Judith Proctor, Chief Officer - HSCP	**High**	Rec 3.3 H&SC - Defining and allocating operational resilience duties Started	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.	**Estimated Date: 20/12/2018 Revised Date: 30/06/2021 No of Revisions 6**	Angela Ritchie Jacqui Macrae
91	Resilience BC Resilience responsibilities Judith Proctor, Chief Officer - HSCP	**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	**Estimated Date: 31/07/2019 Revised Date: 30/06/2021 No of Revisions 2**	Angela Ritchie Jacqui Macrae

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
				Directorate and Council's annual governance statements.		
92	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 2020Following 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 Revisions1	Alison Coburn Claire Duchart David Givan Gareth Barwell Gavin King George Gaunt Karl Chapman Lindsay Robertson Mary-Ellen Lang Michael Thain
93	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	Annette Smith Gavin King Hugh Dunn Katy Miller Layla Smith Mary-Ellen Lang Michelle Vanhegan Nick Smith Nicola Harvey Peter Watton

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
94	Resilience BC Completion and adequacy of service area business impact assessments and resilience arrangements Judith Proctor, Chief Officer - HSCP	**High**	Rec 3.1c H&SC - Development of Resilience Plans/protocols for statutory and critical services Started	Rebased action October 2020Following 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	Angela Ritchie Jacqui Macrae
Page 389 95	Resilience BC Completion and adequacy of service area business impact assessments and resilience arrangements Jackie Irvine, Chief Social Work Officer & Head of Safer & Stronger Communities	**High**	Rec 3.1d C&F - Development of Resilience Plans/protocols for statutory and critical services Started	Rebased action October 2020Following 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	Donna Rodger Gavin King Laura Zanotti Mary-Ellen Lang Michelle McMillan Nichola Dadds Nickey Boyle Ruth Currie

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
96	Resilience BC Completion and adequacy of service area business impact assessments and resilience arrangements Gavin King, Democracy, Governance and Resilience Senior Manager	High	Rec 3.1e S&C - Development of Resilience Plans/protocols for statutory and critical services Started	Rebased action October 2020Following 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	Donna Rodger Mary-Ellen Lang
97	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**	Alison Coburn Annette Smith Claire Duchart David Givan Gareth Barwell George Gaunt Hugh Dunn Iain Strachan Karl Chapman Lindsay Robertson Mary-Ellen Lang Michael Thain Mollie Kerr

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
98	Resilience BC Completion and adequacy of service area business impact assessments and resilience arrangements Jackie Irvine, Chief Social Work Officer & Head of Safer & Stronger Communities	**High**	Rec 6.1d C&F - 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** <mark>**No of Revisions 2**</mark>	Annette Smith Hugh Dunn Iain Strachan Mary-Ellen Lang Michelle McMillan Mollie Kerr Nichola Dadds Nickey Boyle Ruth Currie
99	Resilience BC Completion and adequacy of service area business impact assessments and resilience arrangements Gavin King, Democracy, Governance and Resilience Senior Manager	**High**	Rec 6.1e S&C - Review of third-party contracts to confirm appropriate resilience arrangements Started	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.	**Estimated Date: 20/12/2019 Revised Date: 31/03/2021** <mark>**No of Revisions 2**</mark>	Annette Smith Donna Rodger Hugh Dunn Iain Strachan Mary-Ellen Lang Mollie Kerr

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
100	Resilience BC Completion and adequacy of service area business impact assessments and resilience arrangements Paul Lawrence, Executive Director of Place and SRO	**High**	Rec 6.2a Place - Annual assurance from Third Party Providers Started	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.	**Estimated Date:28/06/2019 Revised Date:31/03/2022 No of Revisions3**	Alison Coburn Claire Duchart David Givan Gareth Barwell George Gaunt Karl Chapman Lindsay Robertson Mary-Ellen Lang Michael Thain
101	Resilience BC Completion and adequacy of service area business impact assessments and resilience arrangements Stephen Moir, Executive Director of Resources	**High**	Rec 6.2b Resources - Annual assurance from Third Party Providers Started	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	**Estimated Date: 28/06/2019 Revised Date: 31/03/2022 No of Revisions 2**	Annette Smith Hugh Dunn Iain Strachan Katy Miller Layla Smith Mary-Ellen Lang Michelle Vanhegan Mollie Kerr Nick Smith Nicola Harvey Peter Watton

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
		■		assurance by 31 March 2021, annual assurance should be obtained by 31 March 2022.		
102	Resilience BC Completion and adequacy of service area business impact assessments and resilience arrangements Judith Proctor, Chief Officer - HSCP	**High**	Rec 6.2c H&SC - Annual assurance from Third Party Providers Started	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.	**Estimated Date: 21/06/2019 Revised Date: 31/03/2022 No of Revisions 2**	Angela Ritchie Jacqui Macrae
103	Resilience BC Completion and adequacy of service area business impact assessments and resilience arrangements Jackie Irvine, Chief Social Work Officer & Head of Safer & Stronger Communities	**High**	Rec 6.2d C&F - Annual assurance from Third Party Providers Started	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	**Estimated Date: 28/06/2019 Revised Date: 31/03/2022 No of Revisions 2**	Anna Gray Laura Zanotti Mary-Ellen Lang Michelle McMillan Nichola Dadds Nickey Boyle

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
		(red)		initial assurance by 31 March 2021, annual assurance should be obtained by 31 March 2022.	(orange)	
104 Page 394	Resilience BC Completion and adequacy of service area business impact assessments and resilience arrangements Gavin King, Democracy, Governance and Resilience Senior Manager	**High**	Rec 6.2e S&C - Annual assurance from Third Party Providers Started	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.	**Estimated Date: 28/06/2019 Revised Date: 31/03/2022 No of Revisions 2**	Donna Rodger Mary-Ellen Lang
105	Resilience BC Adequacy, maintenance and approval of Council wide resilience plans Gavin King, Democracy, Governance and Resilience Senior Manager	**Medium**	Rec 4) Update of Council Business Continuity Plan to include key elements from Business Area Resilience Plans/Protocols Started	The Council Business Continuity Plan (BCP) was developed and signed off the Chief Executive in May 2019.Following Directorate review and update of Business Area Resilience Plans and protocols, the Council BCP will be updated to include key elements of Directorate plans.	Estimated Date: 18/12/2020 Revised Date: 31/03/2024 No of Revisions 1	Donna Rodger Mary-Ellen Lang

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
106	Risk Management RES1910 Risk Management: Issue 1 Risk Management Framework and 1st Line of Defence training Stephen Moir, Executive Director of Resources	Medium	RES1910 Rec 1.2: Communicating operational risk management arrangements and updating training materials Implemented	The operational aspects of the risk management framework will be shared across Council divisions and directorates and also incorporated into current training activities and materials (March 2021).	Estimated Date:31/03/2021 Revised Date: No of Revisions 0	Layla Smith Lesley Newdall Michelle Vanhegan Nick Smith Rebecca Tatar
107	Risk Management RES1910 Risk Management: Issue 1 Risk Management Framework and 1st Line of Defence training Andrew Kerr, Chief Executive	Medium	RES1910 Rec 1.3: Identification of first line employees requiring risk management training Implemented	Directorates and divisions will be requested to identify all first line employees who should attend risk management training, with refreshed training delivered and training attendance recorded. Where there has been no attendance, this will be escalated to heads of divisions and directors.	Estimated Date: 28/02/2021 Revised Date: No of Revisions 0	Angela Ritchie Judith Proctor
108	Risk Management RES1910 Risk Management: Issue 7 Risk appetite Stephen Moir, Executive Director of Resources	Medium	RES1910: Rec 7.1 Operational guidance for risk appetite Implemented	The new risk management operational processes will include guidance on how to determine (where relevant) and score an assessment of target risk that will be used as a proxy for risk appetite.	Estimated Date: 31/03/2021 Revised Date: No of Revisions 0	Layla Smith Lesley Newdall Michelle Vanhegan Nick Smith Rebecca Tatar

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
109	Risk Management RES1910 Risk Management: Issue 3 First line management of risk Stephen Moir, Executive Director of Resources	Medium	RES1910 Rec 3.2 Corporate Risk Team - Quarterly risk matters newsletter Implemented	A quarterly risk matters newsletter sharing the outcomes of ongoing horizon scanning will also be created and published by the corporate risk management team.	Estimated Date: 31/03/2021 Revised Date: No of Revisions 0	Layla Smith Lesley Newdall Michelle Vanhegan Nick Smith
110	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 Implemented	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 Jordan Walker Nicole Fraser Sean Gilchrist
111	Road Services Improvement Plan PL1808 Issue 2. Roads services performance monitoring and quality assurance Paul Lawrence,	High	PL1808 - 2.2 Roads services quality assurance framework Implemented	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	Estimated Date: 30/06/2020 Revised Date: 31/03/2021 No of Revisions 1	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	Contributors
	Executive Director of Place and SRO			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.		
112	Road Services Improvement Plan PL1808 Issue 3. Roads inspection, defect categorisation, and repairs Paul Lawrence, Executive Director of Place and SRO	Low	PL1808 - 3.2a) Inspector training and qualifications **Implemented**	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 Jordan Walker Nicole Fraser Sean Gilchrist

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
113	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: 01/06/2021 No of Revisions 1	Alison Coburn Cliff Hutt David Givan Gareth Barwell Gavin Brown George Gaunt Jamie Watson Jordan Walker Nicole Fraser Sean Gilchrist
114	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 - 1.3 Roads Service Improvement Plan project governance Started	Accepted. The re-based plan will be managed in line with the Project Management Toolkit for Major Projects. The plan will be managed by the Roads service Performance Coordinator once appointed in the revised structure.	Estimated Date: 20/12/2020 Revised Date: 01/05/2021 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	Contributors
115	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 - 1.4 Post implementation reviews Started	A post implementation review of both the new organisational structure (31 March 2020) and completed Roads Service Improvement Plan (the Plan) actions (March 2021) will take place to assess the effectiveness of the new service and any requirements for change, and the impact of the changes delivered through the Plan.	Estimated Date: 31/03/2021 Revised Date: 01/08/2022 No of Revisions 1	Alison Coburn Cliff Hutt David Givan Gareth Barwell Gavin Brown George Gaunt Jamie Watson Jordan Walker Nicole Fraser Sean Gilchrist
116	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 Started	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: 30/09/2021 No of Revisions 2**	Alison Coburn Cliff Hutt David Givan Gareth Barwell Gavin Brown George Gaunt Jamie Watson Jordan Walker Nicole Fraser Sean Gilchrist
117	Road Services Improvement Plan PL1808 Issue 3. Roads inspection, defect categorisation, and repairs	**Low**	PL1808 - 3.2b) Inspector training and qualifications Started	2. Ensure all relevant Inspectors are accredited by an appropriately accredited professional body.	**Estimated Date: 31/08/2020 Revised Date: 01/01/2021 No of Revisions 0**	Alison Coburn Cliff Hutt David Givan Gareth Barwell Gavin Brown George Gaunt Jamie Watson Jordan Walker

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
	Paul Lawrence, Executive Director of Place and SRO					Nicole Fraser Sean Gilchrist
118	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: 30/06/2021 No of Revisions 4**	Alison Coburn Cliff Hutt David Givan Gareth Barwell Gavin Brown George Gaunt Jamie Watson Jordan Walker Nicole Fraser Sean Gilchrist
119	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 Started	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: 31/12/2020 No of Revisions 1**	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	Contributors
120	School admissions, appeals and capacity planning CF1901: School admissions, appeals and capacity planning - Issue 1: Policies, Procedures & Guidance Andy Gray, Head of Schools & Lifelong Learning	**High**	CF1901: Issue 1.1(b) - Review of Admissions Operational Procedures **Implemented**	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**	Alison Roarty Arran Finlay Donna Rodger Gavin King Hayley Barnett Layla Smith Matthew Clarke Michelle Vanhegan Neil Jamieson Nick Smith Nickey Boyle Nicola Harvey Ruth Currie Sheila Haig Stephen Moir
121	School admissions, appeals and capacity planning CF1901: School admissions, appeals and capacity planning - Issue 1: Policies, Procedures & Guidance Andy Gray, Head of Schools & Lifelong Learning	**High**	CF1901: Issue 1.1(c) - Placing Appeals Procedures **Implemented**	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.	**Estimated Date: 31/08/2020 Revised Date: 22/02/2021 No of Revisions 1**	Alison Roarty Arran Finlay Donna Rodger Gavin King Hayley Barnett 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	Contributors
122	School admissions, appeals and capacity planning CF1901: School admissions, appeals and capacity planning - Issue 1: Policies, Procedures & Guidance Andy Gray, Head of Schools & Lifelong Learning	**High**	CF1901: Issue 1.2 - Review & Update of School Websites **Implemented**	A communication will be issued to all schools to request a review of their school website to ensure: current academic year handbooks are published; links to relevant content on the Council website remain current; only standard approved Council forms are published; and all privacy notices published on School websites are directly linked to the Council's statement.	Estimated Date: 31/12/2020 Revised Date: 01/05/2021 No of Revisions 0	Arran Finlay Claire Thompson Michelle McMillan Nickey Boyle Ruth Currie
123	School admissions, appeals and capacity planning CF1901: School admissions, appeals and capacity planning - Issue 2: Operational Processes - Admissions & Appeals Andy Gray, Head of Schools & Lifelong Learning	**High**	CF1901 Issue 2.1(a): Committee on Pupil Student Support Recording of Officer Review **Implemented**	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.	**Estimated Date: 30/06/2020 Revised Date: 22/02/2021 No of Revisions 1**	Alison Roarty Arran Finlay Donna Rodger Gavin King Hayley Barnett Layla Smith Michelle Vanhegan Neil Jamieson Nickey Boyle Nicola Harvey Ruth Currie Sheila Haig Stephen Moir

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
124	School admissions, appeals and capacity planning CF1901: School admissions, appeals and capacity planning - Issue 2: Operational Processes - Admissions & Appeals Gavin King, Democracy, Governance and Resilience Senior Manager	**High**	CF1901 Issue 2.1(b): Committee on Pupil Student Support Remit, Review & Recording of Outcomes **Implemented**	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.	Estimated Date: 30/06/2020 Revised Date: 30/11/2020 No of Revisions 1	Andy Gray Arran Finlay Donna Rodger Hayley Barnett Lesley Birrell Nickey Boyle Ruth Currie
125	School admissions, appeals and capacity planning CF1901: School admissions, appeals and capacity planning - Issue 3: Process Documentation & Delivery Responsibilities Andy Gray, Head of	**Medium**	CF1901 Issue 3.1(a): Development & Communication of end to end processes and role/responsibilities **Implemented**	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.	**Estimated Date: 31/08/2020 Revised Date: 22/02/2021 No of Revisions 1**	Alison Roarty Arran Finlay Donna Rodger Gavin King Hayley Barnett Layla Smith Matthew Clarke Michelle Vanhegan Neil Jamieson Nick Smith Nickey Boyle Nicola Harvey Ruth Currie

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
	Schools & Lifelong Learning					Sheila Haig Stephen Moir
126	School admissions, appeals and capacity planning

CF1901: School admissions, appeals and capacity planning - Issue 3: Process Documentation & Delivery Responsibilities

Andy Gray, Head of Schools & Lifelong Learning | Medium | CF1901 Issue 3.1(d): Roles & Responsibilities Outwith Annual Process

Implemented | The working group will review the roles and responsibilities for any tasks performed outwith 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. | **Estimated Date: 31/08/2020 Revised Date: 22/02/2021 No of Revisions 3** | Alison Roarty Arran Finlay Donna Rodger Gavin King Hayley Barnett Layla Smith Matthew Clarke Michelle Vanhegan Neil Jamieson Nick Smith Nickey Boyle Nicola Harvey Ruth Currie Sheila Haig Stephen Moir |
| 127 | School admissions, appeals and capacity planning

CF1901: School admissions, appeals and capacity planning - Issue 4: Data Access, Security & Retention

Andy Gray, Head of Schools & Lifelong Learning | Medium | CF1901: Issue 4.1: Access to Personal Data

Implemented | Files and shared folders will be reviewed, and appropriate access permissions and password controls Implemented. | **Estimated Date: 31/07/2020 Revised Date: 22/02/2021 No of Revisions 1** | Alison Roarty Arran Finlay Donna Rodger Gavin King Hayley Barnett Layla Smith Michelle Vanhegan Neil Jamieson Nickey Boyle Nicola Harvey Ruth Currie Sheila Haig Stephen Moir |

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
128	School admissions, appeals and capacity planning CF1901: School admissions, appeals and capacity planning - Issue 4: Data Access, Security & Retention Andy Gray, Head of Schools & Lifelong Learning	Medium	CF1901: Issue 4.4(a): Document Retention & Disposal; All Services Implemented	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 outwith the relevant period will be destroyed in line with the Council's disposal guidelines and a retention schedule and destruction log maintained.	Estimated Date: 30/06/2020 Revised Date: 22/02/2021 No of Revisions 1	Alison Roarty Arran Finlay Donna Rodger Gavin King Hayley Barnett Layla Smith Michelle Vanhegan Neil Jamieson Nickey Boyle Nicola Harvey Ruth Currie Sheila Haig Stephen Moir
129	School admissions, appeals and capacity planning CF1901: School admissions, appeals and capacity planning - Issue 4: Data Access, Security & Retention Andy Gray, Head of Schools & Lifelong Learning	Medium	CF1901: Issue 4.4(b): Document Retention & Disposal; Schools Implemented	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.	Estimated Date: 30/06/2020 Revised Date: 22/02/2021 No of Revisions 1	Arran Finlay Claire Thompson Michelle McMillan Nickey Boyle Ruth Currie

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
130 Page 406	School admissions, appeals and capacity planning CF1901: School admissions, appeals and capacity planning - Issue 5: Provision of Training & Support Andy Gray, Head of Schools & Lifelong Learning	**Medium**	CF1901 Issue 5: Induction and annual refresher training programme **Implemented**	Following conclusion of the working group, Communities and Families will develop a programme of training which includes input across all services areas involved will be designed and delivered to schools' senior leadership teams to ensure that they are aware of and understand: Revised policy and procedures where relevant Applicable legislative and regulatory requirements and Council policies The end to end capacity planning, admissions and appeals process, including management of waiting lists Roles, responsibilities and accountabilities of all teams involved in the process Data access, security, and retention requirements Conflicts of interest requirements Parent and carer engagement guidance Details of ongoing support and information available to manage capacity planning in relation to late placing requests and upheld appeals, including timetabling and accommodation adjustments	**Estimated Date: 31/10/2020 Revised Date: 01/03/2021 No of Revisions 0**	Alison Roarty Arran Finlay Donna Rodger Gavin King Hayley Barnett Layla Smith Michelle Vanhegan Neil Jamieson Nickey Boyle Nicola Harvey Ruth Currie Sheila Haig Stephen Moir
131	School admissions, appeals and capacity planning CF1901: School admissions, appeals and capacity planning - Issue 1: Policies, Procedures & Guidance Andy Gray, Head of Schools & Lifelong Learning	**High**	CF1901: Issue 1.3(a) - Review of Operational Forms Pending	The remit of the working group led by the Communities and Families Senior Education Officer will include a review of all admissions forms published on the Council website and Orb to ensure that they remain fit for purpose and include all necessary accessibility and privacy statements.	Estimated Date: 31/12/2020 Revised Date: 01/05/2021 No of Revisions 0	Alison Roarty Arran Finlay Layla Smith Michelle Vanhegan Neil Jamieson Nickey Boyle Nicola Harvey Ruth Currie Sheila Haig Stephen Moir

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
132	School admissions, appeals and capacity planning CF1901: School admissions, appeals and capacity planning - Issue 1: Policies, Procedures & Guidance Andy Gray, Head of Schools & Lifelong Learning	High	CF1901: Issue 1.3(c) - Issue of 'Request Granted' Letters Pending	The working group remit led by the Communities and Families Senior Education Officer will include consideration of continued need for formal 'request granted template letters or whether an email to parents / guardians is an acceptable alternative option. Where emails are the preferred option, guidance will be provided to schools to ensure that the terms and limitations of the placement offer are included.	Estimated Date: 31/12/2020 Revised Date: 01/05/2021 No of Revisions 0	Alison Roarty Arran Finlay Layla Smith Michelle Vanhegan Neil Jamieson Nickey Boyle Nicola Harvey Ruth Currie Sheila Haig Stephen Moir
133	School admissions, appeals and capacity planning CF1901: School admissions, appeals and capacity planning - Issue 1: Policies, Procedures & Guidance Andy Gray, Head of Schools & Lifelong Learning	High	CF1901: Issue 1.3(d) - Issuing Standard Letters & Forms Pending	A communication will be issued by Schools and Life Long Learning management to all schools reminding them to comply with placing request processes as outlined on the Orb, including the requirement to: issue a standard request refusal letter for all application refusals which includes all required paragraphs and is supported by a copy of the frequently asked questions document; and use standard Council forms only. The communication will advise schools to provide feedback where standard forms are not considered to meet the needs of the school, for example, if an additional section for course subjects studied at secondary school is required. Feedback from schools will be considered as part of the working group's review of operational forms.	Estimated Date: 31/12/2020 Revised Date: 01/05/2021 No of Revisions 0	Arran Finlay Claire Thompson Michelle McMillan Nickey Boyle Ruth Currie

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
134	School admissions, appeals and capacity planning CF1901: School admissions, appeals and capacity planning - Issue 2: Operational Processes - Admissions & Appeals Andy Gray, Head of Schools & Lifelong Learning	**High**	CF1901 Issue 2.3(a): Validation of Registration & Enrolment Applications Pending	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.	**Estimated Date: 30/06/2020 Revised Date: 22/02/2021 No of Revisions 1**	Arran Finlay Claire Thompson Michelle McMillan Nickey Boyle Ruth Currie
135	School admissions, appeals and capacity planning CF1901: School admissions, appeals and capacity planning - Issue 2: Operational Processes - Admissions & Appeals Andy Gray, Head of Schools & Lifelong Learning	**High**	CF1901 Issue 2.3(b): Quality Assurance Checks in Schools Pending	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.	**Estimated Date: 30/06/2020 Revised Date: 22/02/2021 No of Revisions 1**	Arran Finlay Claire Thompson Michelle McMillan Nickey Boyle Ruth Currie

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
136	School admissions, appeals and capacity planning CF1901: School admissions, appeals and capacity planning - Issue 2: Operational Processes - Admissions & Appeals Andy Gray, Head of Schools & Lifelong Learning	**High**	CF1901 Issue 2.4: Managing Conflicts of Interest Pending	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.	**Estimated Date: 30/06/2020 Revised Date: 22/02/2021 No of Revisions 1**	Arran Finlay Claire Thompson Michelle McMillan Nickey Boyle Ruth Currie
137	School admissions, appeals and capacity planning CF1901: School admissions, appeals and capacity planning - Issue 4: Data Access, Security & Retention Andy Gray, Head of Schools & Lifelong Learning	**Medium**	CF1901: Issue 4.2: Secure Email Transmission Pending	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.	**Estimated Date: 30/09/2020 Revised Date: 01/02/2021 No of Revisions 0**	Alison Roarty Arran Finlay Donna Rodger Gavin King Hayley Barnett Layla Smith Michelle Vanhegan Neil Jamieson Nickey Boyle Nicola Harvey Ruth Currie Sheila Haig Stephen Moir

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
138	School admissions, appeals and capacity planning CF1901: School admissions, appeals and capacity planning - Issue 1: Policies, Procedures & Guidance Andy Gray, Head of Schools & Lifelong Learning	**High**	CF1901: Issue 1.1(d)/(e) - Communicating Guidance on Website & Orb Started	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.	**Estimated Date: 30/09/2020 Revised Date: 01/02/2021 No of Revisions 0**	Alison Roarty Arran Finlay Donna Rodger Gavin King Hayley Barnett Layla Smith Matthew Clarke Michelle Vanhegan Neil Jamieson Nick Smith Nickey Boyle Nicola Harvey Ruth Currie Sheila Haig Stephen Moir
139	School admissions, appeals and capacity planning CF1901: School admissions, appeals and capacity planning - Issue 2: Operational Processes - Admissions & Appeals Andy Gray, Head of Schools & Lifelong Learning	**High**	CF1901 Issue 2.5: Placing Request Appeals - key resource dependencies Started	The working group led by the Communities and Families Senior Education Officer, will establish key dependencies and resource planning requirements. This will include interdependencies and resources required to support preparation of key reports. Changes will be trialled in the current year and the updated process Implemented for 2021.	Estimated Date: 31/03/2021 Revised Date: 01/08/2021 No of Revisions 0	Alison Roarty Arran Finlay Donna Rodger Gavin King Hayley Barnett 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	Contributors
140	School admissions, appeals and capacity planning

CF1901: School admissions, appeals and capacity planning - Issue 3: Process Documentation & Delivery Responsibilities

Andy Gray, Head of Schools & Lifelong Learning | Medium | CF1901 Issue 3.1(b): Internal Partnership Protocols

Started | 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. | Estimated Date: 31/08/2020 Revised Date: 22/02/2021 No of Revisions 1 | Alison Roarty Arran Finlay Donna Rodger Gavin King Hayley Barnett Layla Smith Matthew Clarke Michelle Vanhegan Neil Jamieson Nick Smith Nickey Boyle Nicola Harvey Ruth Currie Sheila Haig Stephen Moir |
| 141 | School admissions, appeals and capacity planning

CF1901: School admissions, appeals and capacity planning - Issue 3: Process Documentation & Delivery Responsibilities

Andy Gray, Head of Schools & Lifelong Learning | 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. | Estimated Date: 31/08/2020 Revised Date: 22/02/2021 No of Revisions 1 | Alison Roarty Arran Finlay Donna Rodger Gavin King Hayley Barnett 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	Contributors
142	Social Media - Controls over access to SM Accounts 2. Social media operational security and privacy issues Michael Pinkerton, Media Manager	**Medium**	CE1901 Rec 2.3 Communications team - operational security and privacy issues **Implemented**	The Communications team will address points 1; 2; 3; 5; and 9 in advance of finalising the social media operational framework. It is important to note that the recommendation to provide unique user profiles and passwords for all Sprout social users could potentially be cost prohibitive, however the feasibility of this option will be assessed, and the risks associated with sharing user profiles and passwords reduced as far as possible.	**Estimated Date: 12/02/2021 Revised Date:** **No of Revisions 0**	David Ure
143	Social Media - Controls over access to SM Accounts 1. Social media operational framework Michael Pinkerton, Media Manager	**High**	CE1901 Rec1.5 Social Media Risks Pending	The risks associated with the ongoing use of social media that are highlighted in this report will be assessed and recorded in the Strategy and Communications risk register together with details of mitigating actions to ensure that they are addressed.	**Estimated Date: 30/10/2020 Revised Date:** **No of Revisions 0**	David Ure Donna Rodger
144	Social Media - Controls over access to SM Accounts 3. Social media training Michael Pinkerton, Media Manager	**Medium**	CE1901 Rec3.1 Social media training needs assessment Pending	1. A training needs assessment for social media account owners and users will be developed as part of the social media operational framework and supporting guidance with support (where required) from Human Resources. The training needs assessment will be provided to all Council directorates and divisions with a request that it is completed for all new social media account owners and users. 2. Directorates and divisions will be requested to ensure that social media training is classified as an essential learning activity within their	**Estimated Date: 16/04/2021 Revised Date:** **No of Revisions 0**	David Ure Donna Rodger

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
		Medium		essential learning programmes for those roles that include a social media remit / responsibility.		
145	Social Media - Controls over access to SM Accounts 3. Social media training Michael Pinkerton, Media Manager	Medium	CE1901 Rec3.2 Refresh of social media training materials Pending	1. Existing training materials and the e learning module content will be reviewed and refreshed with support from Human Resources (where required) to ensure that it is aligned with applicable legislation and regulations. 2. The e learning module will be updated to ensure that sufficient information is provided prior to testing and that correct answers are provided to incorrect responses. 3. Ownership of the content of the social media e learning model will be agreed between Strategy and Communications and Human Resources.	**Estimated Date: 25/01/2021 Revised Date:** **No of Revisions 0**	David Ure Donna Rodger
146	Social Work Centre Bank Account Reconciliations Corporate Appointee Client Fund Management Judith Proctor, Chief Officer - HSCP	High	Recommendation 1a - Health & Social Care Started	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.	**Estimated Date: 28/06/2019 Revised Date: 01/08/2021** **No of Revisions 2**	Alison Roarty Angela Ritchie Colin Beck Louise McRae Tony Duncan

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
147	Social Work Centre Bank Account Reconciliations Corporate Appointee Client Fund Management Judith Proctor, Chief Officer - HSCP	**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**	Alison Roarty Angela Ritchie Colin Beck Louise McRae Tony Duncan
148	Social Work Centre Bank Account Reconciliations Corporate Appointee Client Fund Management Judith Proctor, Chief Officer - HSCP	**High**	Rec. 8 Business Support and Senior Social Worker - refresher training closing and reallocation of client fund accounts 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**	Alison Roarty Angela Ritchie Colin Beck Louise McRae Tony Duncan
149	Social Work Centre Bank Account Reconciliations Corporate Appointee Client Fund Management Judith Proctor, Chief Officer - HSCP	**High**	Rec 1b - Business Support - review of Corporate Appointee processes Started	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	**Estimated Date: 31/05/2018 Revised Date: 01/08/2021 No of Revisions 2**	Alison Roarty Angela Ritchie Colin Beck Louise McRae Tony Duncan

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		<td style="background:red"></td>		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		
150	Street Lighting and Traffic Signals Street Lighting - Inventory and Maintenance Paul Lawrence, Executive Director of Place and SRO	Medium	PL1810 Issue 2: Rec 1 - Street lighting inventory completeness and electrical testing results Started	Rebased as at 30/03/2021Clear processes will be designed, recorded (in the Street Lighting Operational guide), and Implemented to ensure that following completion of wards in the EESLP:- progress with electrical testing is monitored and actioned; and- checks are performed over the completeness and accuracy of all inventory data held on Confirm (e.g. routine sample testing across the wards).Following the completion of further wards in the EESLP, Internal Audit will perform sample testing to ensure the data held on Confirm is accurate and complete, and that electrical testing outcomes are being recorded. IA will also confirm that the inventory checks have been designed and Implemented. It is expected that the EESLP will complete in late 2021, and therefore an implementation date of 31/03/2022 has been agreed with IA.	**Estimated Date: 20/12/2019 Revised Date: 31/03/2022 No of Revisions 4**	Alan Simpson Alison Coburn Claire Duchart Cliff Hutt David Givan Gareth Barwell Gavin Brown George Gaunt Lindsey McPhillips Nicole Fraser Robert Mansell Tony Booth
151	Street Lighting and Traffic Signals Street Lighting and Traffic Signals: Process and quality assurance documentation and training Paul Lawrence, Executive Director of Place and SRO	Low	PL1810 Issue 3 - Rec 1 Operation and maintenance procedures Started	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.	**Estimated Date: 30/09/2019 Revised Date: 31/05/2021 No of Revisions 4**	Alan Simpson Alison Coburn Claire Duchart David Givan Gareth Barwell Gavin Brown George Gaunt Lindsey McPhillips Mark Love Nicole Fraser Robert Mansell Tony Booth

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152	Street Lighting and Traffic Signals Street Lighting and Traffic Signals: Process and quality assurance documentation and training Paul Lawrence, Executive Director of Place and SRO	Low	PL1810 Issue 3: Rec 2 - Refresher training for existing employees Started	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.	**Estimated Date: 20/12/2019 Revised Date: 30/06/2021 No of Revisions 7**	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
153	Street Lighting and Traffic Signals Traffic Signals: Evidence of pre installation design and acceptance testing Paul Lawrence, Executive Director of Place and SRO	Low	PL1810 Issue4: Rec 3 - Checklist retention procedures Started	Processes for the completion and retention of the checklist to be included in appropriate Operational Guide.	**Estimated Date: 31/03/2020 Revised Date: 31/05/2021 No of Revisions 4**	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

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
154	Supplier Management Framework and CIS Payments RES1809 Issue 2: Contracts and Grants Management Strategic Direction Stephen Moir, Executive Director of Resources	**High**	RES1809 Issue 2.2: Contract Management Compliance Reviews Implemented	The C&GM team will design and implement a rolling programme of compliance reviews, focused on the Tier 1 and 2 contracts, this programme to take account of the limited resources in the team, and other ongoing work. The scope of these reviews will, as appropriate, include the recommendations above. Again, this work will be dependent upon active service area engagement and responsiveness, including for service areas to implement identified actions. It is to be noted, however, that the staffing resources in the C&GM team may not be sufficient to include all aspects referred to above, including follow-up and monitoring of implementation.	Estimated Date: 31/12/2020 Revised Date: 01/05/2021 No of Revisions 0	Annette Smith Gavin Brown Hugh Dunn Iain Strachan Layla Smith Michelle Vanhegan Mollie Kerr
155	Supplier Management Framework and CIS Payments RES1809 Issue 1: Contract Management by Directorates and Service Areas Paul Lawrence, Executive Director of Place and SRO	**High**	RES1809 Issue 1.2(3): Supplier management quality assurance - Place Pending	Place This will be incorporated into the Place regular monitoring reports on procurement to provide assurance that risk assessments are happening, especially for tier 1 and 2 contracts and that appropriate action is taken. This will be undertaken in conjunction with the Contracts and Grants Management and Commercial Partner team in procurement to ensure consistency of approach and shared learning.	Estimated Date: 31/03/2021 Revised Date: 01/08/2021 No of Revisions 0	Alison Coburn David Givan Gareth Barwell George Gaunt Karl Chapman Lindsay Robertson Michael Thain

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
156	Supplier Management Framework and CIS Payments RES1809 Issue 1: Contract Management by Directorates and Service Areas Paul Lawrence, Executive Director of Place and SRO	**High**	RES1809 Issue 1.3(3): Contract manager support and guidance - Place Pending	Place This recommendation is accepted, and this will be added as appropriate to the Place mandatory training matrix at the next review.	**Estimated Date: 31/08/2020 Revised Date: 01/01/2021 No of Revisions 0**	Alison Coburn David Givan Gareth Barwell George Gaunt Karl Chapman Lindsay Robertson Michael Thain
157	Supplier Management Framework and CIS Payments RES1809 Issue 1: Contract Management by Directorates and Service Areas Jackie Irvine, Chief Social Work Officer & Head of Safer & Stronger Communities	**High**	RES1809 Issue 1.4(3): Review of contract waivers - C&F Started	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.	**Estimated Date: 27/03/2020 Revised Date: 01/11/2020 No of Revisions 1**	Anna Gray Claire Thompson David Hoy Michelle McMillan Nichola Dadds Nickey Boyle

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Page 419 158	Supplier Management Framework and CIS Payments RES1809 Issue 2: Contracts and Grants Management Strategic Direction Stephen Moir, Executive Director of Resources	**High**	RES1809 Issue 2.3: Project Governance supporting implementation of the Public Contracts Scotland Tendering technology system Started	This system is already well-established in other public sector partners, and supported by the Scottish Government, and has been identified by Scotland Excel as an appropriate e-solutions system to support contract and supplier management. Training sessions have already been held, including a day session focussed entirely on contract management functionality. All members of the team have had access to the system for a suitable period of time, to allow for learning on a test system and have built up a thorough knowledge of the system's capability to upload contract documentation. The mass upload of contract documentation is a key factor in the successful roll out of the system, and the team continues to get support from contemporary teams in Scottish Government and other public sector partners who have carried this out. Training sessions have been held with a number of contract managers across 4 directorates, focussing on 6 Tier 1 contracts, some with cross-directorate delivery. 40 suppliers have also been involved in the trial to date. The team are continuing to monitor the trial, with regular updates from contract managers and will use all lessons learned to prepare the project plan for full roll out of the system. The C&GM team will design and apply a suitable project management and governance framework to support PCS-T implementation. This will include additional suitable system testing, and training for service area contract managers who would be using the system to store and access contract documentation. As stated above, the team is already also working with public sector partners, to identify best practice to assist the successful roll out the contract management module. Commercial and Procurement Services are already considering the possible adoption of PCS-T as the Council's eProcurement system, bringing an end to	Estimated Date: 31/12/2020 Revised Date: 31/12/2021 No of Revisions 1	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	Contributors
		(red)		end approach to procurement and management of contracts. This work is continuing, and the PCS-T Working Group which has been established within Commercial and Procurement Services will take forward both aspects. If it is decided to adopt PCS-T for the Council's actual procurement processes, and not just contract management, then it is noted that the actual implementation of that would take longer, as there would be a greater direct impact upon other Council services.		
Page 420 15	Unsupported Technology (Shadow IT) and End User Computing CW1914 Issue 1: Digital strategy and governance Stephen Moir, Executive Director of Resources	**Medium**	CW1914 Rec 1.1 - Digital strategy development Started	The Council's digital strategy is currently being refreshed as part of the Adaptation and Renewal Programme and will include consideration of use of both networked and cloud-based systems solutions that are aligned with the Council's strategic and service delivery objectives and applicable security and compliance requirements. A separate cloud strategy will also be prepared as part of the overarching digital strategy that outlines the opportunities and risks associated with ongoing and future use of cloud-based shadow IT systems. The digital strategy will be developed following engagement and consultation with Council directorates; divisions; citizens; and other organisations (where required).	Estimated Date: 31/12/2020 Revised Date: 30/06/2021 No of Revisions 1	Alison Roarty Heather Robb Layla Smith Michelle Vanhegan Nicola Harvey

Ref	Project/Owner	Issue Type	Issue/Status	Agreed Management Action	Dates	Contributors
160	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 1.3 Waste and Cleansing Policy Started	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.	Estimated Date: 27/12/2019 Revised Date: 01/11/2020 No of Revisions 1	Alison Coburn Andy Williams David Givan Gareth Barwell George Gaunt

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